

	Samba / Latin American Percussion
Please Note -	If using full size surdos, then position drums on floor for KS2 pupils. If using small sized surdos then play using harnesses. Use harnesses for KS3 pupils with full size surdos
P1 Expected skills after 1 term (first access)	Can hold instruments correctly, with basic stick control. Can vocalise basic rhythms and relate to pulse. Can transfer rhythms onto instruments Can play in unison as a section eg: tamborims with pulse, agogo bells with pulse. Can understand and respond to start / stop signals. Can introduce simple call and response patterns.
P2 Expected skills after 2 terms (first access)	Can sustain a simple rhythm with some accuracy. Can play controlled basic dynamics. Can play simple breaks. Can play a second piece to start building up a repertoire eg: Samba Reggae whilst still playing and improving Samba.
P3 Expected skills after 3 terms (first access)	Can recognise when playing in / out of time. Can play own part within an ensemble, maintaining steady tempo. Can play simple breaks and be able to return to main patterns accurately and in time. Can play introductions / endings to pieces. Can play a repertoire of 2 to 3 pieces by end of year eg: Samba, Samba Reggae, Afoxe.
P4 Transitional level before Stage 1	Continue working on repertoire from previous year, maintaining steady tempo and ensemble playing, introduce 6/8 and Samba Funk pieces with set structures Can play more complex, syncopated parts for tamborims, agogo bells, surdos. Can play different time signatures with more advanced stick control. Can self correct when out of time. Can improvise for one bar's duration eg: Put a Pattern in a Space from Music in the Classroom.

Stage 1

**Equivalent to
grades 1-3
NQF Level 1**

Introduce more advanced repertoire, using more complex and syncopated rhythms. eg: Samba, Samba Swing, Samba Reggae Swing, Samba Reggae (Giba), Timbalada, Latin Mix, Afoxe, Guanabo Island, Congada.

Can play using more advanced stick / hand control eg: polyrhythms on surdos in Timbalada; hand grace notes on surdos in Afoxe.

Can improvise for 2 bars duration.

Can maintain parts in ensemble accurately.

Can play complex, syncopated parts.

Can respond to and play longer, more complex breaks.

Can play with greater control of dynamics.

Can improvise to a basic level.

Can perform in an ensemble to a good standard.

Can play a more extensive repertoire, using more complex time signatures and syncopated parts eg: Coco, 6/8, Hip Hop.

Greater stamina in ensemble playing, so are able to play longer pieces at faster tempo.

Can use more advanced techniques eg: virada on tamborims and surdos, triplets on rocars and ganzas.

Can lead call and response on repeniques for breaks, introductions, endings.