

WE CAN
PLAY!
DJEMBE - TERM 2

LEARNING OUTCOMES AT A GLANCE

TERM 2

- We can play Djembe rhythms together as a group
- We can change phrases to form transitions
- We can describe dynamics and apply them to playing the Djembe
- We can play call and response rhythms
- We can identify and play additional sounds on the Djembe (slap and mute)

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; “Kpanlogo”

ACTIVITIES/TEACHING SEQUENCE

Introduction:

Recap rhythms we learned during the last two terms; any technical vocabulary they remember / any particular rhythms.

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

Teach Kpanlogo

Explain it is a music and dance form from Ghana. Ask if anyone knows where Ghana is (north / east / west / south Africa?).

Teacher demonstrates how to play the rhythm.

Show the easy way to remember this rhythm is “watermelon-pear, grapefruit-pear” (see rhythm key).

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

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

Conclusion

Quick recap on the lesson and Kpanlogo.

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

VOCABULARY

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

WEEK 2

LEARNING OBJECTIVES

To recall background knowledge facts about the djembe.

To play kpanlogo ostinato with more proficiency.

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

ACTIVITIES/TEACHING SEQUENCE

Introduction:

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)

Recap the kpanlogo.

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 kpanlogo with other rhythms

Pupils (or Teacher) remind one another of the Kpanlogo, Kuku and Banana rhythms.

Group plays the allocated patterns, paying attention to playing together over multiple cycles. Create a piece using the rhythms and use the 'change' rhythm to change from one rhythm to the next.

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

Pick out any promising pupils and offer to give them a solo. Do this by breaking the rhythms with 4-beat rests to allow them to play their own rhythms.

"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".

Conclusion:

Recap and play a game.

RESOURCES

Flash cards with learnt djembe facts from previous lesson. (djembe, fola, bass, tone, ostinato, cycle, mono rhythm)

New flash cards;
Rhythm
Instruments
Djembe
shekere

VOCABULARY

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

WEEK 3

LEARNING OBJECTIVES

To play the basic and cross rhythm with more cohesion for multiple cycles.

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

To learn to play the polyrhythm on its own and together with the basic back beat.

To recall the djembe facts from previous lessons.

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.

Starter:

Ask pupils what they remember from the last lesson and guide with questions;

What do we call the drum? Which part of Africa has the strongest djembe-playing tradition? What materials are used? What rhythm did we learn last week?

Ask pupils to play the kpanlogo rhythm and remind each other.

Teacher point out important elements: posture & drum-holding (make sure it's slightly tilted forward) and always bounce hands off the drum.

Main Activity: Polyrhythm

Describe what it is and the difference from mono rhythm.

Demonstrate the polyrhythm.

Ask the group to play kpanlogo while teacher plays backbeat.

Stop and demonstrate back beat (can be more or less complicated depending on the group, and can be developed over the next weeks)

- eg. 3 crochet bass then 2 quaver tone.

Identify those playing more accurately.

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

In small groups and as whole group, pupils play both allocated patterns together.

Conclusion

Recap: polyrhythm, cross rhythm

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

RESOURCES

New flash cards
Polyrhythm

VOCABULARY

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

WEEK 4

LEARNING OBJECTIVES

To learn the dance rhythm.

To identify and respond to the start and stop signals.

Learn how to play the FLAM / Acciaccatura

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.

Main Activity: Dance rhythm

Demonstrate the Dance rhythm to the group (see bottom of page).
Have them copy you and repeat the rhythm together.

Play the rhythm again and play the 'back beat' along with them. Ask if they noticed what you were playing / can they demonstrate? Talk about cross rhythm.

Show the whole group the flam technique and the back beat, play along together.

Split the group into two with one group playing the main beat and the other playing the back beat. Repeat again and switch the rhythms.

Conclusion:

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 dance rhythm and incorporate this into the other rhythms

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 Dance rhythm.

Main Activity: playing dance rhythm, kpanlogo with other rhythms

Pupils (or Teacher) remind one another of the Dance rhythm, Kpanlogo, Kuku and Banana rhythms.

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

Expand by splitting the group in two and using the poly / cross rhythm techniques we've worked on earlier in the term (kpanlogo and dance rhythm).

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

Conclusion:

Recap and play a game.

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

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 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 know when to play the break, resume and finish?

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

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 7

LEARNING OBJECTIVES

To recap on the previous term

To start playing the basic pattern for the rhythm; “Kassa”

ACTIVITIES/TEACHING SEQUENCE

Introduction:

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

Guide with questions: What do we call the drum? Which part of Africa has the strongest djembe-playing tradition? What materials are used? Teacher point out important elements: posture & drum-holding (make sure it's slightly tilted forward) and always bounce hands off the drum. Round the circle, drum out names. “My name is -----” - Phrasing, match beat to words.

Teach Kassa break rhythm

Explain history of the Kassa rhythm. It is a harvest dance rhythm - the word itself means ‘granary’ - and during harvest time, the farmers would go out to the fields and drummers would play the Kassa to support them.

Recap “elements” taught in HT3 and how this applies to the Kassa rhythm as we build throughout the term.

Teacher demonstrates how to play the Kassa break rhythm.

Show the easy way to remember this rhythm is “I can play the Kassa, yes I can!”. Emphasise the first beat is a flam – both hands together.

Pupils practise playing (as group with individual help where necessary). Practise by playing the break with 4-beats rest in-between.

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

Show performance video (see bottom).

Conclusion:

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

VOCABULARY

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

WEEK 8

LEARNING OBJECTIVES

To recall background knowledge facts about the djembe.

To play Kassa 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 Kassa rhythm 1

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

Teacher demonstrates how to play the basic rhythm. Notice the rhythm has a “swing” feel, explain how this is different to some of the “straight” rhythms we’ve played previously.

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

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

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
Shekere

VOCABULARY

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

WEEK 9

LEARNING OBJECTIVES

To learn Kassa rhythm 2.

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

To play Kassa 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 Kassa rhythm 2

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

Learn Kassa rhythm 2.

Ask the group to play Kassa rhythm 2 while teacher plays Kassa rhythm 1.

Identify those playing more accurately.

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

In small groups and as whole group, pupils play both allocated patterns together. Try playing faster and slower (recapping tempo / timing from HT3).

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

WEEK 10

LEARNING OBJECTIVES

To practise Kassa rhythms together with break.

To identify and respond to the start and stop signals.

Learn how to play the FLAM / Acciaccatura

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: Kassa rhythms together

Recap Kassa rhythms 1 and 2, with the break.

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

With group 1, practise Kassa rhythm 1, and do the same with group 2 and Kassa rhythm 2.

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 11

LEARNING OBJECTIVES

Performance practise

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 Kassa and Kpanlogo rhythm from HT3.

Main Activity: performance practise Kassa and Kpanlogo rhythms

Pupils (or Teacher) remind one another of the Kassa and Kpanlogo rhythms.

Bring the rhythms together to form a piece and perform as a whole group, practising Kassa and then Kpanlogo.

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

Relate the dynamics as an element of music and relate it to Kassa. 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 12

LEARNING OBJECTIVES

To 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:

Perform Kassa then perform 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

RHYTHM KEY

KPANLOGO

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
T Tone	T Tone	T Tone	T Tone	B Bass				T Tone		T Tone		B Bass			

DANCE RHYTHM (RHYTHM 1)

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
T Tone			T Tone			T Tone				B Bass		B Bass			

DANCE RHYTHM - BACK BEAT (RHYTHM 2)

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
B Bass				F Flam				B Bass				F Flam			

KASSA TUTORIALS

KASSA TUTORIAL 1

[youtube.com/watch?v=jfNs0Z2duPs&t=143s](https://www.youtube.com/watch?v=jfNs0Z2duPs&t=143s)

KASSA TUTORIAL 2

[youtube.com/watch?v=op1jwWwbxEo](https://www.youtube.com/watch?v=op1jwWwbxEo)

KASSA FULL PERFORMANCE AND INDIVIDUAL PARTS

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

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