

Curriculum Sequencing Overview

Year 7 UNIT 4:

SAMBA

Week	1	2	3	4
Big ideas (key concepts)	To know the cultural context of Samba music and to play a Brazilian Carnival song.	To identify Samba instruments aurally and visually.	To learn about the structure of a Samba piece, starting with the introduction and main groove.	To learn what improvisation means through creating an improvised rhythmic section in groups.
Lesson topics sequence	Pupils will <ul style="list-style-type: none"> Identify where Brazil is located, what Samba music is and its musical influences They will listen to and describe Samba music using the musical elements They will learn to play Brazil song on the keyboards 	Pupils will <ul style="list-style-type: none"> Listen to Portuguese, African and Samba music identifying the links Learn about Samba instruments from various videos Pupils will play various samba instruments as a whole class 	Pupils will <ul style="list-style-type: none"> Learn about the structure of a Samba piece Learn about the introduction and create an introduction in pairs Learn about a groove and play a groove in small groups 	Pupils will <ul style="list-style-type: none"> Learn how to improvise first as a whole group ensemble then will break into smaller groups and incorporate their improvisation into their small ensemble work
Home Learning	<u>Home Learning 1:</u> To learn KO words 1-5 evidence must be demonstrated in blue rough books		<u>Home Learning 2:</u> To learn KO words 6-10 evidence must be demonstrated in blue rough books	

Week	5	6	7	8
Big ideas (key concepts)	To learn about and play a “break” in Samba music	To create a call and response chorus	To notate a Samba melody using staff notation	To complete their Samba piece and perform to the class and to self-assess
Lesson topics sequence	Pupils will: <ul style="list-style-type: none"> Learn about breaks in samba music work in small groups to incorporate their breaks Rehearse the whole structure of their pieces 	Pupils will: <ul style="list-style-type: none"> learn that in Samba music vocals or brass instruments are added to provide a melody the agogo bell features a high and a low pitch a range of drums are used in a ensemble, which create a range of sounds and pitches Create a simple call and response vocal chorus 	Pupils will: <ul style="list-style-type: none"> listen to how pop songs can be influenced by the Samba sound e.g. <i>Whenever Wherever</i> by Shakira, <i>Mas Que Nada</i> by Sergio Mendes and the dance track <i>Samba do Brazil</i> by Bellini. Recap on notes of the treble clef Use simple notes of the pentatonic scale to create a simple melody line on keyboards Recap on musical elements such as dynamics, texture to help their samba piece 	Pupils will <ul style="list-style-type: none"> recap on the key features of Samba and musical elements to aid performance complete their pieces today notate their work with annotations about their creative process self-assess their improvisation and performance skills
Home learning	<u>Home Learning 3:</u> To learn KO words 11-15 evidence must be demonstrated in blue rough books		<u>Home Learning 4:</u> To learn KO words 16-20 evidence must be demonstrated in blue rough books	



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