

<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"> • Compose and perform a simple piece of rhythmic Samba using features learned about in unit • Understand how rhythms can be combined to create a larger piece of music • Perform from and record ideas using rhythm grid notation 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : Compose and perform a basic piece of rhythmic Samba. Perform with some mistakes, hesitations or pauses but show a general sense of Samba style and a recognisable outline to the piece</p> <p>Level 5 (working at) Most Pupils Compose and perform a rhythmic Samba piece giving a good performance where the rhythms are performed with general accuracy. Any mistakes have little effect on the overall performance which is fluent and confident. Demonstrate a good understanding of the style of playing needed for Samba and record ideas accurately using rhythm grids</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Compose and perform a stylistic and effective rhythmic Samba piece developing and extending musical ideas such as call and response, improvisation and structural sections – breaks, introduction and coda – learned about during the unit. Perform with a good awareness of Samba style.</p>
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LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Performing Samba from a Rhythm Grid Warm-Up – Starter/Plenary 9 Display or distribute Starter/Plenary 9 showing simple Samba rhythms for six instrument groups. Divide the class into the six allocated parts together with an instrument suitable for performing each part on (see lesson resource notes on lesson 1 and/or scheme of work) and teach each part the rhythms following the rhythm grid notation. (10 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>
Core Main Activities	<p>1. Composing & Performing a Polyhythmic Samba – Worksheet 3 & Worksheet 4 Link the starter to the development of the lesson by explaining that pupils are going to use their skills, knowledge and understanding of Samba learned about in the unit to compose a simple Samba rhythm. Divide the class into groups of six – selecting one pupil from each of the assembled groups in the starter activity works well and ensures they all have an instrument! Distribute Worksheet 3 which gives a blank rhythm grid for pupils to record their ideas on. How developed this activity becomes depends on the time available and ability of the pupils. Some groups may want to add an introduction, call and response section, improvisations or use a whistle to establish a Samba leader – all of which should be encouraged! Allow suitable rehearsal time before allowing each group to perform their Samba piece to the rest of the class. Worksheet 4 can be given to pupils are they listen to others perform to record their comments and evaluations of two selected groups (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>

Plenary	<p>Samba in the Ballroom – Video 3 (Starter/Plenary 10) To end the unit, play pupils Video 3, an extract from the BBC series “Strictly Come Dancing” which illustrates the development of traditional Samba into a Ballroom Dance. An optional reflection and self-evaluation activity is given on starter/plenary 10 in which pupils review their learning of Samba from the unit. Space is provided for teachers to issue pupils with a “level” and provide AFL comments as well as a “ticklist” feature for pupils to track their own learning and outcomes.</p> <p style="text-align: right;">(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>
<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 – development of Samba into a ballroom dance</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils can extend the composition task to include an introduction and coda section based on call and response rhythms and/or add improvisation sections to their Samba composition (SEN) Lower ability pupils could be allocated to work with higher ability pupils during the composition and performing task</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Agogo Bells, Break, Caixa de guerra, Call and Response, Improvisation, Rhythm, Rhythm Grid Notation, Samba Leader, Shakers, Surdo, Tamborim, Texture</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to consolidate their knowledge of the instruments of Samba and features of Samba music by being asked to complete Cover/Homework 5 – Learning more About Samba</p>
<p>LESSON RESOURCES – Hardware/software/DVD/projection equipment capable of playing .mpg video formats. Y9U7SP9 – Performing Samba from a Rhythm Grid Y9U7W4 – Evaluating Samba Compositions and Performances Y9U7CH5 – Learning more about Samba</p>		<p>Y9U7W3 – Composing a Polyhythmic Samba Y9U7VID3 – From Traditional Samba to a Ballroom Dance Y9U7SP10 – My Samba Learning</p>
<p>Instruments –Samba instruments; variety of percussion instruments (see note of lesson resources in lesson 1 and/or scheme of work)</p>		