



Curriculum

Year 5 Scheme of Work

Term: Autumn 1

Topic: Music- Samba Drumming

Key Skills and Knowledge:

Singing

- **Confidently and appropriately make use** of dynamics, tempo and articulation when performing, following physical signals and written symbols (**pp p mp mf f ff < >** *accelerando, rallentando, staccato, legato*)

Listening

- **Listen with attention to detail and recall sounds with increasing aural memory.**
- Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.
- Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.

Composing

- Improvise freely, (e.g. over a simple groove), responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments).

Musicianship

- **Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse**
- Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
- **Conform to the etiquette of performance situations as a musician and as an audience member.**

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

They could answer inference questions about a composer in Guided reading.
Listen to a variety of music with different rhythms.

Create graphic score of rhythms
(compose as a class and individuals)

Research Samba drumming and the countries it comes from.

Record their performance then appraise as a class.
Put key musical words e.g. Tempo, dynamics, pitch in a pot and pick out. Chn must say what they noticed about that inter-related dimensions of music when they listened to it. eg the tempo got faster as the music went on. The music got louder/quieter.

Links to PSHCE, Equality and British Values Work

Team work
Decision making in group- democracy
Listen to a range of male/female composers.
Include a british composer.

Listening opportunities

Listening task- samba music

Listen and appraise group performance.

Key Vocabulary:

Pitch- high/low/rising/falling
Dynamics- Loud (*forte*) quiet (*piano*)
Getting louder (*crescendo*) getting softer (*decrescendo/diminuendo*, smooth (*legato*), detached (*staccato*)
Tempo- Downbeats, fast (*allegro*)slow (*adagio*), getting faster (*accelerando*)getting slower (*rallentando*)
Echo, ostinato, rounds, partner songs, repetition, form-ternary form, vs and chorus.

Resources Available / Visits/Visitors

Mr Brown- Samba specialist teacher.

Youtube
Ipad for recording.

Useful Websites:

Youtube.com

Previous knowledge:

Last year- chn will have completed Y4 Samba drumming and be aware of how to use the instruments and basic drumming patterns. Good awareness of rhythm and pulse, simple tempo and dynamics.