

WE CAN
PLAY!
DJEMBE - TERM 3

LEARNING OUTCOMES AT A GLANCE

TERM 3

- We can play multiple rhythms one by one and put them together in a sequence
- We can play polyrhythmic patterns as part of group
- We can play set pieces that have percussion instruments playing distinct parts
- We can compose our own rhythms using mnemonics
- We can create a full performance using all techniques learned throughout the year

In this topic the students will learn how to play the Djembe and learn about some of the rhythms used in across the continent.

They will learn to play several different rhythms and be able to perform polyrhythmic patterns as part of a group.

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

They will continue to develop their singing skills, singing songs whilst playing the Djembe.

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 recap on the previous term

To start playing the basic pattern for the rhythm; "Dundunba"

ACTIVITIES/TEACHING SEQUENCE

Do warmup exercise and recap rhythms we learned during the last four terms; any technical vocabulary they remember / any rhythms in particular.

Teach Dundunba break rhythm

Explain history of the Dundunba rhythm. It originates from Guinea, West Africa from the Malenque people and is referred to as "the dance of the strong men". It is a dance to show how strong they are not only physically but spiritually.

Recap "elements" taught in HT3 and HT4 and how this applies to the Dundunba rhythm as we build throughout the term. Explain also the triplet feel, or 12/8 time, of Dundunba (if possible)

Teacher demonstrates how to play the Dundunba break rhythm.

Pupils practise playing (as group with individual help where necessary). Practise by playing the break with 2-beats rest in-between.

Pupils play the pattern as ostinato; teacher plays back beat (depending on group, have pupils rest for two beats in between Dundunba).

Show performance video (see bottom).

Conclusion

Quick recap on the lesson and Dundunba. Ask if anyone remembers what the word Dundunba means.

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

Flash Cards With Key Words;
Djembe
Bass Tone
Fola
Ostinato
Cycle
Break
Flam
Dundun

VOCABULARY

Djembe
West Africa
Fola
Bass
Tone
Cycle
Ostinato
Signal
Rhythm
Break
Polyrhythm
Accompaniment
Beat
Elements

WEEK 2

LEARNING OBJECTIVES

To recall background knowledge facts about the djembe.

To play Dundunba ostinato with more proficiency.

To play an allocated pattern at the same time as the other. (Small groups/whole group)

ACTIVITIES/TEACHING SEQUENCE

Starter:

Drum race

Copy me on the drums, nominate a student to lead the call - call and response. (Make the rhythms more complicated as the weeks progress)

Play djembe fola djembe fola. Leader says what they want everyone to play eg. djembe fola djembe fola let me hear you play Bass Bass Tone! (Make the calls to a steady beat).

Main Activity: playing Dundunba rhythm 1 and introduce Dundun drums (if applicable)

Pupils (or Teacher) remind one another of the Dundunba break rhythms. Can anyone remember what Dundunba means?

Teacher demonstrates how to play the Dundunba rhythm 1.

Recap explanation of the triplet, 12/8, feel.

Pupils practise playing (as group with individual help where necessary)

Group plays the allocated patterns, paying attention to playing together over multiple cycles.

Introduce the dundun drums (if applicable) and pick out two star pupils to play a simple rhythm underneath Dundunba 1.

When finished, evaluate with the students, ask how the rhythm went and what can be done to improve.

Pick out any promising pupils and offer to give them a solo demonstration.

Conclusion:

Recap and play a "Animals in the jungle" game – we use the drums to 'paint' a picture of the animals. Scrape the drums with fingers and say "crawling like a tiger", hit the bass "bounce, bounce, bounce like the elephant", three flams "hopping like a monkey", tap with fingers "creepy crawlies creepy crawlies".

RESOURCES

Flash Cards With Learnt Djembe Facts From Previous Lesson. (Djembe, Fola, Bass, Tone, Ostinato, Cycle, Mono Rhythm)

New Flash Cards
Rhythm
Instruments
Djembe
Dundun
Shekere

VOCABULARY

Djembe
West Africa
Fola
Bass
Tone
Cycle
Ostinato
Signal
Rhythm
Polyrhythm
Accompaniment
Beat
Swing

WEEK 3

LEARNING OBJECTIVES

To learn Dundunba rhythm 2.

To describe a poly rhythm and mono rhythm, describing the differences.

To play Dundunba rhythm 1 and 2 together.

To recall the djembe facts from previous lessons.

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Warmup with "Fill the Gap" - whole group plays same rhythm for a bar, then leave a bar rest ("gap") and individually go round the group playing their own rhythm.

Main Activity: playing Dundunba rhythm 2

Recap part 1 of Dundunba and briefly discuss the rhythm element again.

Learn Dundunba rhythm 2. Explain that this is an offbeat rhythm. Demonstrate this against dunduns performing simple onbeat pattern.

Ask the group to play Dundunba rhythm 2 as a call and response.

Identify those playing more accurately.

With 1 or 2 pupils on the basic pattern show how it sounds together with the Dundunba rhythm 1.

In small groups and as whole group, pupils play both allocated patterns together. Try playing faster and slower (recapping tempo / timing from previous lessons).

Conclusion:

Recap.

Play a game: Simon says/Riverbank/Don't drum this one back/lightning game/musical whispers

RESOURCES

New flash cards
Kassa part 2

VOCABULARY

Djembe
West Africa
Fola
Bass
Tone
Cycle
Ostinato
Signal
Rhythm
Polyrhythm
Accompaniment
Beat
Offbeat

WEEK 4

LEARNING OBJECTIVES

To learn the Dundunba rhythm 3.

To identify and respond to the start and stop signals.

ACTIVITIES/TEACHING SEQUENCE

Introduction:

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

Recap the Kassa rhythms learned from last week that brought everything together.

Main Activity: Dundunba rhythm 3

Recap Dundunba rhythms 1 and 2, with the break.

Learn Dundunba rhythm 3. Explain that this is an onbeat rhythm and this differs from Dundunba 2.

Split the group into two defined groups (keep these groups the same in the upcoming weeks).

With group 1, practise Dundunba rhythm 2, and do the same with group 2 and Dundunba rhythm 3. Using the dunduns, have them play Dundunba rhythm 1.

Bring both groups together playing different rhythms at the same time. Repeat again and switch the rhythms.

Conclusion:

Peer assessment, ask pupils what they thought worked well and how they can improve.

Recap and play a game.

RESOURCES

Song words on chart

Djembe

Bell

Shekere

Dun duns

VOCABULARY

Djembe

West Africa

Fola

Bass

Tone

Cycle

Ostinato

Signal

Rhythm

Polyrhythm

Accompaniment

Beat

Back Beat

Cross Rhythm

Flam

WEEK 5

LEARNING OBJECTIVES

To recap the rhythms we have learned.

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, nominate a student to lead the call - call and response. (Make the rhythms more complicated as the weeks progress)

Recap the Dundunba rhythms.

Main Activity: performance practise Dundunba.

Pupils (or Teacher) remind one another of the Dundunba rhythms.

Bring the rhythms together to form a piece and perform as a whole group.

Experiment with bringing one group in and out / staggering entries.

Relate the dynamics as an element of music and relate it to Dundunba. On the two parts of the call and break pattern play the first part quiet and second part loud. Swap round to see what feels / sounds better. Try one group playing the rhythm louder and the other playing quieter. Emphasise the importance of controlling dynamics while playing any part.

When finished, evaluate with the students, ask how the piece went and what can be done to improve.

Conclusion:

Recap / peer assessment and play a game.

RESOURCES

Djembe
Dun dun
Shekere
Agogo bell
Flash cards with key words

VOCABULARY

Djembe
West Africa
Fola
Bass
Tone
Cycle
Ostinato
Signal
Rhythm
Polyrhythm
Accompaniment
Beat

WEEK 6

LEARNING OBJECTIVES

To recap all the rhythms we have learned.

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

To play allocated parts of the piece with satisfactory cohesion and confidence.

To “perform” the piece, observing start, break and end signals.

ACTIVITIES/TEACHING SEQUENCE

Starter:

Briefly discuss the arrangement for the piece;

How do we start?

Which parts come next?

How do you know when to play the break, resume and finish?

Playing The Djembe:

Practise Dundunba, recap Kassa and Kpanlogo.

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.

Talk about feel and emotion within music and what separates a good performance from a great performance.

Make sure all of the other elements are constantly present as the piece is played through to perfection.

Record performance.

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

In this topic the students will learn how to play the Djembe and learn to play traditional West African rhythm Kononari

They will continue to learn about the elements of music within context of the djembe

Each week will focus on different elements to build up a deeper understanding of music while relating to the rhythm Kononari

The elements of music are rhythm, timing, tempo, dynamics, phrasing, space, texture, timbre, feel, emotion

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 the previous terms content including rhythms, techniques and elements.

To introduce the new rhythm Kononari

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.

Warm Up – Pass The Beat

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

Playing The Djembe:

Ask the students to recap on everything learned so far. With a show of hands go through all the previous content to get everybody back up to speed.

Introduce the new terms rhythm Kononari.

Explain Kononari is a Malinke-rhythm for the women. The straight translation of the title would be Bird in a Tree. In the accompanying song both women and men are warned not to behave arrogantly because of their beauty. The Mandinka or Malinke are a West African ethnic group primarily found in southern Mali, the Gambia, southern Senegal and eastern Guinea.

Conclusion:

Recap what we have learned in the lesson. Ask a few questions to see if they understand about everything so far and the new rhythms origins.

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

Play "Don't play this one back".

RESOURCES

Djembes
Ipad
White Board / Power Point
(If Possible)

VOCABULARY

Rhythm
Transitions
Build Up
Djembe
Call And Response
Crescendo
Timing
Elements Of Music
Rhythm
Tempo
Dynamics
Phrasing
Space
Pitch
Melody
Harmony
Texture
Timbre
Feel
Emotion
Form
Ostinato
Mono-Rhythm
Cycle
Kononari
Malinke

WEEK 8

LEARNING OBJECTIVES

To recap on the meaning and use of musical elements

To learn 1st Djembe pattern of Kononari

To always be relating activities to elements

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.

Warm Up- Fill The Gap

Warmup with "Fill the Gap" - whole group plays same rhythm for a bar, then leave a bar rest ("gap") and individually go round the group playing their own rhythm.

Playing The Djembe

Learn 1st Djembe pattern of Kononari.

Teacher demonstrates how to play the basic rhythm.

Pupils practise playing (as group with individual help where necessary)

Teacher defines mono-rhythm, cycle, ostinato.

Pupils play the pattern as ostinato.

Talk about the meaning of Ostinato and how rhythm works as an element of music.

Conclusion:

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

Rhythm
Transitions
Build Up
Djembe
Call And Response
Crescendo
Timing
Elements Of Music
Rhythm
Tempo
Dynamics
Phrasing
Space
Pitch
Melody
Harmony
Texture
Timbre
Feel
Emotion
Form
Ostinato
Mono-Rhythm
Cycle
Kononari
Malinke

WEEK 9

LEARNING OBJECTIVES

To recap on 1st Djembe pattern of Kononari

To learn 2nd Djembe pattern of Kononari

To always be relating activities to elements

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.

Warm Up – Let's All Play...

Teacher plays the rhythm "Let's all play our..." Students hit on the gap for drum.

Teacher speeds up and slows down.

Teacher starts to take out words to be substituted with students drum hits.

Playing The Djembe

Recap 1st Djembe pattern of Kononari and briefly discuss any elements that were spoken about in the previous lesson.

Learn 2nd Djembe pattern of Kononari.

Teacher demonstrates how to play the basic rhythm.

Pupils practise playing (as group with individual help where necessary)

Pupils play the pattern as ostinato. Discuss elements rhythm / timing / tempo in relation to Kononari. This will give a greater understanding of counting in and playing in time together

Conclusion:

Play 1st and 2nd Djembe patterns in the same piece.

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

Ipad

White Board / Power Point
(If Possible)

VOCABULARY

Rhythm

Transitions

Build Up

Djembe

Call And Response

Crescendo

Timing

Elements Of Music

Rhythm

Tempo

Dynamics

Phrasing

Space

Pitch

Melody

Harmony

Texture

Timbre

Feel

Emotion

Form

Ostinato

Mono-Rhythm

Cycle

Kononari

Malinke

WEEK 10

LEARNING OBJECTIVES

To recap on 1st and 2nd Djembe patterns of Kononari

To learn 3rd Djembe pattern of Kononari

To always be relating activities to elements

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.

Warm Up – Drum Maths

Teacher calls a number and hits the drum a number of times.
Student has to hit the drum the to complete the number that was given.

Playing The Djembe

Recap 1st and 2nd Djembe patterns of Kononari
Learn 3rd Djembe pattern of Kononari
Teacher demonstrates how to play the basic rhythm.
Pupils practise playing (as group with individual help where necessary)
Have the group split and play the 3 djembe patterns as a polyrhythmic pattern.
Discuss elements space / phrasing in relation to Kononari. The importance of space will show them how important the gaps between beats are and will get them playing with improved timing.

Conclusion:

Play 1st, 2nd and 3rd Djembe patterns in the same piece
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
Ipad
White Board / Power Point
(If Possible)

VOCABULARY

Rhythm
Transitions
Build Up
Djembe
Call And Response
Crescendo
Timing
Elements Of Music
Rhythm
Tempo
Dynamics
Phrasing
Space
Pitch
Melody
Harmony
Texture
Timbre
Feel
Emotion
Form
Ostinato
Mono-Rhythm
Cycle
Kononari
Malinke

WEEK 11

LEARNING OBJECTIVES

To recap on 1st 2nd and 3rd Djembe patterns of Kononari

To learn the dundun and bell patterns of Kononari

To always be relating activities to elements

Put all pattern together in preparation for 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.

Playing The Djembe

Recap on 1st 2nd and 3rd Djembe patterns of Kononari

Learn the dundun and bell patterns of Kononari

Teacher demonstrates how to play the basic rhythm.

Pupils practise playing (as group with individual help where necessary)

Split the group to create a polyrhythmic piece. One group will play the djembe parts, while the other will play the Dundun and Bell patterns

Put all parts together in a coherent sequence to make a performance piece

Discuss elements feel / emotion to get the students in the mindset of a performance.

Conclusion:

To play the whole piece from start to finish.

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

Play "Don't play this one back"

RESOURCES

Djembes

Ipad

White Board / Power Point
(If Possible)

VOCABULARY

Rhythm

Transitions

Build Up

Djembe

Call And Response

Crescendo

Timing

Elements Of Music

Rhythm

Tempo

Dynamics

Phrasing

Space

Pitch

Melody

Harmony

Texture

Timbre

Feel

Emotion

Form

Ostinato

Mono-Rhythm

Cycle

Kononari

Malinke

WEEK 12

LEARNING OBJECTIVES

To recap on 1st 2nd and 3rd Djembe patterns and Dundun and Bell patterns of Kononari

To play the whole performance to either an audience or a recording

To always be relating activities to elements

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 on 1st 2nd and 3rd Djembe patterns and Dundun and Bell patterns of Kononari

Talk about feel and emotion within music and what separates a good performance from a great performance.

Make sure all of the other elements are constantly present as the piece is played through to perfection.

Conclusion:

Play and perform the piece.

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

Finish with a fun game of their choice

RESOURCES

Djembes
Ipad
White Board / Power Point
(If Possible)

VOCABULARY

Rhythm
Transitions
Build Up
Djembe
Call And Response
Crescendo
Timing
Elements Of Music
Rhythm
Tempo
Dynamics
Phrasing
Space
Pitch
Melody
Harmony
Texture
Timbre
Feel
Emotion
Form
Ostinato
Mono-Rhythm
Cycle
Kononari
Malinke

LINKS TO KONONARI RHYTHM

KONONARI RHYTHM

[youtube.com/watch?v=fUyq2OAI5AQ](https://www.youtube.com/watch?v=fUyq2OAI5AQ)

LET'S ALL PLAY OUR DRUM GAME

[youtube.com/watch?v=F8Ru09OH3zM&t=39s](https://www.youtube.com/watch?v=F8Ru09OH3zM&t=39s)

PLANNED DIFFERENTIATION:

I expect all of the students to attempt to play the Djembe.

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

I expect the more able to be able to play a larger amount of rhythms.

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

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.

I expect all pupils to join in with the singing. The less able pupils will find it hard to play and sing at the same time, they can choose to do either or.

Not all of the class will find it easy to play polyrhythms. Give each child the opportunity to try but if they find it too much of a struggle they can concentrate on a simplified pattern that will still work with the rest of the group.

LINKS TO CURRICULUM/

POSSIBLE ASSESSMENT OPPORTUNITIES:

1. Sing in solo and ensemble contexts, using their voices with increasing accuracy, control and expression
2. Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression
5. Use and understand staff and other musical notations
7. Show appreciation and understanding of a wide range of musical styles from across the world