



Curriculum

Year 4 Scheme of Work

Term: Spring 2

Topic: Music- Samba Drumming

Key Skills and Knowledge:

Singing

- Show control of dynamics, tempo and **articulation** when singing and playing, following physical signals and written symbols: (p f < > **crescendo, decrescendo, accelerando, rallentando, staccato, legato**)

Listening

- Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.
- 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.

Musicianship

- Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride.)
- Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing.
- Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

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 (decrecendo/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
I pads for recording.

Useful Websites:

Youtube.com

Previous knowledge:

Earlier in year- completed djembe drumming lessons earlier with class teacher. More emphasis on improvisation and rhythm.