

MUSIC- YEAR 8-SAMBA – Terms 3 and 4.

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.

<u>UNIT INTENT</u>	<u>Lesson Intent</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p><u>Knowledge Goal</u> Developing understanding of Rhythm, Polyrhythms, Texture and history of Samba</p> <ol style="list-style-type: none"> To introduce the music of Brazil: Samba and to understand its context. 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. 	<p><u>WEEK 1</u></p> <p><u>Feeds on from...</u> Continue to make use of the elements of Music key words but to use them in a different context. Development of Rhythmic skills from Year 7.</p> <p><u>Feeds forward to...</u> Develop rhythmic skills in an ensemble performing context and in front of their peers. To be able to self and peer evaluate to aid progress. To Develop what they have learned on Brazil and Samba and build on this knowledge.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Unit 4 (Composition) and Unit 5 (Performance).</p>	<p><u>NEW RHYTHM POLYRHYTHMS</u></p> <p><u>RETRIEVE TEXTURE</u></p>	<p><u>Knowledge Goal</u> Developing understanding of Rhythm, Polyrhythms, Texture and history of Samba.</p> <p>Hand out booklets, transfer target grade. History of samba video and sheet (10 minutes) https://www.youtube.com/watch?v=D-a-GGaq3w from 2.09- Go over answers. Read samba instruments Watch Instruments video https://www.youtube.com/watch?v=kbORVE2P2hg Fill the names in sheet instruments.</p> <p>Clap African rhythm sheet, work as a class building up the layers.</p> <p>Plenary : Spelling TEST</p>	<p>Revise key vocabulary for quiz/ listening task.</p>

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<p><u>Knowledge Goal</u> <u>Recap:</u> of Rhythm, Polyrhythms and Texture, Tempo Developing understanding of Ostinatos/Riffs, Instruments such as: Surdo, Repinique, Chocalo, Tamborim and Agogo.</p> <ol style="list-style-type: none"> 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. 	<p><u>WEEK 2</u> <u>Feeds on from...</u> To build on existing Samba knowledge and context. To build on what they have learned with regards to layering up rhythmic ostinatos into a polyrhythmic texture. They will be using simpler more accessible rhythms. To use the elements of Music to work (Year 7) on improving their performance, with a particular focus on Tempo, Rhythm and Texture.</p> <p><u>Feeds forward to...</u> This is a preparation activity for a more complex and sophisticated samba groove next week.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Unit 4 (Composition) and Unit 5 (Performance).</p>	<p><u>NEW</u> AGOGO SURDO TAMBORIM</p> <p><u>RETRIEVE</u> OSTINATO RIFF TEXTURE POLYRHYTHMS TEMPO</p>	<p><u>Starter</u> Instrument match up sheet Watch https://www.youtube.com/watch?v=XC0yHAW3-8w</p> <p>Recap on language: Instrument match up sheet</p> <p>Re-watch samba instruments video https://www.youtube.com/watch?v=kbORVE2P2hg</p> <p><u>Main lesson</u> Work in smaller groups on percussion instruments (20 minutes) ON AFRICAN percussion activity</p> <p>Each group to perform to the class. (10 minutes)</p> <p><u>Plenary</u> Explanation of Hexagon self- evaluation grid. Completion of this week’s hexagon</p>	<p>Revise key vocabulary for quiz/ listening task.</p>
<p><u>Knowledge Goal</u> <u>Recap:</u> of Rhythm, Polyrhythms and Texture, Tempo, Ostinatos/Riffs Developing understanding of context of Samba on Brazilian Culture.</p> <ol style="list-style-type: none"> 1. To introduce the music of Brazil: Samba and to understand its context. 	<p><u>Week 3</u> <u>Feeds on from...</u> To build on existing samba knowledge and context with a focus on the impact samba has on a 12-year old boy and how it fits into his life and culture of carnivals. To build on what they have learned with regards to layering up</p>	<p><u>NEW</u> FESTIVAL CARNIVAL ATMOSPHERE</p> <p><u>RETRIEVAL</u> AGOGO SURDO TAMBORIM</p>	<p><u>Starter:</u> https://www.bbc.co.uk/bitesize/clips/zrjn34j</p> <p>‘Morning good Morning’ samba example to the class.</p> <p>Clap and work in smaller groups</p>	<p>Revise key vocabulary for quiz/ listening task.</p>

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<ol style="list-style-type: none"> 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. 5. To understand the importance of a Maestre (conductor) and their role. 6. To understand the structure of samba. 7. To develop self-assessment skills 	<p>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.</p> <p><u>Feeds forward to...</u> 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.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Unit 4 (Composition) and Unit 5 (Performance)</p>	<p>OSTINATO RIFF TEXTURE POLYRHYTHMS TEMPO</p>	<p>'Let's put it together' samba rhythm example to the class.</p> <p>Clap and work in smaller groups on percussion instruments.</p> <p>Plenary Completion of this week's hexagon Oludom video https://www.youtube.com/watch?v=A3o30YJiWsc</p>
<p><u>Knowledge Goal</u> <u>Recap:</u> of Rhythm, Polyrythms and Texture, Tempo, Samba instruments. Developing understanding of the role of Maestre and Samba groove.</p> <ol style="list-style-type: none"> 1. To introduce the music of Brazil: Samba and to understand its context. 2. To develop the 'Elements of music' further in the 'listening and performing' context of Samba. 	<p><u>UNIT INTENT</u> <u>Week 4</u> <u>Feeds on from...</u> Knowledge and keyword retrieval to demonstrate retention. To use the elements of Music to work (Year 7) on improving their performance, with a particular focus on Tempo, pulse, Rhythm and Texture. To use their knowledge of the role of the Maestre and put it to use in their own Samba groove performance.</p>	<p><u>NEW</u> GROOVE LAYERING TEXTIRE MAESTRE</p> <p><u>RETRIEVAL</u> FESTIVAL CARNIVAL DYNAMICS ATMOSPHERE. AGOGO SURDO</p>	<p><u>Starter:</u> Spelling test Mini white board retrieval exercise: Key language</p> <p><u>Main Lesson</u> Final work on these two new samba Grooves from last week. Students to elect a Maestre (conductor) for each group who will use what they have learned so far to conduct their group. They are to work on</p>

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<ol style="list-style-type: none"> 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. 5. To understand the importance of a Maestre (conductor) and their role. 6. To understand the structure of samba. 7. To develop self-assessment skills 	<p><u>Feeds forward to...</u> 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.</p> <p><u>Feeding into BTEC</u> Developing their performance and composing skills for Unit 4 (Composition) and Unit 5 (Performance).</p>	<p>REPINIQUE TAMBORIM OSTINATO RIFF TEXTURE POLYRHYTHMS TEMPO</p>	<p>the two grooves ready for a performance to the class at the end of the lesson.</p> <p>Plenary Completion of this week’s hexagon Rio de Janeiro Carnival from 14 minutes until 17ish https://www.youtube.com/watch?v=yW313inIIFk</p>	
<p>Knowledge Goal Recap: of Rhythm, Polyrhythms and Texture, Tempo, Samba instruments. Developing understanding of the role of Samba in Carnivals and Brazilian culture.</p> <ol style="list-style-type: none"> 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 	<p>Week 5 <u>Feeds on from...</u> Retrieval of key language, instruments, History and context of Samba. Develop their Year 7 keyboard skills further with more complex rhythms and hand positions.</p> <p><u>Feeds forward to...</u> work on their performance on Samba de Janeiro (Brazil World cup theme) This will build and develop their rhythmic skills, notation reading skills from Year 7. They will be assessed individually. They will need to develop their rehearsal skills and self-assessment skills.</p>	<p>RETRIEVAL REPENIQUE SURDO AGOGO TAMBORIM APITO POLYPHONIC SYNCOPIATION INSTRUMENT TEMPO GROOVE RHYTHM LAYERING FESTIVAL CARNIVAL DYNAMICS TEXTURE ATMOSPHERE OSTINATO/RIFF</p>	<p>Starter Keyword word search Samba de Janeiro – Bellini https://www.youtube.com/watch?v=HAIHEQbIKeQ</p> <p>Main lesson Teacher to demonstrate to the class and Students directed to the e-book created to model and demonstrate how to play this piece. Students to work independently using practice strategies demonstrated.</p> <p>Plenary Completion of this week’s hexagon Samba key words spelling Test</p>	<p>Revise key vocabulary for quiz/ listening task.</p>

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<p>ostinato pattern within their samba groove(s) and perform to the class.</p> <ol style="list-style-type: none"> To be able to play Samba de Janeiro fluently on Keyboard. To develop self-assessment skills 	<p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Unit 4 (Composition) and Unit 5 (Performance).</p>			
<p>Knowledge Goal Recap: of Rhythm, Polyrhythms and Texture, Tempo, Samba instruments.</p> <ol style="list-style-type: none"> 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 Maestro (conductor) and their role. To understand the structure of samba. To be able to play Samba de Janeiro fluently on Keyboard. To develop self-assessment skills 	<p>UNIT INTENT Week 6</p> <p><u>Feeds on from...</u> Retrieval of key language, instruments, History and context of Samba. Develop their Year 7 keyboard skills further with more complex rhythms and hand positions.</p> <p><u>Feeds forward to...</u> To work on their performance on Samba de Janeiro (Brazil World cup theme) This will build and develop their rhythmic skills, notation reading skills from Year 7. They will need to develop their rehearsal skills and self-assessment skills. Assessment will start during this lesson. Students already assessed will be given an extension activity.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Unit 4 (Composition) and Unit 5 (Performance).</p>	<p>RETRIEVAL REPENIQUE SURDO AGOGO TAMBORIM APITO POLYPHONIC SYNCPATION INSTRUMENT TEMPO GROOVE RHYTHM LAYERING FESTIVAL CARNIVAL DYNAMICS TEXTURE ATMOSPHERE OSTINATO/RIFF</p>	<p>Starter Samba Crossword Samba de Janeiro – Bellini https://www.youtube.com/watch?v=HAIHEQbIKeQ</p> <p>Main lesson Students to work independently using practice strategies demonstrated. Teacher to go around giving feedback on how to achieve individual targets. Teacher to also start assessing individuals. Those that have been assessed to be given an extension task.</p> <p>Plenary Completion of this week’s hexagon Samba key words spelling Test</p>	<p>Revise key vocabulary for quiz/ listening task.</p>

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<p><u>Knowledge Goal</u> <u>Recap:</u> of Rhythm, Polyrythms and Texture, Tempo, Samba instruments, Samba culture, Carnival.</p> <ol style="list-style-type: none"> 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. 5. To understand the importance of a Maestre (conductor) and their role. 6. To understand the structure of samba. 7. To be able to play Samba de Janeiro fluently on Keyboard. 8. To develop self-assessment skills 	<p><u>Week 7</u> <u>Feeds on from...</u> Retrieval of key language, instruments, History and context of Samba. Develop their Year 7 keyboard skills further with more complex rhythms and hand positions. <u>Feeds forward to...</u> To work on their performance on Samba de Janeiro (Brazil World cup theme) This will build and develop their rhythmic skills, notation reading skills from Year 7. They will need to develop their rehearsal skills and self-assessment skills. Final Assessment. Students already assessment will be given an extension activity. <u>Feeds forward to the BTEC</u> Developing their performance and composing skills for Units 4 (Composition) and Unit 5 (Performance).</p>	<p><u>RETRIEVAL</u> REPENIQUE SURDO AGOGO TAMBORIM APITO POLYPHONIC SYNCOPATION INSTRUMENT TEMPO GROOVE RHYTHM LAYERING FESTIVAL CARNIVAL DYNAMICS TEXTURE ATMOSPHERE OSTINATO/ RIFF</p>	<p><u>Starter</u> Samba Question Sheet Samba de Janeiro – Bellini https://www.youtube.com/watch?v=HAIHEQbIKeQ</p> <p><u>Main lesson</u> Students to work independently using practice strategies demonstrated. Teacher to go round giving feedback on how to achieve individual targets. Teacher to also start assessing individuals. Those that have been assessed to be given an extension task.</p> <p><u>Plenary</u> Completion of this week's hexagon Samba key words spelling Test</p>	<p>8.</p>
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