**Whole Class Ensemble Teaching**

**Overview**

**Samba Year 1**

This document is based on a Common Approach 2022, a Music mark resource that sets a holistic curriculum for the teaching of musical instruments. The full document can be found at <https://www.musicmark.org.uk/a-common-approach/percussion/>

 The document below provides an overview of what will be taught over the year in the Whole Class Ensemble Lessons in the first year of lessons.

Please look at this document in relation to the National Curriculum so that you can ensure all areas are covered in your whole school music plan.

The expectation is that students in their first year of learning in a whole class situation will work at the early Programme of Study 1 level.

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| **Common Approach Strand A****Listening and Internalising** | **Students will:*** Have opportunities to listen to high quality live/recorded music drawn from different traditions (including relevant ones for the instrument being learned) and from great composers and musicians. Students should share their experiences of music outside of the classroom.
* Express their musical/creative ideas using musical vocabulary and recognise and discriminate between the key musical elements.
* Recognize the character of a piece of music and express moods that the music evokes.
* Have some awareness of different musical styles/genres.
* Have some aural perception of music to be played (in relation to the musical elements) and express a creative response (by singing, playing, movement, dynamics)
* Have knowledge of the structure of a piece of music, including repetition, phrases, and be able to reflect that in their playing/singing etc.
* Make links between sounds and symbols, (rhythmic and melodic) using appropriate notation.
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| **Common Approach Strand B****Making and Controlling Musical Sounds** | **Students will:*** Know the names of the various instruments in the samba band.
* Recognise the names for the parts of the instruments and how the sounds are produced.
* Demonstrate an understanding of the technique and posture required to produce a good tone while developing co-ordination.
* Strike the instruments confidently with control and a correct technique, ensuring good tone production.
* Be able to play a variety of samba instruments with correct techniques whilst playing at a variety of dynamic levels.
* Understand the role and origins of samba and its connection with dance and movement.
* Some will be able to take dominant roles within the ensemble set up and lead call and responses and breaks etc.
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| **Common Approach Strand C****Creating and Developing Musical Ideas** | **Students will:*** Improvise and compose melodic/rhythmic patterns and phrases on and off the instrument (from a variety of stimuli)
* Explore musical sounds on their instrument and use them when developing their own musical ideas
* Use suitable ways to share and record their creations.
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| **Common Approach Strand D****Playing Music** | **Students will**:* Work out how to play simple rhythms and melodies by ear.
* Repeat short, easy rhythmic and melodic patterns from memory
* Keep a steady pulse when playing.
* Begin to make links between sound and symbol, including rhythmic notation and pitch, and be able to read simple phrases and patterns keeping a steady pulse.
* Start to play pieces by reading the suitable musical notation/symbols.
* Perform repertoire (probably with an accompaniment), some from memory, demonstrating the intended character and style of the pieces, showing use of dynamics.
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| **Common Approach Strand E****Playing Music with Others** | **Students will**:* Play with the teacher and other students, demonstrating basic ensemble skills of watching and listening to each other to keep in time, and being aware of their own contribution.
* Develop their knowledge of expressive elements of music, and how they are created.
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| **Common Approach Strand F****Performing and Communicating** | **Students will**:* Perform to peer groups or parents regularly, with a sense of musical occasion.
* Listen to others’ playing, suggesting ways they might improve their performance. Take on board advice given by peers to improve their own playing.
* Record personal playing to listen and develop ideas for improvement.
* Demonstrate an awareness of the mood of music when performing.
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