

Sing Up Music – Year 6: *Calypso solèy levé*

Pieces: *Calypso solèy levé* by Lily May, *Under the sea* by Howard Ashman and Alan Menken, *Emmanuel Road* Traditional Jamaican, *Carnival tabanca* by Bunji Garlin, 'Will you be there' (theme from *Free Willy*) by Michael Jackson.

About the unit: Calypso rhythms are part of our global aural landscape. The clave rhythm can be heard not only in music of the Caribbean, but also in music from South America, Africa, and India, and in afro-beat, dance, and modern rock and pop music.

In this unit, we explore a contemporary and popular form of instrumental calypso. It is the sound of the carnival, warming up and a call out to people on the streets to move and smile in joyful anticipation of the carnival fun to come.

Calypso solèy levé (pronounced 'lev – ee') is designed as a performance piece, with scope for the use of hand drums and/or cajons in conjunction with tuned and handheld percussion. The piece includes a section of solo phrases and a unison 'break' – both these elements are typical in percussion ensemble playing and give opportunity for shared moments of power and wonder.

Musical focus: Calypso clave rhythm, hand drumming, hand-to-hand sticking, tuned playing within I-IV-I-V chord structure, ensemble performance, learning to play by ear.

Musical learning:

- Improvise melodic phrases using G major pentatonic (G-A-B-D-E).
- Hold beaters and instruments correctly, achieving a good tone from the instruments.
- Play the calypso clave rhythm on a hand drum using both hands.
- Play the 'break' ('Carnival! Hey! Calypso go!') rhythm in tight unison.
- Be able to play two or more tuned parts in a whole-class performance of *Calypso solèy levé*.

National Curriculum for Music KS2 coverage:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<input checked="" type="checkbox"/>
Improvise and compose music for a range of purposes using the interrelated dimensions of music.	<input checked="" type="checkbox"/>
Listen with attention to detail and recall sounds with increasing aural memory.	<input checked="" type="checkbox"/>
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<input checked="" type="checkbox"/>
Develop an understanding of the history of music.	<input checked="" type="checkbox"/>

Model Music Curriculum YEAR 6 coverage:

Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.	<input checked="" type="checkbox"/>
Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	<input checked="" type="checkbox"/>
Listen to recorded performances.	<input checked="" type="checkbox"/>
Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.	<input checked="" type="checkbox"/>
Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline.	<input checked="" type="checkbox"/>