**OVERVIEW**

**Samba**

**During this project the children will:**

* Learn about the festivals and geographical areas where Samba is featured
* Be able to pitch match using Kodaly handsigns (soh, me, lah, low doh, high doh, re)
* Be able to sing songs on a Samba theme that use syncopation
* Be able to clap an off-beat pattern
* Experience playing the four main Samba percussion instruments
* Be able to keep a steady pulse on a surdo
* Be able to play a syncopated rhythm on an agogo / tamborin
* Be able to combine two or more rhythmic parts
* Help devise and then play a rhythmic piece that features solos, breaks and grooves

**Some children will be able to progress further in order to: (1/exceeding)**

* Be able to describe how Samba is used in carnivals originally in Brazil and the Caribbean islands, but now being more widespread including carnivals in the UK
* Be the leader in pitch matching games using Kodaly handsigns soh, me, lah, low doh, high doh, re
* Be able to clap an off beat pattern whilst singing a song
* Demonstrate effective control and sensitivity whilst playing the surdo, ganza, agogo and tamborin
* Be able to lead others in a multi part rhythmic piece

**Some children will: (2/achieving)**

* Be able to describe how Samba is used in carnivals in Brazil and the Caribbean islands
* Be able to pitch match accurately using Kodaly handsigns soh, me, lah, low doh, high doh, re
* Be able to clap an off-beat pattern with ease
* Demonstrate control whilst playing the surdo, ganza, agogo and tamborin
* Be able to play in a multi part rhythmic piece

**Some children will need help in order to: (3/emerging)**

* Be able to say that Samba is used in carnivals
* Be able to pitch match accurately using Kodaly handsigns soh, me, lah, low doh, high doh, re
* Be able to clap on the beat but not off the beat
* Be able to play the surdo, ganza, agogo and tamborin with help including words that represent rhythms
* Be able to participate in a multi part rhythmic piece if there is a strong leader to follow