

Samba

Knowledge Organisers

Samba: Lite Level 1

Course Evaluation Criteria

Y1: We would expect all children in Y1 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y2: We would expect all children in Y2 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils know where Samba music originates from.
2. Pupils can copy a basic rhythm demonstrated by the instructor.
3. Pupils can play the intro break.
4. Pupils can name all the instruments in a Samba bateria.
5. Pupils can transition from the intro break to the groove.
6. Pupils can repeat rhythmic breaks at varying dynamics.
7. Pupils can create their own breaks and teach them to the class.
8. Pupils can lead call and response rhythms.
9. Pupils can copy and repeat complex rhythms demonstrated by the instructor.
10. Pupils can lead the class using the Portuguese words for start (começar) and stop (pare).

Learning Outcomes

Course Overview: Our Samba course introduces young people to the music of an exciting and different culture. The sessions teach participants about the history of Brazilian culture, Samba music and the instruments involved in Samba music. Students are given the opportunity to play and develop skills in playing the Samba instruments on their own and as part of a group. Students will focus on keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble.

Learning Outcomes: Students are taught the basic individual strokes used when playing the various Samba drums and percussion and are encouraged to put these together to play rhythms of varying complexity. Groups will focus on timekeeping and counting beats in order to play in time as a large ensemble.

Samba Instruments



Vocabulary Bank

Bateria

Bateria means 'drum set' in Portuguese.

Começar

Portuguese word, meaning to start.

Pare

Portuguese word, meaning to stop.

Rhythm

A strong, regular repeated pattern of sound.

Samba

A genre of music from Brazil.

Brazil

A country in South America where Samba music comes from.

Break

A break from the main groove.

Groove

A main section of the music, which repeats throughout.

Map



Samba: Level 1

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can explain the origins of Samba music.
2. Pupils can perform basic rhythms on each Samba instrument.
3. Pupils can play the intro break and groove on multiple instruments.
4. Pupils can follow the conductor to play Samba music with confidence.
5. Pupils can play groove rhythm to a steady pulse within a small group.
6. Pupils can lead the class using the Portuguese words for start (começar) and stop (pare).
7. Pupils can copy and repeat more complex rhythms demonstrated by the instructor.
8. Pupils can play different rhythms on every instrument without changing tempo.
9. Pupils can lead the Bateria confidently using phrases, hand signals and rhythms.
10. Pupils can compose two-part patterns for two samba instruments to play simultaneously.

Learning Outcomes

Course Overview: Our Samba drumming course is designed to introduce young people to the music of an exciting and different culture. The sessions teach participants a little bit of the history of Brazilian culture, Samba music and what instruments are used and how to play the basic hits and rhythms. Participants will master the techniques used to play every instrument within the Samba band including drums and other percussion instruments. Groups will focus on playing together as a Bateria (rhythm section) and learn various 'breaks' as part of a final performance piece.

Learning Outcomes: Students are taught the basic individual strokes used when playing the various Samba drums and percussion and are encouraged to put these together to play rhythms of varying complexity. Students will learn the importance of keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble. Participants will learn and develop intermediate and advanced musical skills that can be applied to other instruments and musical activities.

Samba Instruments



Map



Vocabulary Bank

Bateria	<i>Bateria means 'drum set' in Portuguese.</i>
Começar	<i>Portuguese word, meaning to start.</i>
Pare	<i>Portuguese word, meaning to stop.</i>
Rhythm	<i>A strong, regular repeated pattern of sound.</i>
Samba	<i>A genre of music from Brazil.</i>
Ostinato	<i>An ostinato is a repeating phrase of music.</i>
Break	<i>A break from the main groove.</i>
Groove	<i>A main section of Ostinato layered on top of each other, which returns throughout the piece.</i>
Conductor	<i>Someone who leads the band, also known as the Metre or Leader.</i>
Tempo	<i>The tempo is the speed of the music.</i>