



Year 8

Music

Summer A Booklet

West African and Samba Drumming



Name:

Form:

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**Lesson 3 –** Watch video <https://www.inspire-works.co.uk/youtube-west-african-drumming>

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**Lesson 7 –** Body percussion for connect task:  
<https://www.youtube.com/watch?v=uzXpvILRMog&t=28s>


**For all lessons, please go to:**

West African drumming:

<https://www.inspire-works.co.uk/youtube-west-african-drumming>

Brazilian Samba drumming: <https://www.inspire-works.co.uk/youtube-samba>

<p>1. <u>Djembe</u>: An-ke djem, an-ke be' is a West African phrase: 'Gather everyone together in peace'</p> 	<p>2. Map of Africa Some countries in West Africa: Mali Ivory Coast Ghana Senegal Burkino Faso NOT in West Africa: Kenya</p> 	<p>3. The leader in a group of West African drummers is called the <u>Master Drummer</u> Mamady Keita</p> 	<p>4. <u>The Master Drummer, Stop! Signal</u> is: The rhythm of: <u>Play, the djembe and shout, Africa. Stop!</u> (Up to here for Workshop 1)</p>
<p>5. <u>Polyrhythm</u>: Several rhythms played together</p>	<p>6. <u>Bass, Tone &amp; Slap</u>: The 3 ways of playing a djembe</p>	<p>7. <u>Improvising</u>: In West African drumming, a solo is improvising</p> 	<p>8. Each solo lasted <u>2 beats</u> during the lesson (Up to here for Workshop 2)</p>
<p>9. <u>Doum doum</u> has many names, but NOT the 'Dunno'</p> 	<p>10. <u>Doum doum's name</u> is <u>onomatopoeic</u> (The name sounds like the sound it makes)</p>	<p>11. <u>Doum doum</u> often played in 3s</p> 	<p>12. <u>Syncopation</u> is <u>less like marching</u> and more like <u>dancing</u> (Up to here for Workshop 3)</p>
<p>13. <u>Call and Response</u>: One plays a rhythm, another answers with a different rhythm</p>	<p>14. In copyback, everyone plays the same as the leader</p>	<p>15. <u>Shekere</u></p>  <p>sound of their speech. (Up to here for Workshop 4)</p>	<p>16. The <u>talking drum</u> imitates the s (Up to here for Workshop 5)</p>
<p>17. <u>Table Mountain</u> is in <u>South Africa</u>, not west Africa.</p> 	<p>18. Djembes are made from 3 things: <u>Wood, leather and rope</u></p>	<p>19. The structure of West African music is made up of 3 parts: <u>Rhythmic patterns, Call and Response and solos</u></p> 	<p>20. <u>All west African music is music for purpose.</u> (It is played for a reason) (Up to here for Workshop 5)</p>



# Samba


Music in Latin America is widely influenced by colourful and exotic carnivals and a range of dance styles. Carnivals may include **FANFARRAS**, featuring brass instruments associated with fanfare, and almost always a **SAMBA BAND**.


## Rhythm and Metre, Form & Structure and Phrasing, Repetition and Ostinato & Ornamentation













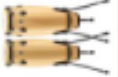

Built around **OSTINATOS** usually 4 or 8 beats long (regular phrases). Each group of instruments can have their own **Ostinato** featuring **OFFBEAT RHYTHMS** and **SYNCOPATION**. Often the **SON CLAVE SYNCOPATED** rhythm is used, either the 2:3 or 3:2.

Samba music is built up of lots of different sections. For each section the **SAMBISTA** will need to know an **OSTINATO**.

Samba music often starts with an **INTRODUCTION** often featuring **CALL AND RESPONSE RHYTHMS** between the Samba Leader and ensemble. The main Ostinato rhythm of Samba is called the **GROOVE** when all the instruments of the Samba Band play their respective rhythms over and over again forming the main body of the piece. The **GROOVE** is broken up by **BREAKS** - 4 or 8 beat rhythms providing contrast and **MID SECTIONS** - one or two instruments change the rhythm of their ostinato and the others stay the same or stop. Sometimes **BREAKS** and **MID SECTIONS** feature a **SOLOIST** who "shows off" their rhythms. The **SAMBISTA** must signal to the group when to change to a different section which is normally done with an **APITO** (Samba Whistle - loud!). A piece of Samba can end with either a **CALL AND RESPONSE** pattern or a pre-rehearsed ending phrase of rhythm. The **FORM AND STRUCTURE** of a piece of Samba may look like the following:





Texture			Dynamics, Expression and Articulation			Tempo			Pitch and Melody & Harmony and Tonality		
<p>Texture varies in Samba music, often <b>MONOPHONIC</b> where a single rhythm is heard as in <b>CALL AND RESPONSE</b> sections, sometimes <b>POLYPHONIC</b> where sections of the Samba band play different rhythms (<b>OSTINATOS</b>) creating <b>CROSS-RHYTHMS</b> (when two rhythmic patterns that "conflict" with each other occur simultaneously) creating a thick texture of interweaving and interlocking rhythms.</p>			<p>The dynamics of Samba music are normally very loud - it is music designed to be performed outdoors at carnivals and is played by large numbers of instrumentalists and to accompany dancers and processions with large audiences watching and listening. Sometimes, a <b>CRESCENDO</b> is used at the end of a piece of Samba music for dramatic effect.</p>			<p>Samba music is generally fast at around 104 bpm and keeps a constant tempo to assist the dancers or processional nature of the music. Sometimes the <b>SAMBISTA</b> (Samba leader) uses <b>(TEMPO) RUBATO</b> - tiny fluctuations in tempo for expressive effect.</p>			<p>Samba music is based on rhythms rather than melodies although the pitch of certain instruments within the Samba band provides musical contrasts.</p>		
Origins and Cultural Context of the			Musical Characteristics of			Impact of Modern Technology on Traditional Music			Artists, Bands & Performers of Samba		
<p><b>Traditional Music</b></p> <p>Samba is a musical genre and dance style with its roots in Africa via the West African slave trade and African religious traditions. Samba is an expression of Brazilian cultural expression and is a symbol of carnival. Samba schools formed and compete bringing people together.</p>			<p><b>Folk Music</b></p> <p>The instruments of Samba have been influenced by Portuguese colonias who imported slaves from Africa, while the rhythms of Samba are of African origin.</p>			<p>Samba has become popular as a Latin-American ballroom dance on TV shows such as Strictly Come Dancing and Dancing with the Stars. Samba has also been mixed/fused with Drum 'n' Bass in a musical fusion creating "Sambass" and artists and groups of popular music have used sounds and rhythms of Samba in their music e.g. Gloria Estefan and Jamiroquai.</p>			  <b>Fundo de Quintal</b> <b>Exaltasamba</b>		
<b>SURDO</b>	<b>REPINIQUE</b>	<b>TAMBORIM</b>	<b>CHOCOLO</b>	<b>RECO-RECO</b>	<b>APITO</b>	<b>AGOGO BELLS</b>	<b>CAIXA DE GUERRO</b>	<b>GUIRO</b>	<b>TIMBALES</b>	<b>CONGAS</b>	<b>CLAVES COWBELL</b>
											

# SAL- Assessment Ladder

Attainment Band	West African drumming /ATL	West African drumming / Skill
<b>Yellow Plus</b>	Understands and appreciates the context for West African Drumming and relates appropriately and purposefully	Improvises on cue on the djembe/other instrument, fluently and at ease
<b>Yellow</b>	Participates and relates meaningfully to the activities	Demonstrates 'Call and Response' appropriately
<b>Blue</b>	Participates mostly well and relates to an extent	Able to 'copyback' accurately, and keep the beat
<b>Green</b>	Participates minimally	Able to keep the beat with the rest of the drum circle
<b>White</b>	Does not yet relate to the activities	Minimum interaction as yet

Comment: \_\_\_\_\_

Marked by: \_\_\_\_\_ Date: \_\_\_\_\_

Attainment Band	Samba / Knowledge	Samba / Skill
Yellow Plus: 8-9	Understands the spirit of Carnaval and the context of Samba music and the associated culture	Creates own Samba rhythms Participates fully, positively and confidently in the workshops
Yellow: 6-7	Knows the names of all the Samba instruments and their functions	Participates fully and appropriately in Call and Response dialogue
Blue: 4-5	Can identify the different sections of Samba music	Holds one Samba rhythm against another successfully
Green: 2-3	Knows the names of the main Samba instruments	Copy-backs Samba rhythms with prompts
White: 0-1	Understands difference between pulse and rhythm	Keeps a steady pulse

Comment: \_\_\_\_\_

Marked by: \_\_\_\_\_ Date: \_\_\_\_\_



# Lesson 1 - Connect

**Title-** West African drumming

**LI-** To improvise rhythms within a given framework

**LI-** To master given rhythms on specific percussion instruments

## african drumming word search

T	B	M	D	U	N	D	U	N	I	T	Y	I	V	A	U	X
C	O	Q	C	V	H	J	M	S	P	A	D	U	K	F	D	P
A	B	C	E	V	H	D	U	C	T	R	N	T	R	R	J	E
L	M	G	L	A	Q	R	M	F	L	C	Q	L	I	E	B	
L	A	W	Q	N	Y	U	O	K	Q	N	P	O	P	C	M	C
A	S	M	R	K	F	M	S	T	P	P	V	V	O	A	B	Z
N	T	D	D	B	V	E	S	S	J	C	Q	S	L	N	E	H
D	E	R	O	T	E	N	R	B	E	L	L	Y	Y	D	H	O
R	R	N	Q	H	H	S	H	H	M	P	B	N	R	R	N	V
E	D	O	N	N	O	E	Y	P	X	X	Q	C	H	U	D	A
S	R	L	C	V	B	M	T	D	Y	D	V	O	Y	M	X	D
P	U	H	F	F	P	B	H	B	W	H	Y	P	T	M	H	Z
O	M	L	A	Y	Y	L	M	M	L	F	E	A	H	I	H	E
N	M	V	N	D	A	E	A	U	V	S	P	T	M	N	I	Q
S	E	A	G	V	A	S	I	U	O	X	O	I	S	G	V	B
E	R	S	O	A	J	K	T	P	G	Y	G	O	F	D	Z	P
O	Z	R	W	K	A	D	V	R	V	S	P	N	X	W	G	A

bell   donno   dundun   ross-rhythm   drum ensembles

Polyrhythms   Master Drummer   Callandresponse   Djembe

Syncopation   africandrumming

# Activate

DART: The Health Benefits of Beating Your Own Drum by Dr Christiane Northrup May, 2020

Christiane Northrup, M.D., is a visionary pioneer and a leading authority in the field of health and wellness, which includes the unity of mind, body, emotions, and spirit. Internationally known for her empowering approach to health and wellness, Dr. Northrup teaches how to thrive at every stage of life.

A board-certified physician, **Dr.** Northrup graduated from Dartmouth Medical School and completed her residency at Tufts New England Medical Center in Boston. She was also an assistant clinical professor of at Maine Medical Center for 20 years.



## 10 Health Reasons to Start Drumming

Drumming can have positive effects on your health and may help with many conditions from [stress](#), fatigue, and [anxiety](#), to [hypertension](#), asthma, [chronic pain](#), [arthritis](#), mental illness, [addiction](#), and even cancer. Here's why drumming is good for you:

1. **Makes you happy.** Participate in a drum circle or take a cardio drumming class and you will see how happy it makes you. Drumming releases endorphins, enkephalins and Alpha waves in the brain, which are associated with general feelings of well-being and euphoria.
2. **Induces deep relaxation.** In one study, blood samples from participants who participated in an hour-long drumming session revealed a reversal in stress hormones.
3. **Helps control chronic pain.** Drumming can certainly serve as a distraction from pain. And, it promotes the production of endorphins and endogenous opiates, which are the body's own morphine-like painkillers.

# Demonstrate

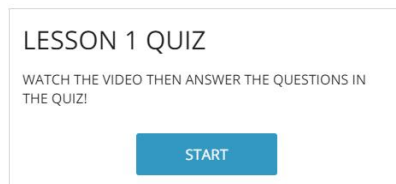
Watch video 1 and 2 on west African drumming

<https://www.inspire-works.co.uk/youtube-west-african-drumming>

## LESSON 1



(Ta Ta Ti-ti)



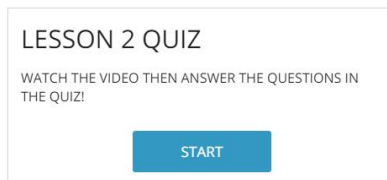
Powered by opinion stage

### Workshop 1

1. How to play: Bass, Tone, Slap
2. Copy back over 2 beats
3. Start of body percussion
4. Instrument: A Djembe from Africa and one made from plastic
5. Rhythm: Bass Tone Djembe  
(Tum, Chest, Chest-chest)
6. Ostinato (Repeated pattern)
7. Master Drummer leads
8. When you hear or play this, it means STOP:

Play, the djembe and shout, Africa. Stop.

## LESSON 2



Powered by opinion stage

### Workshop 2:

1. Bass, Tone, Djembe, Rest, Cla-ap, Cla-ap  
**(Ta Ta Ti-ti, Rest, Ta-a Ta-a)** faster
2. Improvisation/solo
3. No two solos at same time
4. All play the ostinato while one improvises
5. Master plays the stop rhythm and all stop
6. Another rhythm: Sla-ap, a two (and a)  
(Ta-a-ti Ta-a)
7. Can do on chest
8. Can add 'and a' R, L, R, R, L (Slap, Slap, Slap, Tone, Tone) **Sla-ap a two, and a**
9. Polyrhythm: more than 1 different rhythms playing simultaneously
10. Put both above rhythms together QUITE HARD!
11. Quiz



# Consolidate

Do quizzes 1 and 2 after the videos

<https://www.inspire-works.co.uk/youtube-west-african-drumming>


## LESSON 1



### LESSON 1 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by  opinion stage

## LESSON 2



### LESSON 2 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by  opinion stage

H/W: Review the questions for a quiz next lesson (See Knowledge Organiser, rows 1 & 2)

Look at the Assessment Ladder and self-assess where you are/ask someone else to assess you

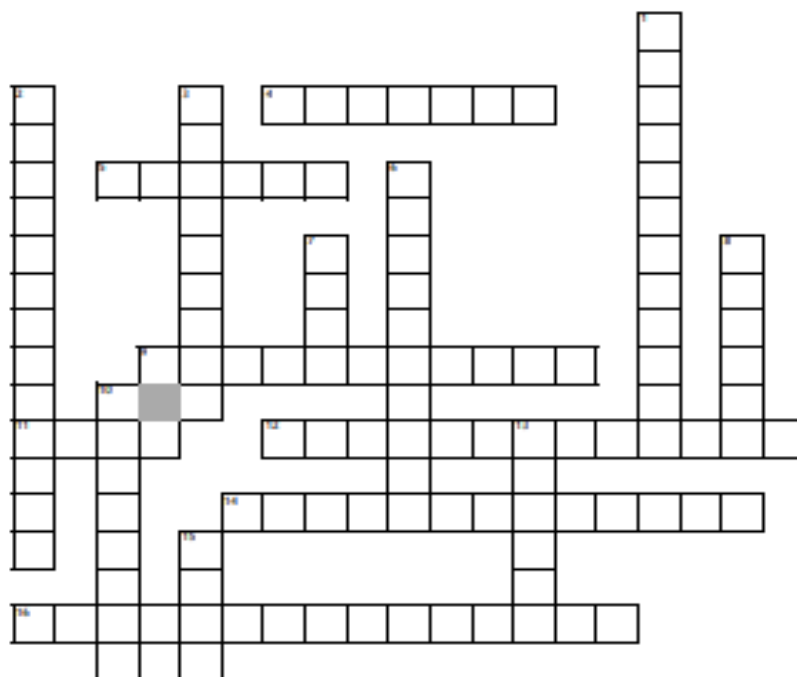
# Lesson 2 - Connect

**Title-** West African drumming

**LI-** To 'copy back' rhythmic patterns

To appraise performance and self-correct

## African Music Wordsearch



### Across

- 4. An instrument that consists of dried gourd with beads
- 5. The second largest continent
- 9. A rhythm played simultaneously with another rhythm
- 11. Tapping the drum at the edge using your fingers but they have to be closed
- 12. The lead drummer
- 14. A partner that supports the main musician
- 16. When someone plays a rhythm and you have to respond back

### Down

- 1. A rhythm which is repeated continuously
- 2. Making a beat on the spot that is in time with other beats
- 3. The arrangement of a song
- 6. Two rhythms that play at the same time
- 7. Striking the drum at the centre with your palm and fingers
- 8. A type of hand-drum in Western Africa
- 10. A group of musicians who play together
- 13. A drum in Africa which uses a stick
- 15. To tap the edge of the drum with your fingers

# Activate

## 1) Read the DART on drumming

Dr Christiane Northrup May, 2020

## 10 Health Reasons to Start Drumming (Continued)

4. **Boosts your immune system.** Studies show that drumming circles boost the immune system. Barry Bittman, MD, neurologist and President of the [Yamaha Music & Wellness Institute](#), has shown that group drumming actually increases natural T-cells, which help the body combat cancer as well as other viruses, including AIDS.
5. **Creates a sense of connectedness.** Drumming circles and group drumming classes provide an opportunity for “synchronicity” in that you connect with your own spirit at a deeper level while also connecting with other like-minded people.
6. **Aligns your body and mind with the natural world.** The Greek origin of the word “rhythm” is “to flow.” Drumming allows you to flow with the rhythms of life by simply feeling the beat.

## Key words

Drum circle

Synchronicity

Rhythm

## Questions

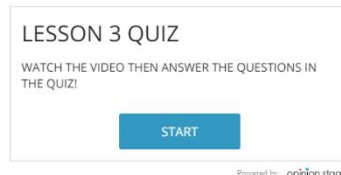
List three ways that drumming aids health:

- 1)
- 2)
- 3)

# Demonstrate

Watch inspire works videos 3 and 4 <https://www.inspire-works.co.uk/youtube-west-african-drumming>

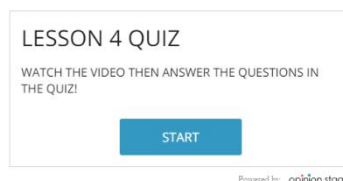
## LESSON 3



### Workshop 3:

1. **Copyback over 4 beats – listen to 4 beats before you copy back**  
**Copy back – just rhythm, then with sounds (tone etc)**  
**Ti-ti Ta Ti-ki-ti-ki (Bass bass tone, tone tone tone tone)**
2. **Ti-ti-ki Ta Ti-ki-ti Ta (All bass, last one tone)**
3. **Ti-ki-ti-ki Ta Ti-ki-ti-ki Ta**  
**(Tone tone tone tone tone,**  
**Bass, bass bass bass tone)**
4. **Ti-ti-ki Ta Trip-a-let Ta**  
**(Bass, tone tone bass, tone tone tone bass)**
5. **Check the bass and tones now**

## LESSON 4



### Workshop 4:

1. **Bells (from Ghana) made from iron**
2. **Gankogui. Cuts through the drums. Low and high sound**
3. **Rhythms: Play the song the bell**
4. **Ta Ti-ta-a ti ta**
5. **Drum: Dhoun Dhoun (low bass sound) (onomatopoeia) Use stick or hand) 3 different sizes**
6. **Rhythm Don Don, Syn-co-pa-tion a (Ta-a, Ta-a, Ti-Ta-a Ta-a-ti Ta)**
7. **Put both parts together and stop with the stop rhythm**
8. **Then put all 4 together (with Slap, a – two) and Slap, tone, djembe (Quite hard)**
9. **Look at the SAL and assess where you think you might be on the Assessment Ladder – what colour would this be? How can you go up the ladder?**

# Consolidate

Take the exit quiz after the video to consolidate

<https://www.inspire-works.co.uk/youtube-west-african-drumming>

## LESSON 3



LESSON 3 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by: [opinion stage](#)

Quiz score 1:

## LESSON 4



LESSON 4 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by: [opinion stage](#)

Quiz score 2:

Show what you have achieved to someone at home / or in pairs do a peer evaluation:

What went well in your drum practice

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Even Better if for your next performance (what you want to work on)

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H/W: Review the questions in the quiz from Workshops 3 & 4



# Lesson 3 - Connect

## Title- West African drumming

**LI-** To participate appropriately in Call and Response patterns in the drum circle context

To give a formal or informal performance of the music

To show courage when learning and performing, even when it is not easy

Most drums are played by hand, although sticks are used occasionally depending on the type of drum. When you play the drum, relax your hands and fingers. Hold your fingers close together and strike the top of the drum. You must not hit the drum too hard because you could hurt your hands or the drum! When you hit the top of the drum, you can produce two sounds – the **BASS** sound and the **TONE** sound.

### 1. THE **BASS** SOUND

The **BASS** sound is made by striking the drum in the middle



### 2. THE **TONE** Sound

The **TONE** sound is made by striking the drum between the centre and the edge of the drum.



### 3. THE **SLAP** SOUND

The other sound that can be produced is the **SLAP** sound. This can take a lot of practice. There are two ways of making it:

- ★ cup your hand slightly and then strike the drum with your fingers
- ★ rest your weaker hand in the middle of the drum and then strike the side or open sound position of the drum with your other hand.



# Activate

## Read the DART

In some countries, for example Mali, families of traditional musicians – known as *griots* – can trace their history back through many generations and continue to keep their oral tradition alive today. In other places, such as Northern Ghana, people believe that children are visited by a “spirit” which may be the reincarnation of an ancestor. The spirit will give them a particular ‘gift’ perhaps for seeing into the future, healing people or playing music.



People who live in rural communities tend to get up at sunrise and return home for the evening meal when it gets dark. After they have eaten they may talk, or sometimes they may play instruments and sing. Young children often copy music they have heard others play. Sometimes a parent will sit a child on their knee, guiding their hands to play an instrument. Groups of very young drummers practice on drums made out of old cans or something similar. It would be unusual to find someone who goes to a music teacher for regular formal lessons.

On important occasions such as religious festivals, funerals or at harvest time, there is always plenty of music and dancing which everyone joins in. Music provides a good way for the whole community to meet together to enjoy themselves, talk to friends and celebrate the occasion. People are proud that they have their own version of a piece of music which is quite distinctive – they can be quite offended if you suggest that it sounds just like the way it is played in the next village! Even when living in the cities, people from the same village will meet together to dance and sing. Their music becomes very important in reminding them of where they come from – especially when they are not able to travel back home.

### Questions

- 1) What are traditional musicians called from Mali?
- 2) What do young drummers use as drums?
- 3) On what important occasions is this music played?

**Key places** – Ghana, Mali

**Key words**- Oral tradition (passed on vocally)/ Griots- traditional musicians from the local community

# Demonstrate

Watch and actively participate in Workshop 5 of the West African Drumming Workshop  
Videos and quiz

## LESSON 5



### LESSON 5 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by opinion stage

1. Students try all rhythms on their instrument
2. Students take quiz, peer mark and hand in result
3. Practice to do solos: Double the length of the rhythms:
4. Slap, a two, slap a two, Clap, clap, clap, clap
5. Each person does a solo during the 4 claps
6. Mix up the basses, tones and slap
7. Use slower/faster rhythms
8. Decide on order

#### Scenes from Mali:

9. Niger River
10. Dogan Cliffs – UNESCO World Heritage Site
11. Bamako: marketplace selling drums and masks
12. When dancing, wear masks
13. Camel train going through desert
14. Music is always played for a reason in West Africa

## Class performance of different drumming techniques!

#### Patterns again:

- (Bell) Play this on the bell  
(Ta Ti-ta-a ti ta)
- (Dhoun Dhoun) Don Don, Syn-co-pa-tion a  
(Ta-a, Ta-a, Ti-Ta-a Ta-a-ti Ta)
- (Djembe) Slap, a – two
- (Djembe) Slap, tone, djembe

Solos: Play, the djembe and shout, Africa. Stop

# Consolidate

Take quiz 5 after the video

## LESSON 5



### LESSON 5 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by opinion stage

- Whole class 'performance' or whole family performance
- H/W: Review all questions from all 5 quizzes if time

Thinking about your performance in demonstrate write down:

What went well.....

Even better if .....

# Lesson 4 - Connect

**Title-** Brazilian Samba music

**LI-** to be able to name the instruments used for Samba music  
to be able to copy-back the Samba rhythms played in the workshops  
to be able to distinguish between a beat (pulse) and a rhythm

Look over the KOs and SALs

4 Things: 4 square: Illustrate.

Something you learnt musically from last year:	Something you learnt musically from Primary School:
Something musically, you did so well:	Name one thing in music you would like to know more about:



# Activate

Please draw the following on the stave:

1. Bar line
2. Double Bar line
3. Treble Clef
4. Time Signature
5. Key Signature
6. Sharp
7. Flat
8. Natural
9. Chord
10. Middle 'C'

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B: Instruments you play

1. Which instrument(s) do you play? To what level?

\_\_\_\_\_ Beginner,  
Intermediate, Advanced

2. Where do you learn, usually?

Harlow Community Music School

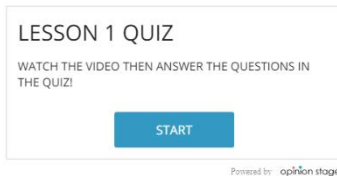
Harlow Rock School

Stewards Academy (tuition)

# Demonstrate

Watch the videos on Samba and learn the samba drumming techniques

## LESSON 1



## LESSON 2



Practice the following in pairs or a group if possible

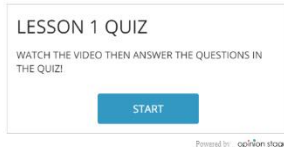
### Samba Workshop 1

1. Samba is from Brazil. Biggest country in South America
2. Surdo – biggest Samba drum – use a big mallet with it. 'Sur' is one sound and 'do' is a different sound. (Other hand dampens drum on 'Sur' and comes off for the 'do' (Ta-A Ta-A)
3. Like the heart-beat of Samba music. Provides a steady beat, whether slow or slow.
4. Can use a big drum or a box if you have no surdo
5. Use different sounds for the 'Sur' and 'Do'
6. Other instruments play more complicated rhythms.
7. Use 3 stage method to learn to play rhythms on instruments:
  - repeat the words – try as body percussion – then play on drums
8. The Tamborim instrument – not a tambourine – no jingles
9. Has a stick and uses other hand to make sounds, too
10. Rhythm: This is easy, Let's play the Samba
11. Clap: Ta Ta Ti-ta-A Ti-ta-A-ti Ta Ta
12. Play with stick and stop with LH
13. If don't have a Tamborim, can use a plastic plate or lid, with a stick or chopstick.
14. Difference between pulse and rhythm
  - Rhythm is longer/shorter sounds, combined with silence
  - Pulse is constant and the same – doesn't change
15. Ganza (Shaker)\_(Say 'Ganza' for the Rhythm Ta-A Ta-A)
  - Keep ganza horizontal, not tilted
16. Put Surdo, Tamborim and Ganza together

# Consolidate

## Take quiz 1 and 2 on samba

### LESSON 1



### LESSON 2



### Samba Workshop 1 Quiz

1. The music we learned in the video comes from:



Brixton

Brazil

Bulgaria?

### Samba Workshop 1 Question 2

The style of music we learnt in the workshop is called:



Samba

Zumba

Simba ?

### Samba workshop 1

#### Question 3

What is pulse (in music?)



peas, lentils and beans.

a steady beat, like a heart beat.

a measured amount of an isotopic label given to a culture of cells.

### Samba Workshop 1 Question 4

In the workshop, they said that rhythm is:



a good word to use in scrabble or hangman.

combinations of sounds and silences.

a word that is really hard to spell.

### Inspire Workshop 2 Quiz Question 1

The largest samba drum is called the:



Sir Duke

Surdo

Sermon

### Inspire Workshop 2 Quiz Question 2

This drum is called a



tambourine

tangerine

tamborim

### Inspire Workshop 2 Quiz Question 3



ganza

gonzo

gangster

### Inspire Workshop 2 Quiz Question 4

This drum is called a



Caixa

Kyle

Pasha

### Inspire Workshop 2 Quiz Question 5

This instrument is called a



Wake me up

Before you

Agogo

### Inspire Workshop 2 Quiz Question 6

Raul described 'pitch' in music as



how high or low the sound is.

a roof with a steep angle.

a large grass area with white lines on it and goals at either end.

# Lesson 5 - Connect

## Title- Brazilian Samba

**LI-** To be able to hold one Samba rhythm against another

■ To be able to participate in a Call and Response dialogue, appropriate to Samba

Complete the samba wordsearch

### Word Search - Samba Instruments



AGOGO	SOLO
BATERIA	SONCLAVE
CALLANDRESPONSE	SURDO
CAXIA	TAMBORIM
GANZA	TOCANTO
OSTINATO	WHISTLE
REPINIQUE	

# Activate –

1) Match the description with the correct instrument

2) Label the pictures underneath with the correct instrument name

REPINIQUE

Types of shakers that plays even notes through-out

CHOCOLO

A cowbell with two pitches, one high and one low

RECO-RECO

This is a whistle used by the leader to signal an instruction to the samba band

AGOGO BELLS

This is a scraper which plays the same time values as the Chocolo

APITO

A small drum with a single drum-head played with a stick

TAMBORIM

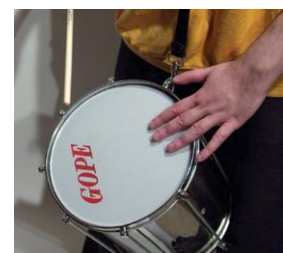
A small, high-pitched double-headed drum used to play solo cues such as call and response patterns

SURDO

A snare drum played with two sticks which can play fast and repetitive rhythms

CAIXA DE GUERRO

A large bass drum which is the “beat keeper” of the samba band





# Demonstrate

Watch the videos on Samba and learn the samba drumming techniques

## LESSON 3



### LESSON 3 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by opinion stage

### Inspire Workshop 3

#### 1. Copy Back Practice:

Copy the rhythms: He plays on Caixa

Ta Ta Ta Rest (We play it back)

Ti-ti Ta Ta Rest

Ta Ti-ti Ta Rest

Ti-ti Ti-ti Ta Rest

Trip-a-let Ta Rest

Ta Ti-ti Ta Rest

Ti-ti Ti-ti Ta Rest

Ti-ti Ti-ti Ta Ta

#### 2. Practice this again

3. In Samba, we have sections where some of the instruments drop out.

4. Instrument: Pandeiro: Tambourine – has jingles, with leather or plastic skin

#### 5. Call and Response:

Often makes more sense to answer back slightly differently

### Inspire Workshop 3 (Cont'd)

#### 6. Use Caixa to call:

Ans-wer, my drum

Response Is: Yeah!

Ans-wer, my drum

Response Is: Yeah!

Ans-wer, my drum

Let's play! (The Samba) (last bit on Surdo)

(Syn-co-pay hey, yeah!) (Ti-ta-A ti Ta, Ta)

(Syn-co-pay hey, yeah!) (Ti-ta-A ti Ta, Ta)

(Syn-co-pay hey, And go!) (Ti-ta-A ti Ta, Ta Ta-A) (ti Ta Ta on Surdo)

#### 7. This call and response happens throughout the song:

How to know where?

8. Leader plays a whistle Apito Instrument (3 different sounds due to holes) Sounds like a bird

Leader is the Samba Maestro

They play 4 short notes and everyone plays the last part, then stops

## LESSON 4



### LESSON 4 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by opinion stage

#### SAMBA INSPIRE WORKSHOP 4

Inspire Website: <https://www.inspire-works.co.uk/youtube-samba>

On Youtube if can't get into website:

#### 1. Copy Back Practice:

Copy the rhythms: Played on Caixa

Ta Ta Ta Rest (We play it back)

Ti-ti Ta Ta Rest

Ta Ti-ti Ta Rest

Ti-ti Ti-ti Ta Rest

Trip-a-let Ta Rest

Ta Ti-ti Ta Rest

Ti-ti Ti-ti Ta Rest

Ti-ti Ti-ti Ta Ta

### SAMBA INSPIRE WORKSHOP 4 (Cont'd)

#### 2. Places in Rio de Janeiro

- Sugar Loaf Mountain

- Copacabana and Ipanema Beach

- The Maracana – a huge football stadium for 110,000 people

- Christ the Redeemer statue in Rio De Janeiro near Sugar Loaf Mountain



#### 3. Carnival: African and European influences

- Cover their faces with masks

- Starts on a Friday and ends on Ash Wednesday, about midday, they go to work.

- Around Lent

#### 4. Song: Uses ukulele (Cavaquinho - Instrument)

• Add rhythms on instruments



# Consolidate

## LESSON 3



### LESSON 3 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by [opinion stage](#)

## LESSON 4



### LESSON 4 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Powered by [opinion stage](#)

Take the quiz 3 and 4 after the video and log your score.

Quiz score 3:

Quiz score 4:

# Lesson 6 - Connect

## Title- Brazilian Samba

LI- To be able to identify the structure of samba music and its cultural context



Samba is Mardi Gras or carnival music from Brazil that features a large percussion ensemble. It is music to dance to and had its own characteristic rhythms that distinguish it from other Latin-American music. It originates in Rio de Janeiro, the result of a unique musical fusion of Angolan, African, Portuguese and Spanish/Cuban cultures. Today, different types of samba have evolved, but by far the loudest, and most brash, is *Samba Batacuda*. Samba Batacuda is a purely percussion form of samba and is very popular in Rio de Janeiro where a large number of samba schools exist. Competition between them is fierce, and year the Mardi Gras celebrations include a huge street procession in which every Samba school is represented, each competing for the prize of best performance of the year.

Samba is used as a backing to a song especially composed for the carnival on a theme such as the environment. The singers and the tuned percussion instruments ride on the decorated float and the percussionists walk, or rather dance, behind. Here in the UK, the style is catching on fast and most cities now have samba schools which regularly perform in carnival processions.

### Questions

- 1) Where does Samba music come from?
- 2) What is Samba Batacuda?
- 3) Describe the influences of Samba music?

# Activate

Look back at the samba **Knowledge Organiser** on page 4 and fill out the correct structure of Brazilian Samba music. Use the words below to help you.



--	--	--	--	--	--	--	--	--	--	--

Intro / Coda / Groove / Break / Mid-section

Remember sections may be used more than once!

# Demonstrate

Watch the video on Samba and learn the samba drumming techniques

## LESSON 5



### LESSON 5 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Opinion Stage - [Create a Quiz](#)

#### Call and response pattern

Answer my drum

Yeah!

Answer my drum

Yeah!

Answer my drum

Let's play the samba!

#### The groove patterns

Choose and play a part you are confident in:

"This is easy let's play the samba" – Tamborim

"Sur-do" – Surdo (dampen with hand on the first beat and take off for the second beat)

"Gan-za, Gan-za" – Ganza (twice as fast as the surdo part)

"It is fun to play Agogo" – Agogo bells

"Play Caixa like this" – Caixa

#### Improvisation- Stretch task

Choose a melodic instrument for a solo improvisation

#### Lyrics-

There's Copacabana and Ipanema

Football at Maracanã

There's Sugarloaf Mountain and Christ the redeemer

Let's all go to carnival

Oh, oh, let's go to Rio

Oh, oh, let's go to Rio

Oh, oh, let's go to Rio

Oh, oh, let's go to Rio



# Consolidate

Name three instruments in Samba music

- 1)
- 2)
- 3)

Complete quiz 5 after the video-

## LESSON 5



### LESSON 5 QUIZ

WATCH THE VIDEO THEN ANSWER THE QUESTIONS IN THE QUIZ!

START

Opinion Stage - [Create a Quiz](#)

What did Raul say this instrument is called?



Cuica

Faster

Slower

How is a sound produced on a cuica?



You hit it

You pull the stick which is attached to the head

You blow on it

How long does the Rio Carnival last for?



5 hours

5 days

5 minutes

'Onomatopoeia' means



1 person playing music on their own

It has the same name as it's sound

John Lennon's wife's full name

Mike said the music is made up of which 3 elements?



Hydrogen, oxygen and fuel

Drumming, moving, laughing

Groove/pattern, Call & Response, Song

# Lesson 7 - Connect

**Title-** Brazilian Samba

**LI-** To be able to create our own Samba words and rhythms

Follow the link and join in with the body percussion for Bruno Mars Uptown funk:

<https://www.youtube.com/watch?v=uzXpvILRMog&t=28s>

## Activate

Watch the video here to see an advanced body percussion group:

<https://www.youtube.com/watch?v=sb-2VsE2y-U>

Note down any three body percussion techniques you notice:

- 1)
- 2)
- 3)

# Demonstrate

Make up your own body percussion piece using a mixture of the following:

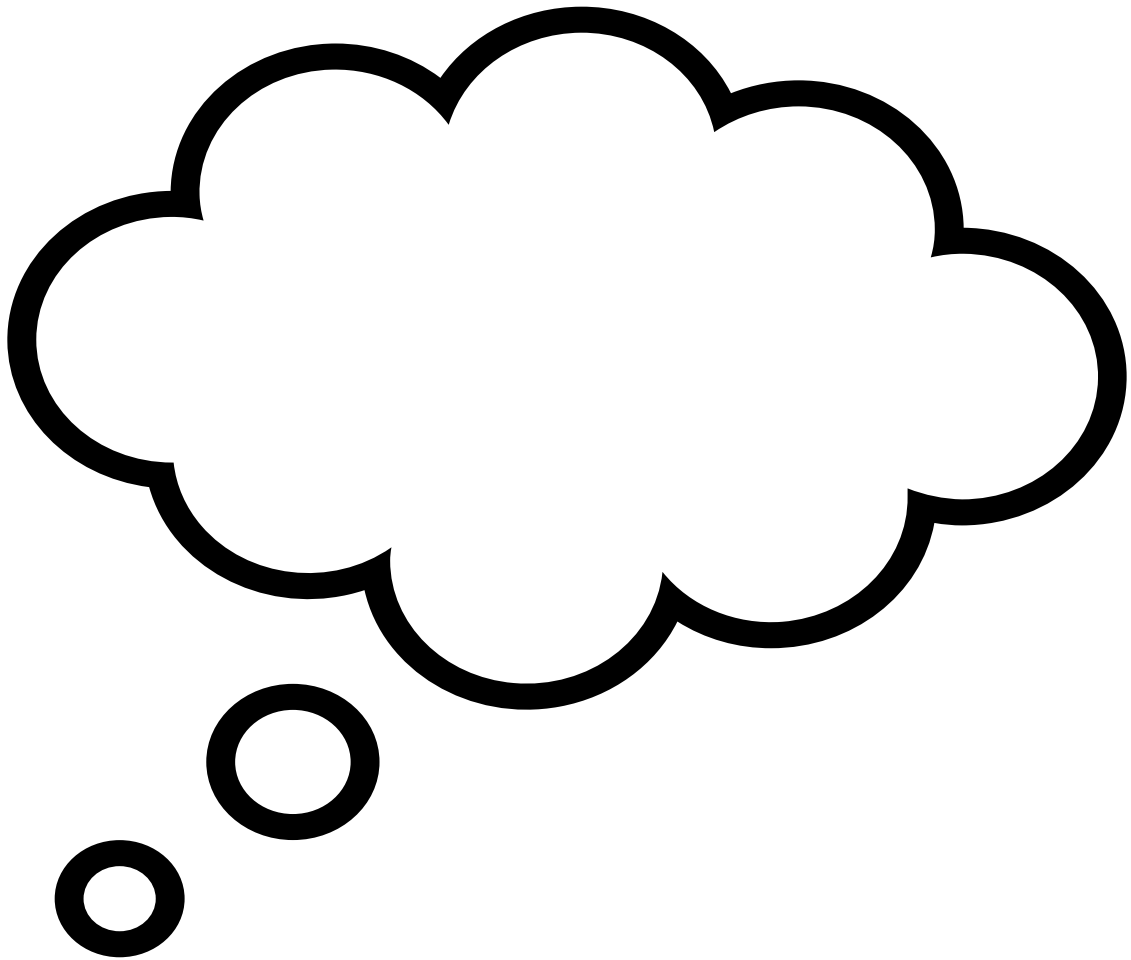


Write out your rhythms in the grid below, there is an example to help you:

Snap	Snap	Pat	Snap

# Consolidate

In the thought cloud write any keywords you remember from this drumming unit:



Congratulations you have completed your music Summer Term A booklet!



Notes:

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