

# ACET Junior Academies'

Scheme of Work for music

Year 4 Unit 2.1: South America



## About this unit:

This unit of work is linked to the Geography unit HT 2.1 'What are different parts of the world like? South America'. It is an introduction to musical traditions and cultures of South America, with a particular focus on Brazil and the Samba style. In this unit children will learn that Samba is a South American music style that is always performed with lots of percussion instruments where every member of the ensemble has a specific role as the music often involves the layering of different rhythms over each other. Children will learn to experiment and perform compositions based on rhythms which include syncopation, rhythmical breaks and different motifs.

## Unit structure

This unit is structured around six sequential music enquiries:

1. What is Samba music?
2. What is pulse and rhythm?
3. What rhythms are used in Samba music?
4. What is a rhythmical break?
5. How to combine different versions of a motif?

## National Curriculum objectives:

### Links to previous and future National Curriculum units/objectives

KS2

- Listen with attention to detail and recall sound with increasing aural memory.

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- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improve and compose music for a range of purposes using the inter-related dimensions of music.
- Use and understand staff and other musical notations.

**Unit**

Y4 HT 1.1 Imperium Romanum

**KS3**

- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Play and perform in solo and ensemble contexts, using their voices and playing, musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notations.

## Enquiry 1: What is Samba music?

Links to previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curricular links:
<p>Children should now have acquired a knowledge of how to use tempo, dynamics and timbre, thinking about how these may affect a performance. Children will have had the opportunity to experiment with these musical devices to create their own composition.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> What samba music is and where it comes from. How the music is used in the culture and tradition of Brazil. The instruments that are used in samba music. About the features of the style of music.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Listening Appraising Experimenting</p>	<ul style="list-style-type: none"> <li>• Listen and describe the music they have heard.</li> <li>• Appreciate what music is used and why - culture and tradition.</li> <li>• Identify the main features of a style of music - samba.</li> </ul> <p><b>Key concepts:</b></p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Understand what samba music is and where it comes from?</li> <li>• Understand why samba music is used?</li> <li>• Identify the main features</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>

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		Samba Brazil Instruments Structure Texture Dynamics Carnival	of samba music?	
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Children could start by listening to the Samba music (Batucada) clip without showing the video and ask the pupils what they can hear, getting them to be very specific:</p> <p><b>Instruments:</b></p> <ul style="list-style-type: none"> <li>• Drums - a variety, including snare drum, whistles, shakers.</li> <li>• Cowbell - it's actually a metal agogo but they may say cowbell.</li> <li>• They can also include voices as an instrument.</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• More than one section; some sections where there is less happening; lots of repetition in the beginning; using silence as part of the structure of the piece.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Lots of different layers intertwining with each other (sometimes they play all together and sometimes at different times).</li> </ul> <p><b>Dynamics</b></p>		<p><b>Use safeyoutube.net</b></p> <p>Samba music - Batucada:  <a href="https://safeyoutube.net/w/Dh1e">https://safeyoutube.net/w/Dh1e</a></p> <p>'Rio; carnival clip:  <a href="https://safeyoutube.net/w/Ch1e">https://safeyoutube.net/w/Ch1e</a></p> <p>Ganza/shaker:  <a href="https://safeyoutube.net/w/7h1e">https://safeyoutube.net/w/7h1e</a></p> <p>Cowbells:  <a href="https://safeyoutube.net/w/K5yG">https://safeyoutube.net/w/K5yG</a></p> <p>Samba instruments:  <a href="https://safeyoutube.net/w/1h1e">https://safeyoutube.net/w/1h1e</a></p> <p>Football song video:  <a href="https://safeyoutube.net/w/RhkA">https://safeyoutube.net/w/RhkA</a></p>	<p><b>Use safeyoutube.net</b></p> <p>Information about Samba:  <a href="https://www.bbc.co.uk/bitesize/clips/z7db4wx">https://www.bbc.co.uk/bitesize/clips/z7db4wx</a></p>	

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<ul style="list-style-type: none"> <li>Mainly loud, but often sections where it starts quiet and gets louder (we call this a crescendo).</li> </ul> <p>What do you think about the melody? (There isn't a melody! These are untuned percussion instruments.)</p> <p>Where do they think the music comes from and why?</p> <p>Have they ever heard this type of music before?</p> <p>Now show them the video: When or where they might see this sort of music (a carnival, e.g. Notting Hill Carnival.)</p> <p>Next, children should look at the Introduction to Samba PowerPoint: Where do you think Brazil is? Can you find it on a World map? Then, play the short snippet of the film 'Rio': Can they say what the instruments sound like? Can they pick out any features of Samba music? Now, play the music to the football video (without showing the video itself): What similarities can they hear between this piece and the 'Rio' piece?</p> <p>Explain that samba is a huge part of Brazilian life and music is everywhere, including in football. Play the video again but this time so that they can see it.</p> <p>Children should continue looking at the powerpoint which introduces the instruments: Can they work out which sound goes with which instrument by playing the clips without showing the video?:</p> <ul style="list-style-type: none"> <li>Samba instruments</li> <li>Cowbell</li> <li>Ganza/shaker</li> </ul> <p>Children should mark the order they think they hear each instrument on their <i>Instrument matching sheets</i>.</p>	<p>Introduction to Samba PowerPoint.</p> <p>Instruments matching sheet.</p> <p>Percussion instruments.</p>	
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<p>Explain that these are the main instruments used within samba drumming. If you have a samba set then get use these; if not, explain to the pupils that they'll have to use whatever percussion instruments the school has!</p> <p>Children should be put into small groups. Allow them 30 seconds to have a go on them. Encourage the children to try and create a rhythm but otherwise it's just about getting familiar with them. Then rotate the pupils around so they try out each of the instruments.</p> <p>Finally, children should discuss: What is samba Batucada? (Brazilian music genre) How would you describe samba? (loud, lively, spirit of the carnival) Think about the musical elements - (rhythm, pulse, texture, structure, instruments, dynamics)</p> <p>What instruments are used in samba Batucada? (cowbell, agogo, tamborim, ganzá, surdo, caixa, repinique, chocalho)</p> <p>Why is samba important to Brazilian culture? (It forms a key part of Rio's famous carnival.)</p>		
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## Enquiry 2: What is pulse and rhythm?

Links to previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curricular links:
<p>Children should have acquired the knowledge that samba music is a traditional Brazilian style of music. They should be able to describe and identify the features of the music.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> Know that Samba is traditional music played in carnival culture. Understand what rhythm is and how to play on the beat (pulse) and off the beat (syncopation). Understand what syncopation is and be able to play syncopated rhythms.</p>	<ul style="list-style-type: none"> <li>• Understanding rhythm.</li> <li>• Understanding syncopation looking at on beats and off beats.</li> <li>• Playing syncopated rhythms.</li> <li>• Playing a piece in time with others.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Play on the offbeat?</li> <li>• Recognise the on beat?</li> <li>• Play a syncopated rhythm?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>

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	<p>How to layer different rhythms together whilst still playing accurately.</p> <p><b>Second order concepts:</b>  <i>(What students should understand)</i>  Listening  Practising  Collaboration</p>	<p><b>Key concepts:</b></p> <p>Syncopation  Pulse  Rhythm  Off beat  On beat</p>		
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>To begin with children could watch the video of the Rio de Janeiro Carnival clip to give them some idea as to the scale of the event: What things make up the Carnival? E.g. dancing, music, floats, costumes, etc. Why they think music is important in Carnival.</p> <p>Next, explain that we are going to learning about something called syncopation This means that the emphasis is not on the main beat of the music.</p> <p>Children should look at the <i>Pulse and rhythm PowerPoint</i> - pupils are going to play in counts of 4 starting with whole beats: 1 2 3 4.</p> <p>Then half beats which equates to:</p> <p><b>1 and 2 and 3 and 4 and</b></p> <p>After they have heard and played both of these, split the class into two and get one half to clap the numbers and the other half to clap the <b>and</b> (the offbeat). The aim is for the children to be able to play the <b>and</b> (the offbeat) - essentially in between each of the main notes.</p>		<p><b>Use safeyoutube.net</b></p> <p>Tips sheet Pulse and rhythm.</p> <p>Pulse and rhythm PowerPoint.</p> <p>Rio de Janeiro Carnival clip:  <a href="https://safeyoutube.net/w/NwSd">https://safeyoutube.net/w/NwSd</a></p>	<p><b>Use safeyoutube.net</b></p> <p>Notting Hill Carnival:  <a href="https://safeyoutube.net/w/JTyG">https://safeyoutube.net/w/JTyG</a></p> <p>Children's Carnival:  <a href="https://safeyoutube.net/w/BUyG">https://safeyoutube.net/w/BUyG</a></p>	

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To have a go at this, you will say the numbers 1 2 3 4 aloud and the pupils will say the word **and** in between:

Teacher - 1

Pupils - **and**

Teacher - 2

Pupils - **and**

Teacher - 3

Pupils - **and**

Teacher - 4

Pupils - **and**

Direct them using your hand if necessary.

(If they are finding this tricky, allow them to say the number with you and then clap on the **and**.) Explain that playing in between the beats is called syncopation and it's a popular rhythmic device in South America (which describes the type of rhythm used).

Then, move onto the next slide where you are going to teach some simple rhythms- some of which use syncopation. Clap the rhythms and get the children to clap back. Say the words aloud as you do so and get the children to do the same. There is an audio link with each of the rhythms so you can play those first to remind you how each of the rhythms go.

Try splitting the class into groups and getting them to practise the different rhythms. You could also split the class in half, with one half playing the steady beat (1 2 3 4) and the other half playing one of the other rhythms.

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Finally, children could take it in turns to clap one of the rhythms they have learned but without saying the words and see if the other children can work out which rhythm it was.		
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**Enquiry 3: What rhythms are used in Samba music?**

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
Children should have acquired the knowledge to be able to play rhythms on and off the beat, knowing that off beat is syncopated.	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) Listening and identifying rhythms. Understand and be able to play syncopated rhythms. Work with others to layer the rhythms together to create a samba piece of music. Stick to their own part whilst listening to others.</p> <p><b>Second order concepts:</b> (<i>What the children should understand</i>) Collaboration Practise Performance Evaluation</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Play rhythms accurately and in time.</li> <li>• Perform within a group whilst maintaining an independent part.</li> <li>• Understand syncopation and be able to play a syncopated rhythm.</li> </ul> <p><b>Key concepts:</b> Rhythm Syncopation Layering Pulse Beat Metronome</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Play in time?</li> <li>• Hold their own part?</li> <li>• Play a syncopated rhythm?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
Firstly, children could listen to the rhythms from the <i>Samba Rhythms</i> PowerPoint without showing the slide with the words on, then ask		Use <a href="https://www.safeyoutube.net">safeyoutube.net</a>	Use <a href="https://www.safeyoutube.net">safeyoutube.net</a>	

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pupils to recall the words for each of the rhythms played: What word do we use to describe a rhythm which is not played on the beat (syncopation). In pairs, pupils have a go at practising all of the rhythms from last lesson.

Next, children should know that they are going to be working together as a class to perform a samba style piece of music using the rhythms they learned in session 2 but rather than clapping and saying the rhythms, they'll be using untuned percussion instruments. (Ideally, you need four different types of instrument: four which you can hit and some maracas/shakers. Each different instrument can be allocated to one of the rhythms).

Group children together with the same instrument:

- Woodblocks all playing the same rhythm together
- Cow bells all playing the same rhythm together

Tip: Spread your more musically able children throughout the groups and have a couple of children who can keep good time playing the steady beat (1 2 3 4).

Once they each have an instrument and a rhythm, give them time to practise their line. (It won't sound very organised at first, but they need to get familiar with their instrument and rhythm).

Tip: Use an online metronome set to 70 bpm if you need to keep them in time.

- Children could start by playing the steady 1 2 3 4.
- Once they are up and running, get another group to play their rhythm over the top.
- They should then stop and you should repeat this process with another rhythm.
- Do this separately for each one until each group has practised playing alongside the pulse.

Tips sheet Pulse and rhythm.

Untuned percussion instruments  
- 4 types.

Samba rhythms PowerPoint.

Online metronome:

<https://www.jamplay.com/tools/free-online-metronome>

Examples of samba rhythms:

<https://safeyoutube.net/w/5DzG>

<p>Next, build and layer the rhythms so they are all playing their rhythms together. Start with 1 2 3 4, then add 'Chewy Toffee', then 'Wake Up', and lastly 'Jumping Around', finally adding the shakers at the end.</p> <p>There is a slide on the <i>Samba Rhythms</i> PowerPoint where you can hear how each of the rhythms should sound playing alongside the steady beat as well as how they should all sound together.</p> <p>The key thing is to try and get a sense of pulse with all of the rhythms playing in time.</p> <p>Finally, children should have a go at playing all together with the teacher directing them to start and stop, always starting with the steady beat and introducing each line separately.</p>		
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### Enquiry 4: What is a rhythmical break?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children should have acquired knowledge of how to layer different rhythms together to create a piece of samba music.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            That a leader directs the music by using a whistle in order to be heard.            How to create rhythms of their own.            What a rhythmical break is and how it used in samba music.            How rhythms layer together to create a samba piece.</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Composing a rhythmic break within a piece of music.</li> <li>• Playing their break with increasing accuracy in time with the rest of the class.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Play in time?</li> <li>• Hold their own part?</li> <li>• Play a syncopated rhythm?</li> <li>• Compose a simple break?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>

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	<p><b>Second order concepts:</b>  <i>(What the children should understand)</i>  Practise  Experiment  Compose  Leadership  Collaboration</p>	<ul style="list-style-type: none"> <li>Playing their break in the correct place in the composition following direction from a leader.</li> </ul> <p><b>Key concepts:</b>  Samba  Rhythm  Syncopation  Leader  Rhythmic break</p>		
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>		<p><b>Useful links:</b></p>
<p>Children could start by watching the BBC video - Samba drumming: How is the music directed? (The man with the whistle - he is called the leader) Why do they need a whistle? (Samba is really loud and the leader needs to be heard - also there are lots of players so the person in charge may not be seen) What happens during the music? (There are slightly different sections which are directed by the leader).</p> <p>Next, children should start to think of rhythms of their own as they are going to be using the piece already composed, but adding in their own rhythmic ideas. The piece will be directed by the leader (teacher) and the class will be performing short rhythmic 'breaks': What do they think a break is? Children may suggest answers to do with having a rest and this is a bit like what it is in samba drumming.</p> <p>When there is a break, some players don't play and others play a new rhythm - which they haven't played before and the listener hasn't heard before. After</p>		<p>Use <a href="http://safeyoutube.net">safeyoutube.net</a></p> <p>Tip sheet composing a break.</p> <p>Untuned percussion instruments.</p> <p>Samba rhythms 2 PowerPoint.</p> <p>BBC - 'Samba drumming':  <a href="https://www.bbc.co.uk/bitesize/clips/zxwf9j6">https://www.bbc.co.uk/bitesize/clips/zxwf9j6</a></p>		<p>Use <a href="http://safeyoutube.net">safeyoutube.net</a></p>

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the break, they go back to what they were playing before. It's like each group of instruments makes up its own musical verse and then they all join in for the chorus.

Children should start with the same instruments and rhythms as last session, using the *Samba Rhythms PowerPoint* to help.

Next, children should play their rhythms together as a class. Explain that you will get everyone to stop apart from one group of instruments who will carry on playing. Repeat and change the group of children. You can use simple hand gestures to control them - so point to the group which is going to continue and then count to four and say "Stop" and then everyone else apart from the group you pointed to will stop.

The next part of this activity is to let the children create their own break. They will do this in their instrument groups, using the rhythms they have learned for their instrument. Nominate one child (who is stronger musically) to lead and organise each group.

Give them these suggestions to use:

- Repeat the rhythm a certain number of times then stop.
- Repeat only the first section or the last section of the rhythm over and over - e.g. toffee, toffee, toffee, toffee, toffee, toffee.
- Have some of the group playing the first section and the other half playing the second section either at the same time or taking it in turns
- Try playing some of the rhythm but then silence for the other bits. E.g. toffee, toffee, (silence for chewy) toffee - so it would read 'toffee toffee rest rest toffee'.
- They could try call and response with one half playing first and the other half repeating

The children should have 10 minutes to compose something simple together and then get them to play their break to the class.

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<p>Finally, have a go at playing the whole piece, introducing the new breaks in the gaps. Use the same strategy as before - pointing to the group who will play and the rest will stop.</p>		
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<b>Enquiry 5: How to combine different versions of a motif?</b>				
<b>Links to previous learning</b>	<b>Knowledge and second order concepts</b>	<b>Knowledge and second order concepts</b>	<b>Knowledge and second order concepts</b>	<b>Knowledge and second order concepts</b>
<p>Children should now understand how to change the structure of a piece of samba music by composing a simple rhythmical break.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            That a leader directs the music by using a whistle in order to be heard.            How to create rhythms of their own.            What a rhythmical break is and how it used in samba music.            How rhythms layer together to create a samba piece.            How to create and perform a rhythmical break.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>            Listening            Performance            Collaboration            Evaluation</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>Combine different versions of a musical motif.</li> <li>Perform as a group using musical notation.</li> </ul> <p><b>Key concepts:</b>            Rhythmical break            Composing</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>Play in time and hold own part?</li> <li>Play at the correct time within a group?</li> <li>Perform a rhythmical break with accuracy?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>Children could start by doing a call and response activity. Teacher plays first half of each key rhythm and then the children clap back.</p> <ul style="list-style-type: none"> <li>Teacher: Toffee toffee</li> </ul>		<p>Use <a href="http://safeyoutube.net">safeyoutube.net</a></p> <p>Tip sheet for composing a break.</p>	<p>Use <a href="http://safeyoutube.net">safeyoutube.net</a></p> <p>Samba musical performance:</p>	

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<ul style="list-style-type: none"> <li>• Children: Chewy toffee</li> <li>• Teacher: Wake up, wake up</li> <li>• Children: It's time to get up</li> <li>• Teacher: I'm jumping</li> <li>• Children: Around</li> </ul> <p>Then play one of the above and don't tell the pupils which it is to see if they can respond with the correct ending.</p> <p>Next, give children a few minutes to practise the break they composed in the previous session (done in instrumental and rhythm groups - the same as when they were performing the samba rhythms). They should play their breaks in isolation rather than within the whole piece. You should tell them how many times they must play their break (four or eight).</p> <p>(If you don't feel confident leading as you go, use the <i>Carnival PowerPoint</i> to guide you. Use a simple hand gesture to signal to everyone when to stop and blow the whistle four times to count everyone in.)</p> <p>Children should play in the correct order, i.e. all the rhythms playing together when it says <b>all</b> and then the other rhythms playing the break they created last lesson (as shown below). Repeat until all the groups are confident and able to play in time.</p> <p>Finally, children should perform their composition to another class or in assembly. Record the performance.</p>	<p>Untuned percussion instruments.</p> <p>Carnival PowerPoint.</p>	<p><a href="https://www.youtube.com/watch?v=93_OUamJvoI">https://www.youtube.com/watch?v=93_OUamJvoI</a></p>
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<b>END POINTS:</b>			
<b>Knowledge and second order concepts:</b>		<b>Key concepts developed:</b>	
<b>Substantive knowledge:</b>	Beat Carnival	Leader Metronome	Rhythmic break Samba

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<p><i>(What the children should know)</i>  This is not an exhaustive list but an outline of what might be expected:</p> <ul style="list-style-type: none"> <li>• What samba music is and where it comes from.</li> <li>• How the music is used in the culture and tradition of Brazil.</li> <li>• The instruments that are used in samba music.</li> <li>• About the features of the style of music.</li> <li>• Know that Samba is traditional music played in carnival culture.</li> <li>• Understand what rhythm is and how to play on the beat (pulse) and off the beat (syncopation).</li> <li>• Understand what syncopation is and be able to play syncopated rhythms.</li> <li>• How to layer different rhythms together whilst still playing accurately.</li> <li>• Listening and identifying rhythms.</li> <li>• Understand and be able to play syncopated rhythms.</li> <li>• Work with others to layer the rhythms together to create a samba piece of music.</li> <li>• How to stick to their own part whilst listening to others.</li> <li>• That a leader directs the music by using a whistle in order to be heard.</li> <li>• How to create rhythms of their own.</li> <li>• What a rhythmical break is and how it used in samba music.</li> <li>• How rhythms layer together to create a samba piece.</li> <li>• That a leader directs the music by using a whistle in order to be heard.</li> <li>• How to create rhythms of their own.</li> <li>• What a rhythmical break is and how it used in samba music.</li> <li>• How rhythms layer together to create a samba piece.</li> <li>• How to create and perform a rhythmical break.</li> </ul> <p><b>Second order concepts:</b>  Children should start to have an understanding of:  Listening  Performance</p>	Composing Dynamics Instruments Layering	Off beat On beat Pulse Rhythm	Structure Syncopation Texture
<b>Key musical skills developed:</b>			
<p>By the end of the unit, children will have studied a series of question led enquiries. In doing so, children will have had the opportunity to:</p> <ul style="list-style-type: none"> <li>• Listen and describe the music they have heard.</li> <li>• Appreciate what music is used and why - culture and tradition.</li> <li>• Identify the main features of a style of music - samba.</li> <li>• Understanding rhythm.</li> <li>• Understanding syncopation looking at on beats and off beats.</li> <li>• Playing syncopated rhythms.</li> <li>• Playing a piece in time with others.</li> <li>• Play rhythms accurately and in time.</li> <li>• Perform within a group whilst maintaining an independent part.</li> <li>• Understand syncopation and be able to play a syncopated rhythm.</li> <li>• Composing a rhythmic break within a piece of music.</li> <li>• Playing their break with increasing accuracy in time with the rest of the class.</li> <li>• Playing their break in the correct place in the composition following direction from a leader.</li> <li>• Combine different versions of a musical motif.</li> <li>• Perform as a group using musical notation.</li> </ul>			

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Experimentation Appraising Practising Collaboration Evaluation Leadership	
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**The next step ...**

This is the second Year 4 unit and is linked to Geography unit HT 2.1 'What are different parts of the world like? South America'. This unit will have allowed the children to study a variety of rhythms that are linked with tradition and culture in Brazil, including syncopation and rhythmical breaks which are then performed within their own musical compositions. In the following unit HT 3.1 Viking Sagas children will learn a variety of singing styles taught through a variety of Viking stories, focusing on structure, rhythm and accuracy of singing.

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