

CIL skills development 16-30 week plan Spring/Summer 2025

Timescale:	15 week Samba Kirk Langley Year 5/6			
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 and new note tika-ti & syncopated rhythm ti ta ti ta ta ● Introducing the cultural context and origin of Samba band ● Understanding of do-so pitch including recognizing relevant hand signs ● To understand and demonstrate ‘on’ & ‘off’ beats ● To be able to clap & play a syncopated rhythm on their instrument ● To know & understand how a Samba groove is structured(Intro break etc) ● To be able to sing three songs at the same time To be able to sing a song in 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 compositionTo understand how a Samba groove is 	<p>Hill an Gully Rider</p> <p>Samba Reggae</p> <p>Stamp stamp clap</p> <p>Janie Mama song</p> <p>FLOWERS Body percussion Cover by Richard Filz</p> <p>Ken and Barbque beat box groove and Samba piece</p> <p>Elevator song</p> <p>Ai Caramba Samba (song with actions)</p> <p>Introducing traditional; songs from from India, Brazil, Spain, Italy, Russia, Poland, Japan, Ireland, Wales, West Africa,</p>	<p>Piano, Forte, structure, Samba groove, break, round/cannon, dynamics fa, so, la</p> <p>Ostinato</p> <p>Improvisation</p> <p>Syncoaption</p> <p>On/off beats</p> <p>ti-tika, tika-ti</p> <p>Instrument specific vocabulary:</p> <p>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>Class performance to a live audience</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 two songs at the same time (partner songs) Pupils explore different vocal timbres and vocal care</p> <p>Singing call and response songs. Some pupils will perform solos</p> <p><i>Most pupils will be able to sing all pitches on the Solfa scale</i></p> <p><i>Some pupils will sing and hand sign all pitches on the Solfa scale</i></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>Songs from around the world Apple Music)</p> <p>Flowers body percussion by Miley Cyrus (you tube)</p> <p>Janie Mama (Mama Lisas World)</p> <p>Instrument /song books:</p> <p>The Beatlife book</p>

<p>structured and demonstrate this as a Samba Band Ensemble(Intro break, break two main groove and ending)</p> <ul style="list-style-type: none"> ● To demonstrate changes in dynamics both vocally & on their instrument ● To know how to respond to the various signals given by my Samba whistle ● Understanding performance etiquette in preparation for a live concert ● To play at least four different Samba rhythms at the same time ● To listen to a selected piece of Music and identify and describe changes of dynamics and tempo ● To feel and explain different time signatures 	<p>What instruments are traditionally played?</p>		<p>Note reading:</p> <p>Pupils will remeber Kodaly rhythm names TA, TI-TI, Tika-Tika& Tika-ti, SH and be able to read these from notation by saying, clapping and playing percussion.</p> <p>Pupils will learn new rhythms including notes tika-ti, ti-tika and syncopated rhythm ti ta ti ta ta</p> <p>Pupils will be able to memorize and recall a sequence of at least 4 rhythms</p> <p>Understanding of 3/4 and 4/4 time note values</p> <p><i>Being able to read clap and play a syncopated rhythm on their instrument</i></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 using Italian terms. 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>Inside music</p>
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