Music Year 8 - Terms 3 and 4 – Samba. Students will look to develop their knowledge of Samba. They will develop their understanding of the historical and cultural context of Samba. Students will learn the main musical characteristics of Samba: Polyrhythms, Master Drummer, Ostinatos and there will be a strong emphasis on Tempo, Structure and Texture. Students will attempt to compose their own samba piece using all the knowledge they have built up so far. The Elements of Music will be further developed within a Samba listening tasks.

UNIT INTENT	Lesson Intent	<u>Vocabulary –</u> Daily <u>Retrieval/Teach</u> for memory	Activities/Assessment (to including the metacognitive/learning verb	Homework/Literacy Map
 Knowledge Goal Developing understanding of Rhythm, Polyrhythms, Texture and history of Samba . 1. To introduce the music of Brazil: Samba and to understand its context. 2. To develop the 'Elements of music' further in the listening context of Samba. 3. To understand subject specific language and be able to spell it correctly. 4. To develop rhythmic performance skills and be able to hold their own ostinato pattern within their samba groove(s) and perform to the class. 	WEEK 1Feeds on fromContinue to make use of the elements ofMusic key words but to use them in adifferent context. Development ofRhythmic skills from Year 7.Feeds forward toDevelop rhythmic skills in an ensembleperforming context and in front of theirpeers. To be able to self and peerevaluate to aid progress.To Develop what they have leaned onBrazil and Samba and build on thisknowledge.Feeds forward to the BTECDeveloping their performance andcomposing skills for Unit 4 (Composition)and Unit 5 (Performance).	NEW RHYTHM POLYRHYTHMS <u>RETRIEVE</u> TEXTURE	 Knowledge Goal Developing understanding of Rhythm, Polyrhythms, Texture and history of Samba. Hand out booklets, transfer target grade. History of samba video and sheet (10 minutes) https://www.youtube.com/watch?v=D-aGGaq3w_from 2.09-Go over answers. Read samba instruments Watch Instruments video https://www.youtube.com/watch?v=kbO RVE2P2hg Fill the names in sheet instruments. Clap African rhythm sheet, work as a class building up the layers. Plenary : Spelling TEST 	Revise key vocabulary for quiz/ listening task.

Knowledge Cool	WEEK 2	NEW	Startor	Povico kov
Knowledge Goal	WEEK 2	AGOGO	Starter Instrument match up sheet	Revise key vocabulary
Recap: of Rhythm, Polyrhythms and	Feeds on from	SURDO	Watch	•
Texture, Tempo	To build on existing Samba knowledge	TAMBORIM	https://www.youtube.com/watch?v=	for quiz/
Developing understanding of	and context. To build on what they have		XC0yHAw3-8w	listening task.
Ostinatos/Riffs, Instruments such as:	learned with regards to layering up	RETRIEVE	<u>ACOULTANO-ON</u>	
Surdo, Repinique, Chocalo,	rhythmic ostinatos into a polyrhythmic	OSTINATO	Recap on language: Instrument match	
Tamborim and Agogo.	texture. They will be using simpler more	RIFF	up sheet	
	accessible rhythms. To use the elements	TEXTURE		
1. To introduce the music of Brazil: Samba	of Music to work (Year 7) on improving	POLYRHYTHMS	Re-watch samba instruments video	
and to understand its context.	their performance, with a particular	ΤΕΜΡΟ	https://www.youtube.com/watch?v=kbO	
2. To develop the 'Elements of music'	focus on Tempo, Rhythm and Texture.		RVE2P2hg	
further in the listening context of				
Samba. 3. To understand subject specific	Feeds forward to		Main lesson	
language and be able to spell it	This is a preparation activity for a more		Work in smaller groups on percussion	
correctly.	complex and sophisticated samba		instruments (20 minutes) ON AFRICAN	
4. To develop rhythmic performance skills	groove next week.		percussion activity	
and be able to hold their own ostinato				
pattern within their samba groove(s) and perform to the class.	Feeds forward to the BTEC		Each group to perform to the class. (10	
and perform to the class.	Developing their performance and		minutes)	
	composing skills for Unit 4 (Composition)			
	and Unit 5 (Performance).		<u>Plenary</u>	
			Explanation of Hexagon self- evaluation	
			grid.	
			Completion of this week's hexagon	
Knowledge Goal	Week 3	<u>NEW</u>	Starter:	Revise key
Recap: of Rhythm, Polyrhythms and	Feeds on from	FESTIVAL	https://www.bbc.co.uk/bitesize/clips/zrjn	vocabulary
Texture, Tempo, Ostinatos/Riffs	To build on existing samba knowledge	CARNIVAL	<u>34j</u>	for quiz/
Developing understanding of context	and context with a focus on the impact	ATMOSPHERE		listening task.
of Samba on Brazilian Culture.	samba has on a 12-year old boy and how	RETRIEVAL	'Morning good Morning' samba example	
	it fits into his life and culture of	AGOGO	to the class.	
1. To introduce the music of Brazil: Samba	carnivals. To build on what they have	SURDO		
and to understand its context.	learned with regards to layering up	TAMBORIM	Clap and work in smaller groups	

 To develop the 'Elements of music' further in the listening context of Samba. To understand subject specific language and be able to spell it correctly. To develop rhythmic performance skills and be able to hold their own ostinato pattern within their samba groove(s) and perform to the class. To understand the importance of a Maestre (conductor) and their role. To understand the structure of samba. To develop self-assessment skills 	rhythmic ostinatos into a polyrhythmic texture. To use the elements of Music to work (Year 7) on improving their performance, with a particular focus on Tempo, Rhythm and Texture. Feeds forward to Students will now be using more sophisticated and complex rhythms. To develop their understanding of the importance of the Elements of Music: Tempo, Texture, Rhythm and Pulse in this context. They are to prepare for their performance. Developing their self and peer assessment skills. Feeds forward to the BTEC Developing their performance and composing skills for Unit 4 (Composition) and Unit 5 (Performance)	OSTINATO RIFF TEXTURE POLYRHYTHMS TEMPO	'Let's put it together' samba rhythm example to the class. Clap and work in smaller groups on percussion instruments. Plenary Completion of this week's hexagon Oludom video <u>https://www.youtube.com/watch?v=A3o</u> <u>30YJiWsc</u>	
Knowledge Goal	UNIT INTENT	NEW	Starter:	
Recap: of Rhythm, Polyrhythms and	Week 4	GROOVE	Spelling test	
Texture, Tempo, Samba instruments.	Feeds on from	LAYERING	Mini white board retrieval exercise: Key	
Developing understanding of the role	Knowledge and keyword retrieval to	TEXTIRE	language	
	demonstrate retention.	MAESTRE		
of Maestre and Samba groove.	To use the elements of Music to work	RETRIEVAL	Main Lesson	
	(Year 7) on improving their	FESTIVAL	Final work on these two new samba	
1. To introduce the music of Brazil:	performance, with a particular focus on	CARNIVAL	Grooves from last week. Students to elect a	
Samba and to understand its	Tempo, pulse, Rhythm and Texture. To	DYNAMICS	Maestre (conductor) for each group who	
context. 2. To develop the 'Elements of music'	use their knowledge of the role of the	ATMOSPHERE.	will use what they have learned so far to	
further in the 'listening and	Maestre and put it to use in their own	AGOGO	conduct their group. They are to work on	
performing' context of Samba.	Samba groove performance.	SURDO		

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 To understand subject specific language and be able to spell it correctly. To develop rhythmic performance skills and be able to hold their own ostinato pattern within their samba groove(s) and perform to the class. To understand the importance of a Maestre (conductor) and their role. To understand the structure of samba. To develop self-assessment skills 	Feeds forward to Self-assessment skills developed over the past weeks put to the test with a performance to the class of their Samba groove. They will be assessed as a group. The more able will be able to use this groove as a foundation to their keyboard performance of Samba de Janeiro.	REPINIQUE TAMBORIM OSTINATO RIFF TEXTURE POLYRHYTHMS TEMPO	the two grooves ready for a performance to the class at the end of the lesson. <u>Plenary</u> Completion of this week's hexagon Rio de Janeiro Carnival from 14 minutes until 17ish <u>https://www.youtube.com/watch?v=y</u> <u>W313inIIFk</u>	
	<u>Feeding into BTEC</u> Developing their performance and composing skills for Unit 4 (Composition) and Unit 5 (Performance).			
Knowledge Goal	Week 5	<u>RETRIEVAL</u>	<u>Starter</u>	Revise key
Recap: of Rhythm, Polyrhythms and	Feeds on from	REPENIQUE	Keyword word search	vocabulary
Texture, Tempo, Samba instruments.	Retrieval of key language, instruments,	SURDO AGOGO	Samba de Janeiro – Bellini	for quiz/
Developing understanding of the role	History and context of Samba.	TAMBORIM	https://www.youtube.com/watch?v=	listening task.
of Samba in Carnivals and Brazilian	Develop their Year 7 keyboard skills	APITO	HAiHEQblKeQ	
culture.	further with more complex rhythms and	POLYPHONIC		
	hand positions.	SYNCOPATION	Main lesson	
1. To introduce the music of Brazil:	Feeds forward to	INSTRUMENT	Teacher to demonstrate to the class and	
Samba and to understand its context.	work on their performance on Samba de	TEMPO GROOVE	Students directed to the e-book created to model and demonstrate how to play this	
2. To develop the 'Elements of music'	Janeiro (Brazil World cup theme) This	RHYTHM	piece. Students to work independently	
further in the listening context of	will build and develop their rhythmic	LAYERING	using practice strategies demonstrated.	
Samba. 3. To understand subject specific	skills, notation reading skills from Year 7.	FESTIVAL		
language and be able to spell it	They will be assessed individually. They	CARNIVAL	Plenary	
correctly.	will need to develop their rehearsal skills	DYNAMICS	Completion of this week's hexagon	
 To develop rhythmic performance skills and be able to hold their own 	and self-assessment skills.	TEXTURE ATMOSPHERE	Samba key words spelling Test	
skills and be able to hold their own		OSTINATO/RIFF		
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ostinato pattern within their samba	Feeds forward to the BTEC			
groove(s) and perform to the class.	Developing their performance and			
5. To be able to play Samba de Janeiro fluently on Keyboard.	composing skills for Unit 4 (Composition)			
6. To develop self-assessment skills	and Unit 5 (Performance).			
Knowledge Goal	UNIT INTENT	<u>RETRIEVAL</u> REPENIQUE	Samba Crossword	Revise key vocabulary
<u>Recap</u> : of Rhythm, Polyrhythms and	Week 6	SURDO	Samba de Janeiro – Bellini	for quiz/
Texture, Tempo, Samba instruments.	Feeds on from	AGOGO	https://www.youtube.com/watch?v=	listening task.
1. To develop the 'Elements of music'	Retrieval of key language, instruments,	TAMBORIM	HAiHEQbIKeQ	
further in the listening context of	History and context of Samba.	APITO POLYPHONIC		
Samba.	Develop their Year 7 keyboard skills	SYNCOPATION	Main lesson	
2. To understand subject specific language and be able to spell it	further with more complex rhythms and	INSTRUMENT	Students to work independently using	
correctly.	hand positions.	TEMPO	practice strategies demonstrated. Teacher	
3. To develop rhythmic performance skills and be able to hold their own	Feeds forward to	GROOVE RHYTHM	to go around giving feedback on how to	
ostinato pattern within their samba	To work on their performance on Samba	LAYERING	achieve individual targets. Teacher to also start assessing individuals. Those that have	
groove(s) and perform to the class.	de Janeiro (Brazil World cup theme) This	FESTIVAL	been assessed to be given an extension	
4. To understand the importance of a Maestre (conductor) and their role.	will build and develop their rhythmic	CARNIVAL	task.	
5. To understand the structure of	skills, notation reading skills from Year 7.	DYNAMICS TEXTURE		
samba. 6. To be able to play Samba de Janeiro	They will need to develop their	ATMOSPHERE		
6. To be able to play Samba de Janeiro fluently on Keyboard.	rehearsal skills and self-assessment	OSTINATO/RIFF	Plenary	
7. To develop self-assessment skills	skills. Assessment will start during this		Completion of this week's hexagon	
	lesson. Students already assessed will be given an extension activity.		Samba key words spelling Test	
	Siven an extension activity.			
	Feeds forward to the BTEC			
	Developing their performance and			
	composing skills for Unit 4 (Composition)			
	and Unit 5 (Performance).			

nowledge Goal We	eek 7	<u>RETRIEVAL</u>	<u>Starter</u>	8.
	eds on from	REPENIQUE	Samba Question Sheet	
	trieval of key language, instruments,	SURDO	Samba de Janeiro – Bellini	
	story and context of Samba.	AGOGO	https://www.youtube.com/watch?	
De	velop their Year 7 keyboard skills	TAMBORIM APITO	v=HAiHEQbIKeQ	
1. To introduce the music of Brazil: fur	ther with more complex rhythms and	POLYPHONI		
	nd positions.	C	Main lesson	
context. 2. To develop the 'Elements of music'	eds forward to	SYNCOPATI	Students to work independently using	
further in the listening context of	work on their performance on Samba	ON	practice strategies demonstrated.	
Samba. de	Janeiro (Brazil World cup theme) This	INSTRUMEN	Teacher to go round giving feedback on	
	ll build and develop their rhythmic	т	how to achieve individual targets.	
language and be able to spell it ski	lls, notation reading skills from Year 7.	TEMPO	Teacher to also start assessing	
correctly. 4. To develop rhythmic performance	ey will need to develop their	GROOVE	individuals. Those that have been	
skills and be able to hold their own	nearsal skills and self-assessment	RHYTHM	assessed to be given an extension task.	
ostinato pattern within their samba Ski	lls. Final Assessment. Students	LAYERING FESTIVAL		
	eady assessment will be given an	CARNIVAL	Plenary	
5. To understand the importance of a	tension activity.	DYNAMICS	Completion of this week's hexagon	
Maestre (conductor) and their role. 6. To understand the structure of		TEXTURE	Samba key words spelling Test	
	eds forward to the BTEC	ATMOSPHE		
7. To be able to play Samba de Janeiro De	veloping their performance and	RE		
fluently on Keyboard. Cor	mposing skills for Units 4	OSTINATO/		
8. To develop self-assessment skills (Co	omposition) and Unit 5 (Performance).	RIFF		