

RHYTHM CONNECTIONS

Getting started with Samba

The following is an overview of the material that should be covered with a new samba group before beginning the pieces. This to take 3 to 5, 30 minute lessons depending on age.

Introduce the music:

- Samba
- From Brazil
- Used in carnival with singing and dancing.
- Carnival takes place in Rio in the “Sambadrome”
- Uses the percussion instruments we have, all very loud but lightweight so you can play and walk along.

Introduce the instruments and how to hold and play them by playing call and response with each section of the group whilst talking about each section.

Agogo Bells - The only instrument in the ensemble that can play a tune and has notes. Show how to hold the instrument correctly and identify the two notes as Big and small bells and Low and High notes.

- C&R with the low bell
- C&R with the low bell
- C&R Using both.

Caixa -

- Like a snare drum, Wires make the sound
- Explaining that sound comes from top and bottom so lift one side off of floor (rest on foot)
- Play the caixa by aiming for the centre of the drum but keep away from the rim to protect your hand.

Surdo

- The bass sound in the ensemble (low pitch)
- Play in the same way as the Caixa, (in the centre and mind the rim)
- The instruments are loud so you don't need to hit hard just be accurate.

Tamborim

- Small but deadly, my favourite because they are small and so loud.
- Show how to aim the sound like a speaker.
- Show how to play in a safe way (the stick moves between you and the instrument, not out to the side where the next person is standing).

Ganza

- Hold correctly so that beads spread and you create a big sound. Horizontal is good, vertical traps the beads at one end.
- Demonstrate how to play from your elbow.

Full group call and response

- Explain call and response.
- Establish what makes a good call and response rhythm through demonstration.
- Fast and complex and long sounds good with a single player but terrible with a group.
- Easy to remember and not too fast creates a great response from the ensemble.
- Try some call and response so the class can identify good and bad. Play good ones back and do nothing if it's bad.

Call and response with the class

Listen / Copy / Stop and wait for the next rhythm.

Leading call and response:

Not to **fast**

Not to **long**

Not to **complicated**

Over the first few weeks work towards each child playing a call and response in sequence working from the first child in the front row to the last in the back without assistance from the teacher.

Children should aim to:

- Think of their own rhythm (anything except what the child before them plays).
- Follow where the rhythm is in the chain so they know when to take a turn at leading.
- **Listen / Copy / Stop** so the chain can continue without the teachers help.
- With younger children just taking turns at playing will be a success.
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Introducing the Groove

Using the simplest of grooves (WE PLAY SAMBA DRUMS) so as not to give away the pieces, work on clapping/playing one rhythm in unison. Start with each section and then build up to full ensemble.

Introduce the 3 whistle cues.

- 1 2 3 4 STOP... (the ensemble hear the count of 4 and stop on the next beat with a clear bang. Aim for silence after the stop.
- 1, 2, Of We Go.....This is used to start a rhythm or move to a new section.
- One single whistle - EYES UP. Continue to play as you are but look up as something is about to happen.

Use these three cues to have fun with the ensemble over the following ideas.

- Starting and stopping a groove.
- Creating 1 bar of silence. (directly after a stop, whistle 1, 2, of we go so there is only one bar without drumming.)
- Use multiple stops to create empty bars with accents on beat 1 then go into a groove.
- Move from a groove to call and response and back to the groove.

At this point you have a functioning Samba ensemble and you can begin looking at the different parts of the specific piece for each year group. With year one this will take a term. By the time you revise this with year 6 It will take one lesson.

Names of instruments and key facts are very important as you are instilling information that can be discussed with Ofsted when children are interviewed about music.

Samba setup

Samba drums are set in three rows on 10 instruments as listed below. Stick to this where possible as many of the breaks require this set up to work.

It's also worth noting where the clock in the classroom is before setting up so you can easily see the time.

Agogo x 2	Caixa x 1	Surdo x 2	Tamborim x 3	Ganza x 2
Agogo x 2	Caixa x 1	Surdo x 2	Tamborim x 3	Ganza x 2
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