

Samba Projects

Whilst a 10 week instrumental project can't cover the entire music curriculum, here are some of the areas you might expect to see being covered:

National Curriculum Targets	Whole Class Instrumental Project
Play and perform in solo and ensemble	 How to hold, look after and play the
contexts, using their voices and playing musical	instruments.
instruments with increasing fluency, control	 Playing as part of an ensemble.
and expression.	 Opportunities for solo playing.
	 Vocalising rhythms.
	 Final performance for parents/another class etc.
Improvise and compose music for a range of	Call and response.
purposes using the inter-related dimensions of music.	 Improvising rhythms - both clapping and playing.
	 Composing short rhythms - both clapping
	and playing.
	 Composing their own sections.
Listen with attention to detail and recall	 Rhythm work and games.
sounds with increasing aural memory.	Call & response.
	 Playing from memory.
	 Listening to each other within the ensemble.
	 Critical listening and evaluation.
Use and understand staff and other musical notations.	 Standard, non-standard or graphic notation may be used.
	Range of rhythms.
	• Pulse, dynamics, pitch, tempo, timbre.
	• Structure of samba.
Appreciate and understand a wide range of	Occasional listening to short extracts to put
high-quality live and recorded music drawn	their music in context.
from different traditions and from great composers and musicians.	• Comparing samba to other genres.
Develop an understanding of the history of	 Introduction to samba - where it's from;
music.	how and why it's used.
	 Names of samba instruments.

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