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| TOPIC: Samba |

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| Theme: Understand how to perform a Samba Groove as a class ensemble | Level: Year 7 |
| Objectives: I can…   * Perform rhythms accurately and in time * Play the correct structure of the performance * Create new rhythms to perform a break * Follow a cue successfully | |

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| Focussing Questions | Key Words | |
| 1. **Copying and performing different rhythms**  * Can you copy these rhythms? (Call and response) * Can you read the rhythm notation? * Can you notate the rhythms given to you?  1. **Learn a Samba groove**  * Can you play all of these rhythms accurately? * What different instruments do we have in a Samba group? * Why do the bigger instruments play a simple beat? * Can you play the rhythms together and in time? * Can you play the rhythms for each section?  1. **Following a cue**  * Can you play all of the rhythms accurately? * Do you know the structure? * Can you follow the leaders cue? * Can you successfully lead the group? * Can you create a rhythm for the break? * Can you incorporate the break into the overall performance?  1. **Refine performances for final assessment and appraisal:**  * Are you playing the rhythm correctly? * Do you know the structure? Cue? Break? * How did you perform against the assessment criteria? * What did others do well? How can they improve? * What did you need to do to improve?   **Assessment**   * Assess the final performance – can students perform a rhythm accurately and in time with others when playing a samba groove? * Assess the understanding in notation worksheets * Assess the written appraisal for use of key words and understanding | * Drums * Percussion * Rhythm * Notation * Mnemonics * Quaver * Semiquaver * Crotchet * Minim * Semibreve * Polyrhythms * Timing * Structure * Leader * Break * Samba * Instruments | Explaining words (for feedback)  ...so...  ..because...  Therefore...  As a result...  This means that...  This creates...  ...Due to the fact...  ...caused... |

**Practical and worksheet activities**