

WE CAN
PLAY!
DJEMBE - TERM 1

LEARNING OUTCOMES AT A GLANCE

TERM 1

- We can identify and play the main sounds of the Djembe (Bass and Tone)
- We can stop / start together with a count in / count out
- We can vocalise and sing all parts before playing on the djembe
- We can play rhythmic sequences using correct hands
- We can identify note duration and rests

In this topic the students will learn how to play the Djembe and learn to play different rhythms

They will learn to play five different rhythms and how to play together as a group.

They will learn how to start, stop, change and vary the rhythms while all playing in time.

They will learn techniques such as dynamics, phrasing, timing, call and response, polyrhythm, counting in and counting out.

They will learn how to read and play music from notation.

They will always be developing and working towards a final performance piece.

The idea of this topic is for the pupils to be given the opportunity to play a musical instrument and have fun!

Hopefully it may lead on to some pupils wanted to take up a percussion instrument.



WEEK 1

LEARNING OBJECTIVES

To gain background knowledge about the djembe.

To learn how to hold the djembe and how to play BASS and TONE.

To learn the Banana Song

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response.

Round the circle, drum out names. "My name is -----" -
Phrasing, match beat to words.

About the djembe

Ask if anybody knows anything about the Djembe? What is it called? Where is it from? What is it made of? Collectively talk about it and explain all the answers.

Playing the djembe

Show BASS and TONE and demonstrate how to play them.

Bass + Tone. - technique.

Play different rhythms involving bass + tone to really distinguish the difference.

The Banana Song

Start first song. Banana song. Go through each part. - structure, memory, matching words to beats, count in 1,2,3,4. Relate it to bass + tone throughout

Conclusion

Recap different parts of the Djembe

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Use the Animal Game to reinforce today's rhythm.

RESOURCES

Djembes

White board / power point
(if possible)

VOCABULARY

Djembe

West Africa

Bass

Tone

Phrasing

Signal

Rhythm

Beat

Count in

Structure

Memory

WEEK 2

LEARNING OBJECTIVES

To recap bass and tone techniques.

To focus on each other's playing by listening to each other in Pass The Beat

To understand the concepts of dynamics and apply them to the Banana Song.

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. "My name is -----" - Phrasing, match beat to words.

Game - Pass The Beat:

Take turns hitting the drum round the circle.

After one go round each way time them to see how fast they can complete the circle

Give them two goes each way, four in total.

Make sure they are hitting the drum in order.

Record the time and bring back the game at a later date to check the improvement.

Listening, coordination, focus, speed

Playing The Djembe:

Recap Bass and Tone

Copy different rhythms with bass and tone.

Ask about dynamics. -technique

Explain what it means.

Add dynamics to banana song.

Explain the importance of dynamics within playing. Medium dynamics should be the constant, then can go quite and loud to enhance the music.

Make sure they are all raising and dropping the dynamics at the same time.

Very important they that all stop at the same time.

Conclusion:

Recap the importance of dynamics, bass and tone.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Play "Don't play this one back".

RESOURCES

Djembes

White board / power point (if possible)

VOCABULARY

Listening

Coordination

Focus

Speed

Dynamics

Timing

WEEK 3

LEARNING OBJECTIVES

To recap the Banana Song and make sure stops, starts and dynamics are all correct

To teach a new rhythm, "Bouncy"

To learn the meaning of Ostinato.

To learn intro and outro rhythm.

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. "My name is -----" -
Phrasing, match beat to words.

Playing The Djembe:

Recap bass and tone

Play banana song, with dynamics. Straight in with no practice. Test memory of last week. Go over a few times to make sure it's tight.

Dynamics at right place. Start and stop as the same time.

Once complete teach "Bouncy".

One hand on bass, one hand on tone

Teach count out.

Explain that this is an Ostinato, a cyclical rhythm / pattern that continues until stopped or changed.

Intro and outro

"Now the song is about to start / stop".

Play in context with Bouncy.

Conclusion:

Recap the meaning of ostinato.

Peer assessment, ask the students what they thought worked well, could have gone better.

Use Animal game to reinforce today's rhythm

RESOURCES

Djembes

White board / power point
(if possible)

VOCABULARY

Bass

Tone

Phrasing

Ostinato

Count out

Intro / Outro

Bouncy rhythm

WEEK 4

LEARNING OBJECTIVES

To recap Bouncy rhythm from last week, complete with intro and outro rhythm

To bring in Break and Change rhythm to add variation.

To learn new rhythm, "I like chocolate ice cream".

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. "My name is -----" -
Phrasing, match beat to words.

Playing The Djembe:

Recap Bouncy with intro and outro. Focus on timing, starting and stopping at the same time.

Teach "break" Explain where it comes in and how it works. If Break is counted in, after the break rhythm, the same rhythm is continued

Teach "I like chocolate ice cream, I like chocolate cake". A two-part rhythm at changes every 2nd bar. Introduce bars and notation.

Teach "change". Explain where it comes in and how it works. If the change rhythm is counted in, then the rhythm changes.

Now they have learned two rhythms, they can play a short piece with changes and variation. Intro, bouncy, chocolate, break, change and outro.

Conclusion:

Recap all the different rhythms that have been learned so far.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Use the country game to reinforce today's new rhythm.

RESOURCES

Djembes

White board / power point
(if possible)

VOCABULARY

Bass

Tone

Intro

Outro

Break

Change

Two-Part Rhythm

Timing

Variation

Bars

Notation

WEEK 5

LEARNING OBJECTIVES

To recap chocolate rhythm from last week as well as all the instructional rhythms like intro, outro, break and change.

To learn “I want a cup of tea” call and response rhythm.

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. “My name is -----” -
Phrasing, match beat to words.

Playing The Djembe:

Recap the piece learned from last week that brought everything together.

Change the number of bars before break and change to make sure they are all listening and focused.

Teach them “I want a cup of tea” “Yes Please”.

With this they will learn about the master drummer, the drummer that leads the calls. I will start out as the master drummer, once they have learned what to do, they will each get the opportunity to sit in the master drummer chair and lead the call and response.

Conclusion:

Recap the roll of master drummer.

Ask them about bars and how they work in music.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Play the animal game to reinforce today’s new rhythm.

RESOURCES

Djembes
White board / power point
(if possible)

VOCABULARY

Bass
Tone
Rhythm
Bars
Notation
Listening
Music
Call And Response
Master Drummer

WEEK 6

LEARNING OBJECTIVES

To recap on call and response.

To introduce polyrhythms for the first time

Play a piece that incorporates everything learned so far

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. "My name is -----" -
Phrasing, match beat to words.

Playing The Djembe:

Recap on "I want a cup of tea".

Split the group into two sides and have them do the call and response with each other.

Now take this opportunity, with the group split, to introduce polyrhythms for the first time. Have one side playing 1,2,3,4 on bass while the other side plays Bouncy, then vice-versa. Explain the importance of polyrhythms and say we will put extra focus into this next term. Explain that polyrhythms are when multiple rhythms are playing at the same time.

Play a piece of music that incorporates everything we have learned so far. Substitute Intro for "I want a cup of tea", substitute Outro for the Banana song. This will then create a piece that has a unique intro, two different beats with breaks and changes and a unique ending that crescendos with dynamics.

Conclusion:

Perform the piece and ask for thoughts / feedback. Ask for any ideas they would like to bring in for next term.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Finish with a fun game of their choice.

RESOURCES

Djembes

White board / power point
(if possible)

VOCABULARY

Bass

Tone

Call And Response

Bars

Notation

Listening

Phrasing

Polyrhythm

Dynamics

In this topic the students will learn how to play the Djembe and learn to play / create different rhythms

They will learn to play a traditional African rhythm and how to create and develop their own rhythms.

They will learn how to start, stop, change and vary the rhythms while all playing in time.

They will learn techniques such as dynamics, phrasing, timing, call and response, polyrhythm, counting in and counting out.

They will learn how to read and play music from notation.

They will always be developing and working towards a final performance piece.

The idea of this topic is for the pupils to be given the opportunity to play a musical instrument and have fun!

Hopefully it may lead on to some pupils wanted to take up a percussion instrument.



WEEK 7

LEARNING OBJECTIVES

To recap on last terms rhythms and transitions

To learn the build-up transition and teach dynamics.

To learn new rhythm Kpanlogo

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response.

Round the circle, drum out names. "My name is -----" -
Phrasing, match beat to words.

Game – Pass The Beat / "lightning game"

Play pass the beat. Record the time and compare the improvement with the last time.

Playing The Djembe:

Ask the students what they remember from the last half term. Ask them about all the different rhythms and transitions.

Banana Song, Bouncy, Chocolate, Cup Of Tea

Intro, Outro, Break, Change

Play though the piece from last half term, tidying up any mistakes.

Teach build up

Build up starts with everybody playing as quietly as they can. Slowly the dynamics will be raised until the volume is high. At the crescendo point there will be a count into change rhythm.

It is important to keep control as the dynamics are raised, not let the students get out of control. Keep the timing all the way.

Conclusion:

Quick recap on the lesson and build up.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Play "Don't play this one back".

RESOURCES

Djembes

White board / power point
(If possible)

VOCABULARY

Rhythm

Transitions

Build Up

Djembe

Call And Response

Phrasing

Dynamics

Crescendo

Timing

WEEK 8

LEARNING OBJECTIVES

To recap on build up.

To learn new technique slap and mute.

To learn new rhythm Kuku

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. "My name is -----" -
Phrasing, match beat to words.

Playing The Djembe:

Play though the piece, transitioning to build up at a point in the middle. Make sure dynamics are dropped and raised together.

Teach new technique SLAP. Hitting the djembe on the edge.
Teach mute - place an arm across the drum skin and play slap.
Demonstrate how the tone changes as the mute arm is moved around. If there is less skin showing, the tone is higher.

Teach new rhythm, KUKU. Kuku is a traditional West African rhythm. It is a two-part rhythm that uses mute and slap.

Conclusion:

Recap slap and mute.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Play The Animal Game to reinforce today's new rhythm.

RESOURCES

Djembes

White board / power point
(If possible)

VOCABULARY

Slap

Mute

Tone

Dynamics

Build Up

Rhythm

Transition

Phrasing

Kuku

West Africa

Two-Part Rhythm

WEEK 9

LEARNING OBJECTIVES

To recap on Kuku rhythm, mute and slap.

To create new original rhythms using the African nations.

Use the African Nations to play polyrhythms.

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. "My name is -----" -
Phrasing, match beat to words.

Recap the piece learned from last week that brought everything together.

Playing The Djembe:

Play back over the Kuku rhythm. Make sure it is all in time. Focus on the students using alternate hands. Make sure mute and slap are being used correctly.

Find a place within the overall piece that Kuku can be used.

The group are asked to name as many African nations as they can.

We discuss Africa and the origins of the djembe.

The group are then shown all of the African nations' names and flags.

Use the African Nations to create some original rhythms. The group are told to choose a nation and then drum out the syllables. They then do this with two nations, and then three.

The group is then split into three where smaller group will drum out their nation. This will create polyrhythms.

The three groups can then be split into separate groups where they come up with their own polyrhythms based on their chosen nations.

Conclusion:

The groups will share what they have come up the rest.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Play The Country Game to reinforce today's rhythms.

RESOURCES

Djembes

White board / power point
(If possible)

VOCABULARY

Kuku

Rhythm

Call And Response

Mute

Slap

Creativity

Bass

Tone

Build Up

Piece

Alternate

African Nations

Syllables

Polyrhythms

WEEK 10

LEARNING OBJECTIVES

To recap on some of the original rhythms from the last week

To focus on creativity by creating own rhythms. Improvisation and imagination.

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. "My name is -----" - Phrasing, match beat to words.

Recap the piece learned from last week that brought everything together.

Playing The Djembe:

Recap some of the African Nation rhythms from last week. Spend some time focusing on polyrhythms using the African Nations.

Next focus on creativity by allowing the students time to create their own rhythms from scratch. This task focus' on improvisation and imagination. Using bass, tone and slap, the students will each take a turn to make up a rhythm. Once played the group will respond to reinforce the beat.

Any rhythms that stand out can be worked on and developed. Choosing two or three, they will be recorded and notated as a group.

Conclusion:

Ask the group how they found making their own rhythms.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Play The Animal Game to reinforce today's new rhythms.

RESOURCES

Djembes
White board / power point
(If possible)

VOCABULARY

Kuku
Rhythm
Call And Response
Mute
Slap
Creativity
Bass
Tone
Build Up
Piece
Alternate
African Nations
Improvisation
Imagination

WEEK 11

LEARNING OBJECTIVES

To recap on some of the original rhythms from last week.

To bring all the new rhythms together, adding them into the overall piece for a performance.

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. "My name is -----" -
Phrasing, match beat to words.

Recap the piece learned from last week that brought everything together.

Recap on some of the original rhythms that were created in last week's session. Connect them together using the Change transition.

Taking some of the original African Nation rhythms and bringing them into the performance piece.

Completing the overall performance piece by adding the extra rhythms, polyrhythms, call and response.

Conclusion:

Make sure the performance piece is complete and ready for rehearsal next week.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Play "Don't play this one back"

RESOURCES

Djembes
White board / power point
(If possible)

VOCABULARY

Kuku
Rhythm
Call And Response
Mute
Slap
Creativity
Bass
Tone
Build Up
Piece
Alternate
African Nations
Improvisation
Imagination
Performance

WEEK 12

LEARNING OBJECTIVES

To work on the performance piece and make sure it is ready to perform perfectly.

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Copy me on the drums - call and response. (Make the rhythms more complicated as the weeks progress)

Round the circle, drum out names. "My name is -----" -
Phrasing, match beat to words.

Recap the piece learned from last week that brought everything together.

Playing The Djembe:

With the performance piece now complete this session is focused solely on rehearsal. Then piece will be run over a few times and any mistakes and shortcomings will be ironed out.

Conclusion:

The students will be asked their thoughts on the whole term.

Peer assessment, ask the pupils what they thought worked well, could have gone better.

Finish with a fun game of their choice

RESOURCES

Djembes
White board / power point
(If possible)

VOCABULARY

Kuku
Rhythm
Call And Response
Mute
Slap
Creativity
Bass
Tone
Build Up
Piece
Alternate
African Nations
Improvisation
Imagination
Performance

RHYTHM KEY

BANANA SONG

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
B One			T Ba	T -na		T -na		B Two			T Ba	T -na		T -na	
B Three			T Ba	T -na		T -na		T Wa		T -ter		T -mel		T -on	
B Four			T Ba	T -na		T -na		B Five			T Ba	T -na		T -na	
B Six			T Ba	T -na		T -na		B Pine		T -ap		+ -ple			
B Pine		T -ap		+ -ple				B Pine		T -ap		+ -ple			

BOUNCY

1	+	2	+	3	+	4	+
B Boun			T -cy	B Boun		T -cy	

CHOCOLATE

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
B I		T Like		B Choc-	T -late	T Ice	T Cream	B I		T Like		B Choc	T -late	T Cake	

INTRO/OUTRO/BREAK/CHANGE

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
T Now		T The	T Song		T Is		T A	T -bout		T To		T ---			

I WANT A CUP OF TEA

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
+ I	+ want		+ a	+ cup		+ of		+ tea!		+ Yes		+ please			
+ I	+ want		+ a	+ cup		+ of		+ tea!		+ Yes		+ please			
+ I	+ want		+ a	+ cup		+ Yes!		+ I	+ want		+ a	+ cup		+ Yes!	
+ I	+ want		+ a	+ cup		+ of		+ tea!		+ Yes		+ please			

KUKU

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
B Bass		B Bass		T Tone		T Tone		B Bass		M Mute		S Slap			

GAMES

THE CIRCLE / LIGHTNING GAME

The drum is hit once each in turn around the circle. After a practice round each way, the pupils are then timed on how quick they can complete the round. After four attempts the time is recorded for the next half term to show improvement.

THE ANIMAL GAME

One bar rhythm learned in the session is played together and then the pupils will say an animal in turn. If a pupil repeats an animal, then they are out. The purpose of this game is to reinforce the new rhythm without the pupils concentrating on it. While they are thinking of different animals, the rhythm starts to become second nature. It also helps with listening, memory knowledge.

DON'T PLAY THIS ONE BACK!

The leader plays multiple rhythms. If they play the “Don't play this one back” rhythm and it is copied, then they are out.

PLANNED DIFFERENTIATION:

I expect all the pupils to attempt to play the Djembe.

Some will naturally find it harder/easier than others to play.

I expect the pupils to be able to play all of rhythms they are taught.

I expect all pupils to be able to play any rhythms that are in unison comfortably.

I expect all pupils to be able to start and stop at the same time.

All pupils will have an understanding of musical techniques.

Pupils are not being tested. It's simply an opportunity for them to have a go on a musical instrument and most importantly enjoy it.