

## YEAR 4

# Samba

## Scheme of Work

### Introduction

This unit explores the musical style of samba. In this unit, focusing on rhythm and pulse, the pupils will have the opportunity to perform samba music as a whole class and in small groups. They will explore the instruments of the samba and create their own samba band.

### Key Skills

- Listening: identify characteristics, appraise, identify instruments
- Composing: polyrhythm, rhythm, staff notation
- Performing: follow staff notation, group ensemble, solo, call and response, call and response, sing in a round
- Social: respect, support, communication, patience
- Emotional: confidence, empathy, independence, perseverance
- Thinking: creativity, decision making, provide feedback, reflection, select & apply, comprehension

### Learning Objective

<b>LESSON 1</b>	To introduce samba music through listening, appraising and singing.
<b>LESSON 2</b>	To create and perform rhythms using call and response.
<b>LESSON 3</b>	To refine, perform and appraise the samba introductions.
<b>LESSON 4</b>	To learn and perform the rhythms of a Brazilian samba groove as a whole class ensemble.
<b>LESSON 5</b>	To perform a solo in an ensemble.
<b>LESSON 6</b>	To create a suitable ending for a samba piece and perform in carnival style.

## **Assessment Criteria**

### **YEAR 4**

- I am able to recognise and name the four main instruments of the samba ensemble.
- I can confidently perform, maintaining a repetitive rhythm independently with a secure sense of pulse.
- I can identify and describe how the inter-related dimensions are used to create samba music.
- I contribute ideas expressing musical opinions for creating and improving work.
- I demonstrate a good understanding of the key words when I use them in my feedback
- I have taken on a leadership role and can securely give and follow signals to start and stop.

## **Links to the National Curriculum**

### **ENGLISH**

- Learning key vocabulary: polyrhythm, melody, rumble, groove
- Communicate and express musical and emotional ideas in response to others
- Evaluate different works and provide feedback

### **MATHS**

- Finding, following and creating musical patterns
- Keeping time and counting beats

### **SCIENCE**

- Embed understanding of sound and music and how it can be created