



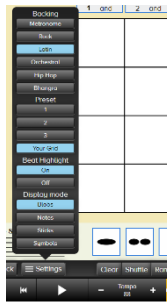

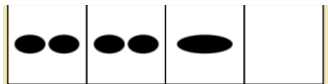

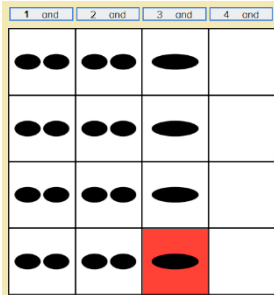


★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p>Expressive Arts - Reception</p> <ul style="list-style-type: none"> -Lyrics to a growing number of songs -Tempo refers to the speed of music - Play instruments with increasing control to express their feelings and ideas -Play instruments within a song - The children know how to walk or move to a steady beat where the tempo does not change. <p>Year One Prior Learning.</p> <ul style="list-style-type: none"> - The pulse/beat of the music is the basic unit of time that sets the speed of the music. - The pulse is steady. - The pulse can change depending on the style of the music. - An orchestra has a conductor. They keep everyone in time. - Musicians all play together by following a steady beat. 	<p>Provide the children with opportunities to listen to a range of music from around the world.</p> <p>Samba music – Brazil.</p> <p>Learn about the Percussion instruments of the Orchestra.</p> <p>Mr Marchant to speak to the children about learning to play the drums.</p> 	<p>Anchor:</p> <p>pulse</p> <p>Goldilocks:</p> <p>rhythm</p> <p>percussion,</p> <p>samba</p> <p>Brazil, c</p> <p>arnival</p> <p>Step on:</p> <p>celebration</p> <p>syllable</p>

Enquiry Question: What is samba music?	Enquiry Question: What are percussion instruments?	Enquiry Question: What is rhythm?
Concept: Appreciative listening	Concept: Performance (instrumental)	Concept: Knowledge of elements of music - Rhythm
<p> <i>Students will learn that Samba music originates from Brazil.</i></p> <p>Listen to: Sergio Mendes - Fanfarra Cabua Le Le (Official Visualizer) - YouTube</p> <p>Do you like the music? How did the music make you feel inside? What can you hear? How did you move your body to the music? Do you think the music was fast, slow or in between?</p> <p>What is the name for this musical ensemble? Is it an orchestra? Explain that this is a Samba carnival band. Samba is Brazil's most well known musical form. Explain that this carnival would involve 1000s of people playing instruments and dancing all together. Watch this clip from a Go Jetters episode to show a carnival: Rio De Janeiro, Brazil - Go Jetters Series 1 - Go Jetters - YouTube</p> <p>Use the twinkl powerpoint in the files to explain more about Samba carnivals.</p> <p>If you want the whole episode - BBC iPlayer - Go Jetters - Series 1: 29. Rio de Janeiro, Brazil</p> <p>Understand that everyone hears music differently and this is ok.</p>	<p> <i>Students will learn that samba music involves lots of percussion instruments. Percussion instruments can be tapped, hit, shaken or scraped.</i></p> <p>Listen to: Sergio Mendes - Fanfarra Cabua Le Le (Official Visualizer) - YouTube</p> <p>This kind of music is called _____ music. This music is from _____.</p> <p>Recap a samba band. Explain that Samba bands are made up of lots of different percussion instruments. Percussion instruments are instruments that we play by tapping, hitting, scraping or shaking.</p> <p>Show twinkl powerpoint to hear a clip of each instrument heard in the band, Place a variety of percussion instruments in the middle of the room. Can the children organise the instruments into instruments we hit? Scrape? Shake? Model how to play each instrument. Hand out the instruments. Give 30 seconds to explore how to make the sound.</p> <p>Sing 'Old Macdonald' tune to the lyrics found in the resource file. Have children play as they hear their percussion instrument.</p> <p>Play the instrument with appropriate care. Begin to make the correct sound for each instrument.</p>	<p> <i>Students will learn that rhythm means patterns that fit steady pulse or beat in The children will learn that rhythms dictated by the arrangement of syllables into combinations of long and short.</i></p> <p>Listen to: Sergio Mendes - Fanfarra Cabua Le Le (Official Visualizer) - YouTube</p> <p>What is the pulse? Watch pulse video. Pulse is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</p> <p>Find the pulse in 'In the Groove – Latin' on charanga.</p> <p>Introduce the word rhythm as patterns of long and/or short sounds that fit over a steady pulse or beat. Watch the rhythm video on Charanga.</p> <p>Using the rhythm grid app, explore combining long and short notes on the rhythm grid section. Use a latin background with tempo 88.</p> <ul style="list-style-type: none"> • First use one circle in each square - long, long, long long • Then change one circle to two circles. Explain that we clap twice on that one beat - long long, short/short long - Then change to long long short/short, short/short - Then long, short/short, long, short/short etc. <p>Explain that Samba bands play repetitive rhythms. Now play the same rhythm over and over, using the rhythm grid for visual support.</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> 

Enquiry Question: What is rhythm (continued)?	Enquiry Question: How do musicians read music?
Concept: Knowledge of elements of music - Rhythm	Concept: Musical notation - reading
<div>  <p><i>Students will learn that rhythm means patterns that fit over a steady pulse or beat in songs. The children will learn that rhythms are dictated by the arrangement of syllables into combinations of long and short.</i></p> </div> <p>Recap pulse and rhythm from last lesson. Pulse is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</p> <p>Rhythm is patterns of long and/or short sounds that fit over a steady pulse or beat.</p> <p>Explain how we can create rhythms by using the syllables in words. Model clapping as you hear the emphasis in words. Peach = one clap apple = two claps banana = three claps watermelon = four claps Using the rhythm cards found in the resource file, pick a card and model saying the words out loud while clapping on the stressed parts of the words. E.g. jelly on a plate. Model how some of the ways we clap the words created combinations of long and short sounds.</p> <div>  <p>jel ly on a plate</p> </div> <p>Model a few different cards then play challenge 1, warm up games In the Groove. Use the cards to support you with ideas for rhythms for the second part. Now repeat but with classroom percussion instruments as in lesson 2</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p>	<div>  <p><i>Students will learn musicians play together by following written symbols.</i></p> </div> <p>Explain that, when a samba band is playing, all the instruments play their rhythms at the same time, to the same pulse.</p> <p>Listen to: Sergio Mendes - Fanfarra Cabua Le Le (Official Visualizer) - YouTube</p> <p>Play challenge 2, warm up games In the Groove. Use the cards to support you with ideas for rhythms for the second part.</p> <p>Using the rhythm cards, explore combining syllables to make a rhythm. Explain that musicians often <i>read</i> music as symbols. We are going to read symbols today to keep us all together.</p> <div>  </div> <p>Jelly on a plate, Jumping up and down Jelly on a plate, Sliding round and round</p> <p>Play the whole piece together with a latin background with clapping.</p> <p>Once the rhythm is mastered with clapping, hand out the instruments. Ask the children to organsie themselves into instruments that scrape, hit and shake.</p> <p>1st line – just played by instruments that hit 2nd line – shake 3rd line – scrape 4th line – everyone</p> <p>Repeat and record for assessment.</p> <p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum</p> <p>-</p>