

Summer 1 Samba

Solihull Music Service Curriculum Programme Year 6



Term focus Performance Skills	Pupils will perform a given Samba and compose their own Samba music continuing to focus on embedding the concepts of pulse and rhythm throughout. Pupils will develop their ensemble skills and understand that quality musical outcomes will be achieved as a result of good team work. Pupils will embed the key conventions of Samba music, call and response, ostinato, pulse, rhythm and polyrhythm through performance and composition.	
Knowledge, skills and understanding Instrument Specific	1. Create pieces using a variety of different musical devices including structure and rhythm in response to a specific stimulus. 2. Improvise within a group using rhythmic phrases as part of a group rehearsal and performance.	
Knowledge, skills and understanding Musicianship	1. Demonstrate and understanding of the given conventions of Samba music through performance and compositions activities. 2. Work as part of a team to create a break which will be integrated into the main piece.	
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 – Tempo – Composer	
Sound and Symbol	Pupils can use sign, appito, western notation and be creative in creating their own signs and symbols to communicate within their groups.	Outcomes 1. Pupils can confidently perform as part of an ensemble from memory (with teacher support). 2. Pupils have the performance skills I need to for an audience. 3. Pupils can recall and evaluate my own and others' performances. 4. I can work as part of a team effectively
Instrumental repertoire	The Hip Hop Groove, with group compositions with in it in the form of breaks.	
Vocal repertoire	<i>Sambalele</i> <i>Samba Song</i>	
Listening repertoire	<i>Rio film soundtrack</i> <i>Batacada</i>	