

<p>LEARNING OBJECTIVES <i>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</i></p> <ul style="list-style-type: none"> Learn about the influence of Samba on popular music Understand that Samba uses melodic parts as well as rhythmic parts and how these two combine to form a type of Samba 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : Perform the bass line or chords parts of “Samba de Janeiro” as part of a group Distinguish between traditional instruments of Samba and modern instruments used in a range of popular music</p> <p>Level 5 (working at) Most Pupils Perform the melody line of “Samba de Janeiro” as part of a group Distinguish some musical features of Samba e.g. call and response, rhythmic looping and improvisation in a range of popular music which has been influenced by traditional Samba</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Perform the melody line of “Samba de Janeiro” accurately and fluently being able to loop using a vocal riff to link sections. Discriminate clearly between traditional features of Samba and more modern popular influences in a range of popular music</p>
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LESSON STRUCTURE

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Starter Activity	<p>“Samba de Janeiro” – Bellini – Video 1 and/or Audio 1 Begin the lesson by playing pupils Video 1 and/or Audio 1, featuring a performance of “Samba de Janeiro” by the contemporary dance group “Bellini”. Pupils will no doubt enjoy watching the video or listening to the audio track but emphasise the physical exuberance of the performance of Samba and introduce the concept of Samba using melodic as well as rhythmic parts. (5 mins)</p>	<p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
Core Main Activities	<p>1. Performing the Melodic Parts of “Samba de Janeiro” – Score 2 & Presentation 1 & MIDI 5 & MIDI 6 Link the starter to the development of the lesson by explaining that during this lessons, pupils will learn to play melodic parts of “Samba de Janeiro” – the same melody as they heard in the starter activity. Score 2 gives a full score and separate parts for a melody line, chords part and bass line. Model the task by firstly playing MIDI6 showing how the three parts combine together and finally play MIDI5 to demonstrate how the melodic parts will be performed over the rhythmic “Section B” of “Samba de Janeiro” that pupils have been working on during lessons 1-3. Divide the class into groups of at least three, doubling up parts as required and equipping each group with a selection of keyboards and/or tuned percussion instruments. The group are to rehearse and practice a performance of the melody of “Samba de Janeiro” using the melody, chords and bass line performed together. Allow suitable time for groups to rehearse and then allow groups to perform back to the rest of the class. <i>Did any groups manage to “loop” the rhythm and play it more than once adding the “Samba, de Janeiro” shout during each repetition?</i> Explain to pupils that they will be adding the melodic part to form a complete performance of “Samba de Janeiro” during lesson 5. (45 mins)</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p>
Plenary	<p>How Samba has influenced Popular Music – Starter/Plenary 6 & Audio 5 & Audio 6 As further examples of how popular music has been influenced by Samba, distribute Starter/Plenary 6 and play pupils Audio 5 & 6, two tracks that incorporate traditional elements of Samba with a more modern, popular feel. As pupils listen, encourage them to note down their responses on Starter/Plenary 6 and discuss answers as a class (10 mins)</p>	<p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Citizenship – impact and effect of belonging to a community e.g. Samba school; working with others, co-operation, teamwork, other cultures RE – processions, festivals, carnivals, Mardi Gras Geography –Rio de Janeiro, Brazil; Latin-America Notting Hill, London. Dance – Samba; effect and influence of Samba on modern, popular music and club dance.</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils can be encouraged to perform the melody part of “Samba de Janeiro” on their own instruments. There are transposed versions of the melody on Score 2. (GAT) Higher ability pupils who play the guitar can be encouraged to perform the chords of Dm, Em and Am to accompany their group’s performance of “Samba de Janeiro” (SEN) Lower ability pupils may find the bass line part easier to perform than the melody and can be “paired” with higher ability groups.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand</p>		<p>HOMEWORK SUGGESTIONS</p>

