

<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"> Understand the different roles of groups and instruments within a complete Samba performance Recognise the importance of the Samba leader using signals to move onto different sections Perform as part of a full class Samba performance 	<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 rhythmic surdo or shaker parts or melodic bass line or chords parts of “Samba de Janeiro” as part of a full class performance. Perform as part of a group maintaining own part with awareness of overall structure of the full Samba performance</p> <p>Level 5 (working at) Most Pupils Perform the rhythmic tamborim or agogo parts or the melody line of “Samba de Janeiro” as part of a full class performance Perform accurately as part of a group with full awareness of the Samba leader recognising and responding to changes in sections</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Add rhythmic improvisations to a full class performance of Samba Take on the role of Samba leader in leading a full class performance</p>
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LESSON STRUCTURE

NC KS3 POS

<p>Starter Activity</p>	<p>Planning a Performance of “Samba de Janeiro” – Starter/Plenary 7 & Presentation 1 & Score 1 & Score 2 & Starter/Plenary 1 Begin the lesson by explaining to pupils that during this lesson they are going to rehearse, perform and record a full performance of “Samba de Janeiro” that they have been working on during lessons 1-4. Everyone in the class will be involved in the performance but first establish roles and responsibilities. There are seven groups needed for the full performance as well as a leader which the teacher or a GAT/high ability pupil could assume, and Starter/Plenary 7 could be enlarged and used as a class planning sheet adding pupil names under the various groups through volunteering of selection/allocation depending on ability.</p> <p>Rhythm Section – (Score 1) - Group 1 - “Surdos”; Group 2 - “Shakers”; Group 3 – “Tamborims”; Group 4 – “Agogo Bells” (see notes on lesson resources in lesson 1 and/or scheme of work)</p> <p>Melodic Section – (Score 2) Group 5 - Melody line players, Group 6 - Chord players, Group 7 - Bass Line players</p> <p>Once everyone has been assigned to a group, briefly run through the performance plan which is also given on Starter/Plenary 7 and Presentation 1 will also be useful in demonstrating the structure of the full piece. Reinforce that the melodic parts will only play during the “Section B” parts of the piece and that the transition from one section to another will be indicated by the signal of four blows on the whistle by the Samba leader. It’s also a good idea at this stage to invite pupils who wish to perform 16-beat improvisations in “Section C” of “Samba de Janeiro” and establish a “running order” for the improvisations which can also be documented on Starter/Plenary 7. Prepare instruments, Scores and recording equipment and invite an audience if possible!</p> <p style="text-align: right;">(10 mins)</p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Main Activities</p>	<p>1. Performing “Samba de Janeiro” – Starter/Plenary 7 & Presentation 1 & Score 1 & Score 2 & MIDI 1 & MIDI 2 & MIDI 3 & MIDI 4 & MIDI 5 & MIDI 6 & Starter/Plenary 1</p> <p>Assemble the rhythmic and melodic sections in two separate rehearsal groups with appropriate resources, MIDI files as required and Scores. A GAT/higher ability pupil could act as rehearsal leader with the rhythm group while the teacher spends time with the melody group. Ensure that the rhythm group has learned the call and response “Coda” section which can be easily taught with the call “Samba” and response “de Janeiro”. When groups have had adequate rehearsal time, attempt to put together a full performance of “Samba de Janeiro” using Starter/Plenary 7 to guide pupils through the structure of the piece and assuming the role of Samba leader with a whistle at the front of the group. Once secure, record the complete performance, either using video or traditional sound recording equipment. (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>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p>Reviewing the Performance</p> <p>Once all equipment and resources have been tidied away, watch/listen to a recording of the class Samba piece with the pupils and reflect on the overall effect of the performance. <i>Was everyone involved? Did the sections “blend” together? Did the melody “fit” with the “rhythm” section in “Section B”? How effective were the solo improvisations? What could be improved about the performance if the piece was to be performed again?</i> (5 mins)</p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its</p>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</p> <p>Citizenship – impact and effect of belonging to a community e.g. Samba school; working with others, co-operation, teamwork, other cultures</p> <p>RE – processions, festivals, carnivals, Mardi Gras</p> <p>Geography –Rio de Janeiro, Brazil; Latin-America Notting Hill, London.</p> <p>Dance – Samba</p>		<p>EAL/SEN/GAT</p> <p>(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.</p> <p>(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”</p> <p>(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>Bass Line, Beats, Call and Response, Chords, Improvisation, Melody, Polyrhythm, Rhythm, Samba Leader, Section, Signal</p>		<p>HOMEWORK SUGGESTIONS</p> <p>Pupils could be asked to write a written evaluation of their role within the class performance of “Samba de Janeiro”</p>
<p>LESSON RESOURCES - Hardware/software/DVD/projection equipment capable of playing .mpg video formats.</p> <p>Y9U7SP7 – Planning a performance of Samba de Janeiro Y9U7S1 –“Samba de Janeiro” – Rhythmic Parts</p> <p>Y9U7S2 – “Samba de Janeiro” – Melodic Parts Y9U7PPT1 – “Samba de Janeiro” Presentation</p> <p>Y9U7MIDI1 – “Samba de Janeiro” Introduction Y9U7MIDI2 - “Samba de Janeiro” Section A</p> <p>Y9U7MIDI3 – “Samba de Janeiro” Section B Y9U7MIDI4 – “Samba de Janeiro” Coda</p> <p>Y9U7SP1 – Samba Instrument Group Posters</p> <p>Y9U7MIDI5 – “Samba de Janeiro” – Melodic Parts over Percussion Section “B”</p> <p>Y9U7MIDI6 – “Samba de Janeiro” – Melodic Parts Only</p> <p>Instruments – tuned percussion instruments/keyboards; own instruments; Samba instruments; variety of percussion instruments (see note of lesson resources in lesson 1 and/or scheme of work)</p>		