



St James' Church of England Primary School

Music Overview Sheet



Year 4 – Samba and carnival sounds



Unit Outcomes: Pupils who are **secure** will be able to:

- Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.
- Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm.
- Play 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).
- Play their break in time with the rest of their group and play in the correct place in the piece.
- Play in time and with confidence; accurately playing their break.

Key Skills:

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Beginning to improvise musically within a given style.
- Creating a piece of music with at least four different layers and a clear structure.
- Suggesting improvements to others' work, using musical vocabulary.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing syncopated rhythms with accuracy, control and fluency.

Overview:

Lesson 1: **Introduction to Samba** To recognise and identify the main features of samba music
 Lesson 2: **Pulse and rhythm** To understand and play syncopated rhythms
 Lesson 3: **Samba rhythms** To play syncopated rhythms as part of a group
 Lesson 4: **Composing a break** To compose a basic rhythmic break
 Lesson 5: **Samba performance** To perform rhythmic breaks within the samba piece

Cross-Curricular Ideas

Key Vocabulary

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

Impact/Assessment

Most Children will: • The ability to explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. • Being able to clap on the off beat (the **and** of each beat) and being able to play a syncopated rhythm. • 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). • Playing their break in time with the rest of their group and playing in the correct place in the piece. • Playing in time and with confidence; accurately playing their break.

More Able Children will: • The ability to specify that the music is loud, with lots of percussion and fairly fast and has a thick/complex texture and lots of parts. • Keeping in time with others and keeping a steady pulse whilst playing a syncopated rhythm. • Playing their rhythm independently in time with the pulse, identifying errors in their own performance and trying to self correct. • Leading and guiding the composition of the break. • Leading their section when performing their break; self correcting if they are playing out of time.