

## Autumn 2 Samba

## Solihull Music Service Curriculum Programme Year 6



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| Term focus                                                 | Pupils will continue to learn how to play all the instruments of the Samba ensemble, and produce an accurate pleasing musical sound. Pupils will develop their confidence and skill when recreating the different rhythms and refine their ensemble skills further, learning how to stick to a strong pulse.                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Knowledge, skills and understanding<br>Instrument Specific | <ol style="list-style-type: none"> <li>1. Learn how to create a good musical sound on every samba instrument, refining technique.</li> <li>2. Practise confidently playing in solo and ensemble contexts.</li> <li>3. Learn the rhythm of each instrument from memory.</li> </ol>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Knowledge, skills and understanding<br>Musicianship        | <ol style="list-style-type: none"> <li>1. Perform percussion instruments with a sense of rhythm and pulse, independence and awareness of the whole ensemble.</li> <li>2. Learn simple songs developing the ability to sing accurately and maintain a part in a 3-part song.</li> <li>3. Learn more about how the different rhythms fit together as part of the groove.</li> <li>4. Start to explore the concept of leading an ensemble by giving signals and musical instructions to the rest of the class.</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Key vocabulary                                             | Pulse – Rhythm – Ensemble – Call & Response – Ostinato – Polyrhythm – Groove – Tambourim – Surdo – Ganza – Agogo Bell – Tambour – Leader Drum (Heapaniki) – Apito – Break – Texture – Pitch – Dynamics – Leader                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Sound and Symbol                                           | Communicate via the apito whistle and hand signals to play as an ensemble.                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Outcomes</b> <ol style="list-style-type: none"> <li>1. Pupils can recall and internalize rhythmic patterns of various complexities on their instrument</li> <li>2. Pupils can sing songs from memory with others confidently and sing with a sense of style and character and accurately in tune.</li> <li>3. Pupils can identify and name the musical instruments we have listened to.</li> <li>4. Pupils understand musical outcomes are of higher quality as a result of good teamwork.</li> </ol> |
| Instrumental repertoire                                    | <i>Afro Bloc Groove</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Vocal repertoire                                           | <i>Sambalele</i><br><i>Samba Song</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Listening repertoire                                       | <i>Rio film soundtrack</i><br><i>Batacada</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |