

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.



YEAR 3

Subject: Music
Unit Title: Samba with Sergio

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception and KS1: Children have learnt to sing rhythmically and in tune, including: echo songs, call-and-response and singing in rounds.
Children have developed a secure understanding of: tempo, pitch and rhythm and are able to maintain a beat, played an ostinato and have experimented with timbre.
Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music. Children have experienced music from different cultures: including music from Poland and folk songs from North America.
Year 3: Children invented cup rhythms and explored pentatonic melodies from around the world. Children have interpreted music through movement and art.

Key Vocabulary taught in this unit:

Duration: beat, rhythm.
Structure: call-and-response.
Timbre: repinique (a high-pitched Brazilian drum), drums, percussion.
Other: samba, carnival, 'fanfarra' (fanfare), Escolas de samba (Samba schools).

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.
Perform vocal percussion as part of a group.
Move in time with the beat of the music.
Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).

Objectives

National Curriculum for Music KS2 coverage:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Listen with attention to detail and recall sounds with increasing aural memory.
Use and understand staff and other musical notations.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Develop an understanding of the history of music.

Model Music Curriculum YEAR 3 coverage:

Perform actions confidently and in time to a range of action songs.

Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

Listen to recorded performances.

Song Bank:

Rubber chicken; Beatboxing warm-up

Watch/Listen/Move:

Fanfarra (Cabua-le-le) (Sérgio Mendes).

Top 50 Rio Carnival Floats – Brazilian Carnival – The Samba Schools Parade video.

Magalenha (Sérgio Mendes).

Estação Primeira de Mangueira – Samba school: Clipe Mangueira 2022.

Mangueira do Amanhã – Samba school: Manugueira do Amanhã 2012 – Desfile oficial.

Afro Reggae Youth Percussion Programme: Afro Reggae Kids – Favela rising.

Samba with Sérgio teaching videos (Sing Up).

Impact / Outcome:

What will the final product / result be?

Children will demonstrate that they can move in time with the beat of the music.

Children perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.

Children will confidently perform vocal percussion as part of a group.

Children will be able to talk about what they have learnt about Brazil and carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, in Brazil music helps communities thrive, word rhythms are an important way to learn rhythm patterns, you can freely express yourself at carnival).

P4C Inquiry (where appropriate)