

Medium Term Plan: Carnival Time

Year 5 · Unit 5

Learning Objectives

1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination.
2. Compose and perform original Call and Response sections, integrating learned patterns into full samba compositions.

	Summary of Lesson	Key Learning
Weeks 1 & 2	Introduction to Brazil and Samba Fundamentals • Explore the cultural context of Rio de Janeiro and the history of samba using page 2 of the Logbook (found in the Documentation section of the unit homepage). • Discuss skills required for effective samba performance. • Introduce body percussion rhythms: surdo, repique, caixa, ganza, agogo, and tamborim. • Practise echoing rhythms, following a leader, and performing independently to build listening, pulse, and coordination. Samba Rhythms on Instruments • Transfer body percussion patterns to instruments such as glockenspiels or drums. • Explore classroom arrangements and rotate instruments for ensemble experience. • Introduce the samba whistle to cue changes and support timing. • Practise playing individually, in pairs, and as an ensemble, focusing on rhythm, dynamics, and cohesion.	During the first two weeks, children explore the cultural and musical context of samba, learning about Rio de Janeiro and the historical development of the style. They begin with body percussion, practising fundamental rhythms such as surdo, repique, caixa, ganza, agogo, and tamborim, developing pulse, coordination, and listening skills. These patterns are then transferred to instruments, allowing children to experiment with glockenspiels, drums, and percussion, while learning to maintain ensemble timing and dynamics. The use of the samba whistle and rotational roles between performer and listener fosters group awareness and musical confidence. Children also develop a baseline understanding of rhythm, texture, and expressive playing, laying the foundation for

		more complex ensemble work and composition in later weeks.
Weeks 3 & 4	Advanced Instrumental Patterns and Hand Symbols • Review and consolidate all previously learned patterns on instruments. • Introduce hand symbols to indicate continuation, rests, or changes. • Practise swapping instruments while maintaining timing and dynamics. • Independent and group performances develop listening skills, memory, and ensemble awareness. Call and Response – Part 1 • Practise Call and Response vocally and instrumentally, starting with Part 1. • Teachers model hand signals for entries and changes. • Alternate between performing and listening to ensure clarity and timing. • Combine multiple patterns to develop coordination, balance, and musical expression.	Children consolidate previously learned rhythms while exploring hand symbols to indicate rests, continuation, and changes, reinforcing ensemble timing and dynamics. They practise swapping instruments, alternating roles, and performing independently and in groups, developing listening skills, memory, and awareness of musical textures. Call and Response Part 1 introduces vocal and instrumental layering, requiring children to combine multiple rhythmic patterns with precise timing, balance, and expressive delivery. Through repeated practice and teacher modelling, children build confidence in coordinating parts, maintaining pulse, and responding to cues. These weeks emphasise musical communication, improvisation within structure, and developing a deeper understanding of ensemble cohesion, setting the stage for composition and performance in the latter part of the unit.

Weeks 5 & 6	Call and Response – Parts 2 and 3 • Layer Call and Response Parts 2 and 3 onto Part 1. • Combine patterns vocally and instrumentally, maintaining structure with hand signals. • Rotate group roles to practise different parts and build ensemble skills. • Link all patterns together in preparation for final composition and performance. Composition and Final Samba Performance • Create call-and-response compositions using learned rhythms in groups. • Develop a whole-class samba composition, integrating individual and ensemble sections. • Rehearse with focus on rhythm, tempo, dynamics, and expressive delivery. • Perform to an audience or class and reflect on progress, skills, and musical achievements.	Children create their own call-and-response compositions, integrating rhythms and patterns learned throughout the unit. They collaborate in groups to develop a whole-class samba piece, focusing on rhythm, tempo, dynamics, and expressive interpretation. Rehearsals emphasise ensemble cohesion, precision, and confidence, with opportunities for solo or small group spotlight performances. Children refine musical decisions, incorporating feedback from peers and teachers, while developing critical listening and evaluative skills. The unit culminates in a celebratory performance to a live audience or class, demonstrating creativity, technical skill, and expressive musicality. Reflection encourages children to consider their progress, ensemble contributions, and personal achievements, consolidating learning and confidence in both composition and performance.
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