

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 contexts, using their voices and playing musical instruments with increasing fluency, control and expression.	<ul style="list-style-type: none"> • How to hold, look after and play the instruments. • Playing as part of an ensemble. • Opportunities for solo playing. • Vocalising rhythms. • Final performance for parents/another class etc.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> • Call and response. • Improvising rhythms - both clapping and playing. • Composing short rhythms - both clapping and playing. • Composing their own sections.
Listen with attention to detail and recall sounds with increasing aural memory.	<ul style="list-style-type: none"> • Rhythm work and games. • Call & response. • Playing from memory. • Listening to each other within the ensemble. • Critical listening and evaluation.
Use and understand staff and other musical notations.	<ul style="list-style-type: none"> • 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 high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<ul style="list-style-type: none"> • Occasional listening to short extracts to put their music in context. • Comparing samba to other genres.
Develop an understanding of the history of music.	<ul style="list-style-type: none"> • Introduction to samba - where it's from; how and why it's used. • Names of samba instruments.



Dan Gooch-Peters
Managing Director - Music for Life