



Linked learning theme: Extreme Earth

Autumn term 2, Year 6

Music – Rhythm: Samba

Prior knowledge

In Year 5, children developed their sense of rhythm through playing and composing African polyrhythms.

Core knowledge

- Samba originates in Brazil.
- It's roots are in the West African slave trade and so it was influenced by African drumming patterns.
- Samba uses ostinato rhythms, layered together, to form the main groove.
- The introduction and breaks use call and response and add to the structure of a samba performance.

Key skills

- Listen to music with attention to detail.
- Talk about some features of samba batucada.
- Talk about the way that samba rhythms are put together (ostinato, call and response) and the effects created.
- Play untuned percussion instruments with increasing accuracy, control and expression.
- Sing or play a part by ear or from standard notation.
- Perform a part in time with a group piece and be aware of the other parts.
- Play within a given structure.
- Talk about their performance and the effect of the group performance.
- Compose rhythmic patterns and develop ideas.
- Use standard notation to represent the music created.

Vocabulary

samba	main groove	introduction	parts
rhythm	ostinato	break	
tempo	notation	call and response	

Learning outcomes

- I can listen to a range of live and recorded music with attention to detail.
- I can talk about the way sounds are put together and the different effects that are being created.
- I can play percussion instruments with increasing accuracy, fluency, control and expression.
- I can sing or play a part by ear or from standard notation.
- I can compose musical patterns using rhythm.
- I can use standard notation to represent the music I have created.
- I can perform a part in time with a group piece and I am aware of the other parts.
- I can talk about my performance and the effect of the groups' performance.