

Topic: Samba and Carnival Sounds and Instruments

**National Curriculum Objectives which are covered in this unit:**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improve and compose music for a range of purposes using inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

**Model Music Curriculum Areas which are covered in this unit:**

- Singing
- Performing
- Listening
- Composing

**Lesson sequence - include the key concept, L.O. and brief description of lesson**

<p><b>Lesson 1 – Introduction to Samba</b> <i>Identifying the features of samba music, including where it originates from, the main instruments used and its dynamics.</i></p> <p><b>LO:</b> To recognise and identify the main features of samba music.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can describe what samba music is and where it comes from.</li> <li>• I can recognise when samba music is played.</li> <li>• I can identify some of the instruments used in a samba percussion ensemble.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> explaining what samba music is; identifying samba music consists mostly of percussion instruments; recognising</p>	<p><b>Lesson 2 – Pulse and Rhythm</b> <i>Revisiting syncopation and identifying and performing different rhythms.</i></p> <p><b>LO:</b> To understand and play syncopated rhythms.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can recognise the on-beat.</li> <li>• I can explain what a 'syncopated rhythm' is.</li> <li>• I can play on the off-beat.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> being able to clap on the off beat (the <b>and</b> of each beat) and being able to play a syncopated rhythm. <b>Pupils working at greater depth indicated by:</b> keeping in time with others and keeping a steady pulse while playing a syncopated rhythm.</p>	<p><b>Lesson 3 – Samba Rhythms</b> <i>Using untuned percussion instruments to play a variety of rhythms while keeping in time with the pulse.</i></p> <p><b>LO:</b> To play syncopated rhythms as part of a group.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can play in time.</li> <li>• I can hold my own part.</li> <li>• I can play a syncopated rhythm.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> playing their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). <b>Pupils working at greater depth indicated by:</b> playing their rhythm independently in time with the pulse, identifying errors in</p>	<p><b>Lesson 4 – Composing a Break</b> <i>Composing a verse or 'break' in groups to form part of the performance in the final lesson.</i></p> <p><b>LO:</b> To compose a basic rhythmic break.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can play in time.</li> <li>• I can hold my own part.</li> <li>• I can play a syncopated rhythm.</li> <li>• I can compose a simple break.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> playing their break in time with the rest of their group and playing in the correct place in the piece. <b>Pupils working at greater depth indicated by:</b> leading and guiding the composition of the break.</p>	<p><b>Lesson 5 – Samba Performance</b> <i>Warming up with some call-and-response then performing the class samba piece together.</i></p> <p><b>LO:</b> To perform rhythmic breaks within a samba piece.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can play in time and hold my own part.</li> <li>• I can play at the correct time within a group.</li> <li>• I can perform my break with accuracy.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> playing in time and with confidence; accurately playing their break. <b>Pupils working at greater depth indicated by:</b> leading their section when performing</p>
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<p>samba music is used to celebrate festivals, such as the Rio Carnival and Notting Hill Carnival.</p> <p><b>Pupils working at greater depth indicated by:</b> identifying that samba music is loud, fairly fast, percussive, with many parts and a complex texture.</p>		<p>their own performance and trying to self-correct.</p>		<p>their break; self correcting if they are playing out of time.</p>	
<p><b>Prior learning</b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>EYFS</b></p> <p>Exploring Sound  Celebration Music  Music and Movement  Musical Stories  Transport  Big Band</p> <p><b>Year 1</b></p> <p>Keeping the Pulse (Theme: My Favourite Things)  Tempo (Theme: Snail and Mouse)  Dynamics (Theme: Seaside)  Sound Patterns (Theme: Fairytales)  Pitch (Theme: Superheroes)  Musical Symbols (Theme: Under the Sea)</p> <p><b>Year 2</b></p> <p>Call and Response (Theme: Animals)  Instruments (Theme: Storytelling)  Singing (Theme: On This Island)  Contrasting Dynamics (Theme: Space)  Structure (Theme: Myths and Legends)  Pitch (Theme: Musical Me)</p>		<p><b>Year 3</b></p> <p>Ballads  Creating Composition in Response to Animation (Theme: Mountains)  Developing Singing Technique and Keeping in Time (Theme: Vikings)  Pentatonic Melodies and Composition (Theme: Chinese New Year)  Instrumental Unit One (Theme: South Africa)  Traditional Instruments and Improvisation (Theme: India)</p> <p><b>Year 4</b></p> <p>Body and Tuned Percussion (Theme: Rainforests)  Rock and Roll  Changes in Pitch, Dynamics and Tempo (Theme: Rivers)  Haiku, Music and Performance (Hanami)  Samba and Carnival Sounds and Instruments</p>		
<p><b>Future learning</b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>Year 4:</b></p> <p>Adapting and Transposing Motifs (Theme: Romans)</p> <p><b>Year 5</b></p> <p>Blues  Musical Theatre  Composition Notation (Theme: Ancient Egypt)  Looping and Remixing  Composition (Theme: Festival of Colour)  South and West Africa</p> <p><b>Year 6</b></p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn)  Songs of World War 2  Film Music  Theme and Variations (Theme: Pop Art)  Baroque</p>				

	Composing and Performing a Leavers' Song
<b><u>Key vocabulary to be explicitly taught</u></b>	Agogo; bateria; Caixa; carnival; chocalho; composition; crescendo; cowbell; dynamics; ensemble; features; ganza; influenced; metronome; off-beat; percussion; pulse; repique; rhythm; rhythmic break; samba; samba breaks; structure; surdo; syncopated rhythms; tamborim; texture; unison; untuned percussion
<b><u>Cross-curricular links</u></b>	<b>Geography</b> Finding Brazil on a world map, learning about Brazilian culture and the carnival in Rio
<b><u>Enrichment</u></b>	BBC Bitesize video on Samba music: <a href="https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/2">https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/2</a>  Samba performance video of Batucada: <a href="https://www.youtube.com/watch?v=jQLvGghaDbE&amp;ab_channel=RafaNavarro">https://www.youtube.com/watch?v=jQLvGghaDbE&amp;ab_channel=RafaNavarro</a>
<b><u>Useful websites/resources</u></b>	<b>Kapow Music</b> <b>BBC Teach</b> <b>BBC Ten Pieces</b> <b>Rocksteady Feel Good Friday</b>