

Sing Up Music – Year 3: *Mangrove twilight*

Pieces: *Mangrove twilight* by Lily May, *Calypso Queen*, *Same boat*, and *Watina* by Calypso Rose, *Pan in 'A' minor* by Lord Kitchener, *Four white horses* Traditional Caribbean, *My voice is really funky* by Jessie Grimes, Rosie Bergonzi and Rosie Adediran, *Splanky* by Count Basie Orchestra, Traditional women's vocal music from Ghana, *Big Sing Up mambo*.

About the unit: *Mangrove twilight* fuses rhythms from South America and the Caribbean. There are suggestions of Colombian cumbia and Brazilian folk music within the overriding calypso theme.

Mangrove twilight uses the traditional calypso form of call-and-response, heard between the guitar and piano melody (backing track) and xylophones (children's part melody). A playful repeating conversation takes place between the 'call' and the 'response' and is punctuated by a unison phrase for the whole class.

Musical focus: Calypso, call-and-response, clave rhythm, syncopation, C major scale with solfa, melody, chords, developing tuned percussion techniques (hand-to-hand sticking), history of steel pans from Trinidad and Tobago, improvising and composing using call-and-response.

Musical learning:

- Improvise in a call-and-response format.
- Learn a range of tuned percussion techniques: right/left sticking, playing two-note chords.
- Clap and play a clave rhythm.
- Learn to play two parts from *Mangrove twilight*.
- Take part in an ensemble performance of *Mangrove twilight*.

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"/>
Listen with attention to detail and recall sounds with increasing aural memory.	<input checked="" type="checkbox"/>
Use and understand staff and other musical notations.	<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 3 coverage:

Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.	<input checked="" type="checkbox"/>
Perform actions confidently and in time to a range of action songs.	<input checked="" type="checkbox"/>

Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	<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"/>
Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short 'on-the-spot' responses using a limited note-range.	<input checked="" type="checkbox"/>
Compose song accompaniments on untuned percussion using known rhythms and note values.	<input checked="" type="checkbox"/>
Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.	<input checked="" type="checkbox"/>
Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.	<input checked="" type="checkbox"/>