

Samba with Sérgio: Exploring Rhythm and Beat

Environment - The surroundings of an object

Year 3

Prior Knowledge

Reception: Me!, My stories, Everyone!, Our World, Big Bear Funk, Reflect, Rewind and replay

Year 1: Hey you! Rhythm in the way we walk, In the groove, Round and round, Your imagination, Reflect, Rewind and replay

Year 2: Hands, feet & heart, Ho Ho Ho, Ocaarina, I wanna play in a band, friendship song, Reflect, rewind and replay.

Where next? Future learning

Year 4: improvise and compose using the glockenspiel,

Year 5: Why do we sing? Gospel music, Islamic songs, songs from India

Year 6: Calypso rhythms, artists and their influences, swing music, song writing



My Component Knowledge:

Lesson objectives:

- * I will learn about samba and Brazilian carnival and perform a call-and-response using word rhythms
- * I will learn to keep a steady beat and move in time with samba music.
- * I will learn to use vocal percussion to perform rhythms and understand how samba music supports communities in Brazil.

My Composite Knowledge:

I will learn what samba and Brazilian carnivals are. I will learn how to keep a steady beat and move in time with music. I will learn to use call-and-response, word rhythms, and vocal percussion to perform rhythms. I will learn to coordinate clapping, stepping, and vocal sounds together.

My Powerful Knowledge:

I will understand that samba music is built around strong rhythms and a steady beat, often organised into four counts in a bar. I will know that call-and-response and word rhythms are important ways to learn and perform music. I will understand that music can bring people together and play an important role in communities, especially in Brazilian carnival traditions.

Key Vocabulary

Duration: beat, rhythm. Structure: call-and-response.

Timbre: repinique (a high-pitched Brazilian drum), drums, percussion.

Other: samba, carnival, fanfarra, Escolas de samba (Samba schools).



Some samba percussion instruments:

