

Term focus	Pupils will use all of the skills they have learned so far to learn a new groove. They will be given a specific instrument to specialise in and will work to hone their skill it. Pupils will be encouraged to take ownership of their part and role within the ensemble. Pupils will use the skills they are learning to lead the ensemble themselves.	
Knowledge, skills and understanding Instrument Specific	1. Continue to develop fluency and accuracy whilst performing on all the instruments, and then on their specific instrument.	
Knowledge, skills and understanding Musicianship	1. Perform rhythms of various complexities within a polyrhythmic texture, maintaining an individual part within a class ensemble and continuing to internalise a strong sense of pulse. 2. Follow direction and memorise different rhythmic patterns associated with each section of a structured piece of music. 3. Demonstrate an understanding of the given conventions of Samba music through performance. 4. Perform with enjoyment to an audience (or recording) with a sense of occasion and team spirit. 5. Create, refine, rehearse and perform music with a clear structure underpinned by the conventions of Samba music. Listen and respond appropriately to the music of their peers. E. Lead part of the Samba performance giving signals and maintaining a strong sense of pulse.	
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 – Crotchet – Minim – Quaver – Semibreve	
Sound and Symbol	Western rhythmic notation is introduced to support learning activities in preparation for summer term small group projects.	Outcomes 1. Pupils are able to memorize the rhythms and signals for each section of the performance. 2. Pupils can identify and name the musical instruments of a Samba ensemble and can take into consideration the mechanics of how that instrument is played 3. Pupils can read and play simple melodic patterns using rhythmic notation 4. Pupils know how to use my thinking voice to internalise the rhythm and pulse. 5. Pupils understand the key success factors to making a good clear sound on my instrument.
Instrumental repertoire	Hip Hop Groove	
Vocal repertoire	<i>Sambalele</i> <i>Samba Song</i>	
Listening repertoire	<i>Rio film soundtrack</i> <i>Batacada</i>	