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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**