

Classroom Instrumental Learning skills development 16-30 week plan – Spring/Summer 2025

| Timescale: | 15 week Samba Year 3 & 4 Kirk Langley CE Primary | | | |
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| Objectives | Repertoire | New vocabulary | Musical Skills and Knowledge | Resources |
| <ul style="list-style-type: none">● Establish correct posture and holding the instrument correctly● To understand and demonstrate the difference between beat & rhythm● To be able to read and play notations including ta, ti-ti, tika -tika & tika-ti & ti-tika● Introducing the cultural context and origin of Samba band● Understanding of do-so pitch including recognizing relevant hand signs● To understand how a Samba groove is structured and demonstrate this as a Samba Band Ensemble(Intro break, main groove and ending)● To be able to sing three● To be able to sing a song in a two or four part round (cannon)● To improvise a rhythm to play a solo on their instrument● To understand how to work together to create a class composition● To demonstrate changes in dynamics both vocally & on their instrument● To know how to respond to the various signals given by my Samba whistle | <p>Hill an Gully Ryder (Call & response song)</p> <p>Shrek Samba (instrumental piece)</p> <p>Knees clap shoulders body percussion piece</p> <p>Shake the Papaya down- Song</p> <p>Samba Reggae</p> <p>Creepy Crawly Groove</p> <p>Fish & chips/you can't put your muck in our dustbin/ one bottle of pop</p> <p>Coca Cola chant with extra verses</p> <p>Dipidu</p> <p>Tony Chestnut</p> <p>Elevator song</p> | <p>Piano, Forte, structure, Samba groove, break, round/cannon, dynamics fa, so, la Ostinato Improvisation On/Off beats</p> <p>Instrument specific vocabulary: Surdo, beater, drum stick, Tamborim, Whip, Agogo Bells, Ganza, Repinique drum, Samba Whistle</p> | <p>Performing:</p> <p>Samba- able to confidently perform and maintain an Ostinato on any of the instruments in a group piece of 4 parts. Demonstrate changes of tempo and dynamics on their instrument.</p> <p>Performing a whole Samba groove including call & response intro, break & end break</p> <p>Performing solos on their instrument</p> <p>Some pupils will lead small groups</p> <p>Singing:</p> <p>Pupils will learn songs in a range of styles, from different times and cultures. Pupils will perform songs as a canon holding an independent part in small groups. Pupils will also perform three songs at the same time Pupils explore different vocal timbres and vocal care</p> <p>We will work on getting a good quality sound in the higher register</p> <p>Singing call and response songs. Some pupils will perform solos</p> | <p>Listening:</p> <p>Samba Reggae (from beatlife)</p> <p>Samba Groove (Amazon music)</p> <p>Hill an Gully Ryder (you tube)</p> <p>Strictly Samba (you tube)</p> <p>Shake the Papaya down- Visual Musical Minds</p> <p>Instrument /song books: The Beatlife book</p> <p>Inside music</p> |

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| <ul style="list-style-type: none"> ● Understanding performance etiquette in preparation for a live concert ● To play at least three different Samba rhythms at the same time ● To listen to a selected piece of Music and identify changes of dynamics and tempo ● To feel the difference of different time signatures | <p>Ai Caramba Samba (song with actions)</p> <p>Down came Andrew song and active listening game</p> <p>Introducing traditional; songs from from India, Brazil, Spain, Italy, Russia, Poland, Japan, Ireland, Wales, West Africa, What instruments are traditionally played?</p> | | <p>Note reading:</p> <p>Pupils will remember Kodaly rhythm names TA, TI-TI, Tika-Tika & SH and be able to read these from notation by saying, clapping and playing percussion. They will learn new notes tika-ti & ti-tika</p> <p>Pupils will be able to memorize and recall a sequence of at least 4 rhythms Understanding of 4/4 time note values</p> <p>Listening:</p> <p>All will be able to find the pulse in the relevant repertoire and begin to talk about what they hear in terms of pitch, tempo and dynamics. Some will recognize structures. Some will be able to identify and name the different instruments heard in the repertoire</p> <p>Some will understand the genre/origins of a selected music track</p> <p>Pupils will respond to instructions given by my drum for Stand up/sit down & everybody freeze</p> | |
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| | | | <p><i>Composing/Improvising:</i> Improvising a simple rhythm to perform as a solo Creating their own four beat rhythm cards using lollipop sticks</p> <p>Improvising/coming up with their own ideas for different actions for a body percussion piece</p> <p>Create their own 8 beat rhythm card to perform on rhythm sticks Creating their own Samba Groove including On/Off beats</p> | |
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