



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Samba music Roman Motifs	3	Summer 1	7 hours

End of lower key stage 2 objectives	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>
End of unit objectives	<p>I can:</p> <ul style="list-style-type: none"> <li>Explore and create layers of sound</li> <li>Learn and perform word 'Samba' rhythmic patterns</li> <li>Describe what Samba music is and where it comes from.</li> <li>Perform and create short motifs</li> </ul>
Vocabulary	Samba – agogo bells, tambourim, surdo drum, replinque
	texture
	Batucada
	motif

Lesson Sequence	Time Allocation	Learning Objectives	Activities	Resources
1	1 hour	<p><u>To Perform</u></p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> </ul>	<p><b><u>Warm up Song – I Just Gotta sing(Ex Cathedra)</u></b></p> <p><u>Rhythm work – Texture</u></p> <p><u>WALT: Explore rhythm and layers in music.</u></p> <p>Use words to create 4 different rhythms and choose a percussion instrument for each</p> <p>I like spaghetti Jelly and Icecream Srambled eggs on toast Food glorious food</p> <p><b>Introduction to Samba music – powerpoint</b></p> <p>Look at some Samba instruments and learn their names</p>	<p>Samba percussion instruments</p> <p>Bells Maraccas 2-tone blocks.</p> <p>Kapow</p>
2	1 hour	<p><u>To Perform</u></p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others</li> </ul> <p><u>To compose.</u></p> <ul style="list-style-type: none"> <li>• Compose and perform rhythmic patterns.</li> </ul>	<p><b><u>Warm up Song – I Just Gotta sing(Ex Cathedra)</u></b></p> <p><u>Rhythm work – Texture: WALT</u></p> <p><u>Explore rhythm and layers in music</u></p> <p>Recap on the Samba instruments introduced last week – listen to them being played. Complete a sheet.. Compare them to the percussion instruments we use normally</p> <p>Put 4 rhythms patterns / layers together with the Samba instruments.</p> <p>Listen to Samba Carnival music and discuss features you can see.</p>	<p>Samba percussion instruments</p> <p>Kapow</p>

3	1 hour	<p><u>To Perform</u></p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others</li> </ul> <p><u>. To describe.</u></p> <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Explore Call and response patterns</li> </ul>	<p><u>Warm up Song – I Just Gotta sing(Ex Cathedra)</u>  <u>Song =</u> Sing a Samba (Sing Up)</p> <p><u>Listen to Samba music ( Brazil Carnival)- Batucada</u>  <u>Rhythm work – Texture: WALT</u>  <u>Explore rhythm and layers in music</u></p> <p>Practise the Samba rhythm patterns and layer the different sounds. Practise and perform the Samba rhythm patterns and layer the different sounds</p> <p>Split the class in half so that there are 5 or 6 in each group. Everyone selects a different percussion instrument and develops a composition showing changes in texture and layers being added. They can use some of the patterns from last week or make up their own</p>	<p>Samba Percussion Instruments</p> <p>Kapow</p>
4	1 hour	<p><u>. To describe music</u></p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <ul style="list-style-type: none"> <li>• Explore Call and response patterns.</li> </ul> <p><u>To perform</u>  Perform with control and awareness of others.</p>	<p><u>Warm up Song – I Just Gotta sing(Ex Cathedra)</u>  <u>Song =</u> Sing a Samba (Sing Up)</p> <p><u>Rhythm work – WALT Explore call and response rhythm patterns in Samba music</u></p> <p>Samba with Sergio Unit on Sing up.- Learn about call and response rhythm patterns within the Brazilian carnival music – Fanfare.</p> <p>Practise playing the responses to the call rhythm (word rhythms)</p>	<p>Samba Percussion Instruments</p> <p>Sing up</p>

5	1 hour	<p><u>To describe music</u></p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <ul style="list-style-type: none"> <li>• Explore rhythm and rhythmic motifs in music</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings</li> </ul>	<p><u>Warm up Song – I Just Gotta sing(Ex Cathedra)</u></p> <p><u>Song =</u> Sing a Samba (Sing Up Songs)</p> <p>Songs about the Romans – Romans Road building song (Kapow)</p> <p>Roman soldier warm up</p> <p><u>WALT:Explore word rhythm patterns in Samba music.</u></p> <p>Learn 3 different rhythms – practice saying and clapping. Then play on the Samba instruments and layer as done earlier in the unit.</p>	<p>Kapow Primary</p> <p>glockenspiels</p>
6	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>• Explore rhythmic and melodic motifs in music</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings</li> </ul>	<p><u>Warm up: Roman vocal warm ups</u></p> <p>Roman soldier warm up Road Building song</p> <p><u>Listen to</u> The armed man by Karl Jenkins</p> <p>Do they agree that this music is evocative of an invading army. Why?</p> <p>Identify the 2 motifs in the Road Building song.</p> <p><u>Perform</u> the motifs on glockenspiel.</p>	<p>Kapow Primary</p>
7	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>• Explore rhythmic and melodic motifs in music</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings</li> </ul> <p><u>To compose</u></p> <p>Compose and</p>	<p><u>WALT: Explore Motifs with the Romans</u></p> <p><u>Warm up: Roman vocal warm ups</u></p> <p>Roman soldier warm up Road Building song</p> <p><u>Listen to</u> Beethoven's 5<sup>th</sup> Symphony and identify motifs in the music and the James Bond theme</p>	<p>Kapow lessons 3 and 4</p> <p>Glockenspiels</p>

		perform melodic and rhythmic patterns	<b>Compose:</b> A create a repetitive rhythm pattern that can be played on a drum or tambour. Then add notation to it. Put everyone's motifs together into a 'musical mosaic'	
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