



Brazilian Samba Drumming First Access Programme Facilitator Lesson Plans 5-10

Facilitator Lessons 5-10 Learning Outcomes:

- learn samba inspired body percussion patterns
- develop improvisation & copyback skills
- learn a samba reggae
- create Brazilian samba inspired compositions
- learn how to notate compositions using conventional notation
- learn how familiar rhymes can create rhythmic phrases
- develop listening skills
- develop an ability to work in an ensemble.

Facilitator Lessons 5-10 Key Words:

- clave, body percussion
- Salvador, Mas Que Nada, Samba Insetos
- Samba Reggae, composition

Facilitator Lessons 5-10 Info Bank:

Teach & Play Samba page 32, 36, 27-31.



Facilitator Lesson 5

Warm Up:

Teach insect rhythms as body percussion:

Heads Shoulders Knees Toes

Flea Flea Flea Flea

Spi - der Spi - der Spi - der Spi - der

Ca - ter - pil - lar Ca - ter - pil - lar Ca - ter - pil - lar Ca - ter - pil - lar

But - ter - fly But - ter - fly But - ter - fly But - ter - fly

R L L R L L R L L R L L

Grass - hop - per Grass - hop - per Grass - hop - per Grass - hop - per

Mos - qui - to Mos - qui - to Mos - qui - to Mos - qui - to

Main Activity:

1. The rest of this lesson is taken from Teach & Play Samba "Samba Insetos" page 28-29; points 1-5.

See next page for Summary & Higher Ability Parts.



Summary:

1-Term Weekly Programme:

Play Mike & Tom Video 5

Test Key Words

Ask if pupils have any questions

2-Term Fortnightly Programme:

Test Key Words

Ask if pupils have any questions

Higher Ability Parts:

The musical score is written for five instruments in 2/4 time. The lyrics are as follows:

Instrument	Measure 1	Measure 2	Measure 3	Measure 4
Tamborim	Spi - der	Spi - der	Mos-qui - to	Spi - der
Agogo	But - ter - fly	Flea Click	But - ter - fly	Flea Click
Ganza	Spi - DER!	Spi - DER!	Spi - DER!	Spi - DER!
Repenique/ Caixa	Grass - hop - per			
Surdo	Flea	Flea	Flea	Ca - ter - pil - lar



Facilitator Lesson 6

Warm Up:

Equipment: 1 Surdo, 3 tamb., 2 agogo, 2 ganza

Warm up: (10 mins)

Revise Samba Insetos as body percussion.

Small group composition:

Main activity part 1:

Create a short Samba style piece of music featuring Tamborims, agogos and Ganzas. (25 mins)

- 1) Explain the activity to the group: using the 'insect' rhythms create a pattern for the 3 different instruments. Keep it short!! (maximum 4 insects long).
- 2) Divide the class into groups of 6 or 5 (6 is best). Send each group to sit on the floor in a different part of the hall (without drums) and ask them to create their own patterns and make sure they can all play them as body percussion.
- 3) Facilitator and other staff move between the groups ensuring everyone is working calmly. Be prepared to resolve disagreements and steer some groups.
- 4) After 5 mins ask the groups to decide who will play the 3 instruments; 2 players on each. Tell them to practice playing all 3 rhythms at the same time. Set them back to work.
- 5) After a further 5 mins ask the groups to figure out how they will start and end the music: will they use a count in? Will they all start together or one instrument group at a time? How will they stop? With a paradina or maybe dropping out one group at a time? Tell them you will be joining them as surdo player in their group so make sure they know when they will start and stop you!
Encourage them to have a final practice standing up as if performing.

Main Activity part 2 – Perform the music (25 mins)

- 1) Create a performance area with the other chairs/benches facing in a horseshoe.
- 2) Give a few tips on how to perform, particularly stressing that everybody has had a limited time to create the music and there is no expectation of a 'perfect' rendition, also, getting frustrated with other band members will not give a good performance!
- 3) Have each group perform. Help the groups to stand in a slight horseshoe to help with eye contact. Ask 'When should I start?' then 'when should I stop?' Use a samba reggae style patten to accompany each group – use your skill to try and help them stay together.
- 4) If a group is having a complete collapse; ask the audience to put their hands over their ears and tell the group to have a quick chat and get themselves ready then they can start again.
- 5) Before the group returns to their seats; facilitate a discussion about things that the audience 'liked' about the music. Be firm in not allowing any criticism – even constructive – praise and compliments only. With a



more able group you may like to ask the performers "is there anything you would have done differently if you'd had more time?".

- 6) Finish by asking students to try to remember the grooves as you'll need them next week.

Tips – be sure to budget your time very carefully to allow all groups the same time to perform and receive their compliments. Minimum is 3 mins per group

The class teacher may well wish to video the performances so give them the chance to grab a camera/tablet in advance.

Summary:

1-Term Weekly Programme:

Sign-off "Find Out" section of pupil Log Books by placing a sticker at bottom of page 14 if pupils have completed pages 8-14
Play Mike & Tom Video 6
Test Key Words
Ask if pupils have any questions

2-Term Fortnightly Programme:

Sign-off "Find Out" section of pupil Log Books by placing a sticker at bottom of page 14 if pupils have completed pages 8-14
Test Key Words
Ask if pupils have any questions



Facilitator Lesson 7

Equipment: Notation worksheet (Paper and digital copy). Samba performance video.

This lesson takes place in the classroom. Be sure to arrive slightly early to ensure the digital copy can be successfully loaded onto the interactive whiteboard.

Warm Up: (10 mins)

Play samba insetos as body perc. But just sat in normal positions in the classroom. Ask everyone to pick their favourite part and play that so all the parts are jumbled. Now play it again with all students eyes closed (Adults keep eyes open!!).

Main activity: (40 mins)

Notate last week's composition

1. Before handing out sheets, demonstrate how to work notate rhythms on the board. Take the surdo rhythm (Flea flea flea caterpillar) write it as words in the boxes then use the insect pictures to help you write it as notes. Be generous with tips on writing notation (eg work in pencil, don't colour the notes in too hard or make the dots too big)
2. Have the students fill the sheets in. Less able groups should work in pairs, (more able on their own) but everyone should fill out a sheet.
3. After about ten minutes, be prepared to do another demonstration rhythm on the board.
4. As students begin to finish encourage them to first fold the top section down and then swap sheets with a friend. Get the friend to play the rhythms – do they sound like you expect them too? If they don't, have you made a mistake in your notation?
5. Students who finish quickly can also create and notate a paradina.

Session end:

Show some of the performance video – facilitate a discussion about the performance with particular reference to the visual elements of performing.

Summary:

1-Term Weekly Programme:

Play Mike & Tom Video 7

Test Key Words

Ask if pupils have any questions

2-Term Fortnightly Programme:

Test Key Words

Ask if pupils have any questions



Facilitator Lesson 8

Equipment: full set.

Warm up: (10 mins)

Play Bateria Para Nova Vida

Whole class composition:

Main activity part 1: Create a short Samba style piece of music featuring Tamborims, agogos and Ganzas. (20 mins)

Run this just like week 6. You can choose whether the same groupings or different groupings is preferable. Push for a more polished performance than last time. Ask them to consider choreography for the instruments and inventing a paradinha

Main activity part 2: blend these pieces into a whole class piece. (20 mins)

1. Bring the group back into the horseshoe and have each group quickly perform their piece from within the horseshoe. Ask the whole class to keep an ear out for elements they like and would like to learn to play.
2. Facilitate a quick discussion about the strong elements of each group's piece after they play.
3. Now facilitate a group discussion to pick out some of the strongest rhythms. Depending on the class you may wish to allow a vote between 3 options, decide yourself or have a conversation with the class or teacher. You want to end up with:
 - A Paradinha
 - A pattern for each instrument with choreography.
 - A way to get into these rhythms from the standard Insetos rhythms

You can be creative; suggest that 'this' Tamborim pattern might make a good agogo rhythm or 'that' one might be the basis of a paradinha. You can take one group's choreography and put it to another's rhythms

Allow the students to teach the chosen patterns to the whole class but be ready to assist and possibly edit/improve the pattern.

Play the piece as a whole class.

4. **BE SURE TO MAKE A NOTE OF THE PIECE!!!!!!**
Write phonetics or notation and perhaps take a quick recording of the key details. Note which class and school too.

Summary:

1-Term Weekly Programme:

Play Mike & Tom Video 8

Test Key Words

Ask if pupils have any questions

2-Term Fortnightly Programme:

Test Key Words

Ask if pupils have any questions



Facilitator Lesson 9

Prepare for the concert

Resources:

- Bring 2 print-outs of the Class Performance Names sheet per class (one for facilitator and one for class-teacher) - give to each class teacher to complete during the lesson
- Full samba set

Note: The preferred format for a concert is each class doing their own concert of around 20-25mins and showcasing all the material learnt. If a school can't accommodate this you'll need to adapt the concert.

Main Activity: Practice and pick players (55 min)

Your goal is to practice all pieces and decide who is playing which instrument for each.

Bateria Para Nova Vida, Samba Insetos (with own composition elements)

1. Use the 'dance' piece as a warmup. Create a strategy for using it in the concert – perhaps to start the concert or enter the room.
2. Play Bateria Para Nova Vida next. Have the class swap instruments in the usual style as many time as you need – you can do individual swaps if you must but be sparing; don't make students feel bad! Try to spread your strong players around the room, also remember you will need strong players for the other piece.

HAVE THE CLASS TEACHER WRITE DOWN WHO IS PLAYING WHAT

3. Now swap places and play Samba Insetos, again swapping instruments until you get a strong lineup. No-one should be playing the same instrument for both pieces.

HAVE THE CLASS TEACHER WRITE DOWN WHO IS PLAYING WHAT

If time: try playing one or more piece in a concert format with two rows of players. Discuss how the sound has changed.

Notes: You'll need to manage your time well to get through all three pieces.

Keep an eye for where your strongest and weakest players are and where you want them to end up – the cunning facilitator can arrange to have the second piece sound good by positioning students during the first piece!

Insist that both you and the class teacher keep a copy of the list of who's playing what. Be sure it has both names and instruments (not just a list with the order they were sat in) and that it has the school name and class name on it. DO NOT leave the school without both you and the teacher having a copy. Just don't. Seriously.



Facilitator Lesson 10

Resources needed:

- Full samba set
- Class Performance Names Sheet
- Arts Award Discover Enrolment Form (teacher should bring a printout)

Performance Week:

- Each class will receive a short lesson/rehearsal prior to their performance.
- Ensure each pupil is clear about which part they are playing
- Enforce good performance techniques (e.g. smile, bow, look at the audience – both you and the pupils!)
- The performance will consist of: Malinke, Rainbow Nation gumboot, Whole class composition
- Encourage audience participating during the performance (e.g. clapping along to piece, Copyback between you and audience)
- Make sure you congratulate the class after the performance and thank the class teacher for their assistance throughout the programme.

Summary:

- Sign-off “Share” section of pupil Log Books by placing a sticker at bottom of page 21 if pupils have completed pages 15-17 and page 20 (note: they will be completing pages 18-19 after Facilitator Lesson 10 and will keep their log books as evidence of their work).
- Tick off each pupil on the Arts Award Discover Enrolment Spreadsheet who has completed their Log Book. Ask the teacher to email it to Claire@inspire-works.co.uk.
- Tell the teacher the Arts Award certificates will arrive in 6-8 weeks.
- Please complete the [First Access Programme Facilitator Evaluation](#) for each school you have facilitated a First Access Programme. Thanks!