

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music - Djembe	Year: Phase 1 – Year A – Unit 1/3
<p>NC/PoS:</p> <ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.• Play tuned and untuned instruments musically• Listen with concentration and understanding to a range of high-quality live and recorded music• Experiment with, create, select and combine sounds using the interrelated dimensions of music	
<p>Expected Prior Learning (what pupils already know and can do)</p> <ul style="list-style-type: none">• Know how to sing a range of simple songs, chants and rhymes (See reception singing curriculum)• To know how to use body percussion, and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.• Know how to listen and express opinions about children's songs (See reception singing curriculum)• Know how to compose using instrument choices to represent a scene or story (autumn walk, going on a bear hunt, in the garden)	
<p>End Points (what pupils MUST know and remember)</p> <ul style="list-style-type: none">• Know how to sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch (Hello, how are you?/Boom chicka boom/Jelly on a plate/Mary had a little lamb/Firework/Jingle bells)• Know how to play along to songs on the djembe (Kye kye kule)• Know how to listen to live and recorded music and make simple comments on the voices and music (Kye kye kule and trepak from the nutcracker)• Know how to use a variety of instruments to add music to a scene (A stormy day and a rocket launch)	
<p>Key Vocabulary</p> <p>Djembe, pulse, beat, rhythm, dynamics, tempo, call and response, traditional, folk, pitch, pattern, composition, repetition.</p>	
<p>Recommended resources:</p> <ul style="list-style-type: none">• Djembes• Audio: <i>Kye Kye Kule</i>, <i>Trepak – Tchaikovsky</i>, <i>Fanfarra – Sergio Mendes</i>, <i>Inkanyezi Nezazi – Ladysmith Black Mambazo</i>• Visuals: Pictures to support storytelling compositions (e.g. Rocket, Storm etc.)• Stick notation templates and graphic score sheets	
<p>Curriculum connections:</p> <ul style="list-style-type: none">• RE: Music in celebrations (e.g. African wedding drums)• Geography: Exploring music from other countries (Ghana, South Africa, Brazil)• PSHE: Expressing identity through voice and rhythm• English: Oral storytelling and descriptive language through music	
<p>Careers opportunities:</p> <ul style="list-style-type: none">• Drummer / Percussionist• Music Teacher• Ethnomusicologist• Music Therapist	

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• Cultural Performer

Session 1:

Recap prior learning

Remind the children that they have played the djembe in reception, remind them to hold the djembe properly with both hands and recap the name of the skin.

AfL

Reassess anyone who didn't meet the end points of the prior unit of work

Listening – Kye Kye Kule

Introduce the song: Kye Kye Kule is a phrase used in West Africa without a direct English translation that is used to get someone's attention. This traditional song most likely originated in Ghana, but is used all over the world. Most children in Ghana know and sing this song.

Singing

Warm up voices.

Begin by singing this simple call and response song:

Call: Hello (name), how are you?

Response: I'm fine, thank you.

Everyone should sing the response all together, then move on to smaller groups (boys/girls, by table, assign numbers and choose a number etc)

Musicianship

Introduce the djembe and the cultural importance of it in African society. They play the djembe in all sorts of different contexts including weddings. Ensure the children are sat properly with their djembe, holding it between their knees with the bottom tilted off the ground so there is sufficient airflow. Discuss the difference in the sound when the djembe is flat on the floor and when it is tilted off the ground.

Position the right hand over the centre of the djembe and practice bouncing the hand off the skin: tom, tom, tom, tom. Then position the left hand on the edge of the djembe on the left hand side. Practise bouncing both hands: jojo, jojo, jojo, jojo (right, left, r, l, r, l, r, l) Then play r, l, r, r, l, r, l, l.

Composition

Improvise a call pattern for others to echo

Vocabulary: djembe, skin, bounce, air flow, culture, call and response, traditional

Session 2:

Recap prior learning

Recap the way we hold the djembe, the position of our hands and how we bounce the beats.

AfL

Check the children can hold the djembe properly and their hands in the right place.

Singing

Sing 'Hello, how are you?' from last week as a whole class, continue to choose children to sing in small groups and offer children to sing solo if they would like to.

Introduce the traditional chant, 'Jelly on a plate' and encourage the children to join in.

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Listening – Kye Kye Kule

Listen to the song again considering the following points: What can you hear? (Bongos, pan pipes, singing voices) How does the song start? (It starts with 8 seconds of instruments only)

Musicianship

Introduce the idea that using the two hands, one in the middle and one on the side, creates high and low sounds. Play using both hands: jojo, jojo, jojo, jojo (right, left, r, l, r, l, r, l) Then play r, l, r, r, l, r, l, l.

Composing

Children to create their own 4 beat pattern for the rest of the class to copy using tom and jojo.

Vocabulary: chant, high, low, tone, rhythm

Session 3:

Recap prior learning

Play using both hands: jojo, jojo, jojo, jojo (right, left, r, l, r, l, r, l) Then play r, l, r, r, l, r, l, l.

AfL

Check the children can hold the djembe properly and their hands in the right place.

Singing

Sing 'Hello, how are you?', begin to change your voice and encourage the children to copy (change pitch or dynamics)

Practise singing 'Jelly on a plate'.

Introduce 'Mary had a little lamb' and begin to learn the song.

Listening - Kye Kye Kule

Listen to the song again: What happens at 32-56s? (The voices stop but the rhythm carries on using the instruments) Try clapping along to the rhythm.

Musicianship Warm up

Play continuity claps

Then move on to composition which is the focus of today's session.

Composing

Show the children a picture – snowy day (see powerpoint – KS1 Autumn Composition) and ask them to select un-tuned instruments to represent that picture. Allow them to begin to make choices but there are suggestions on the slides as well. Ask them to explain what they are representing with their instrument. Year 2 to play in a specific rhythmic patterns and draw with graphic score.

Warm up

When you play a slow pulse the children clap in time. When you play a pulse twice the speed the children tap their knees. When you play really fast the children do a roly poly

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with their hands! When you stop, they stop!

Play the start stop game

Ask the children to think of a good sign you can make for them to start and a clear sign to stop. Their job is to watch and follow carefully. Good ideas are roly poly with your hands for START and holding your hands up and still for STOP. When you roly poly the children play the djembes, when you hold up the stop sign, they stop.

N.B. It is important to ask the children not to put the instruments down when they stop as this makes a noise in itself - but just to hold them really still!

Play continuity claps

Divide the class into 4 groups. Give each group a number, 1 – 4.

Each group chants their number one at a time in order to a steady pulse.

Each group chants and claps their numbers in order to a steady pulse.

Each group chants and plays their instruments to a steady pulse.

Each group thinks the numbers and plays their instruments to a steady pulse.

Try and play continuously, keeping a regular pulse.

This is a good exercise for team work and for the children to listen to each other.

Clap and play on chosen beats

Count from 1-8 together to set the pulse.

Then play the djembe in time with the pulse.

Then chose a number to not play on (e.g. not 2 so play 1, 3, 4, 5, 6, 7, 8)

Continue this with different numbers or where they just play one or two numbers.

Vocabulary: pulse, beat, un-tuned instruments, rhythm

Session 4:

Recap prior learning

Remind the children that we were playing along to the pulse, this is the heartbeat of the music. Remind the children we were playing different beats on the djembe, this is how we make the sounds.

AfL

Check the children can hold the djembe properly and their hands in the right place.
Can they remember the words pulse and beat?

Singing

Sing 'Hello, how are you?' continue to change the pitch and dynamics of the call.

Continue to learn 'Mary had a little lamb'.

Listening - Kye Kye Kule

Listen to the song again: What do you notice about the lyrics? (The words are not English, (this is a traditional Ghana song) but they are also not thought to be translatable to English, they may not even be real words in any Ghana language. However, 'Kofi' is a name.)

Musicianship

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Warm up

Play the start stop game

Play continuity claps

Clap and play on chosen beats

Clap it back

Play a 4 beat pattern on the djembe for the children to repeat.

Composing

Children to draw and perform a 4-beat stick notation rhythm for the rest of the class to copy.

Vocabulary: Stick notation, beat

Session 5:

Recap prior learning

Remind the children that we were playing along to the pulse, this is the heartbeat of the music. Remind the children we were playing different beats on the djembe, this is how we make the sounds.

AfL

Check the children can hold the djembe properly and their hands in the right place. Can they remember the words pulse and beat?

Singing

Sing 'Hello, how are you?' continue to change the pitch and dynamics of the call.

Sing 'Jelly on a plate'.

Sing 'Mary had a little lamb'

Introduce 'Firework' by Katy Perry and learn the chorus.

Listening - Kye Kye Kule

Listen to the song again: How does the song end? (The voices and the instruments all stop at the same time)

Musicianship

Warm up

Clap and play on chosen beats

Clap it back

But this time draw the rhythm patterns as below.

Composing

Children to create their own 4 beat pattern, drawing it as above, for the rest of the class to read.

Vocabulary: stick notation, syllable, chant, rhythm.

Session 6:

Recap prior learning

Remind the children that we were playing along to the pulse, this is the heartbeat of the music. Remind the children we were playing different beats on the djembe, this is how we

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make the sounds.

AfL

Check the children can hold the djembe properly and their hands in the right place.
Can they remember the words pulse and beat?

Singing

Sing 'Jelly on a plate'.
Sing the chorus of 'Firework'.
Continue to learn 'Firework' by Katy Perry.

Listening - Kye Kye Kule

Allow the children to join in with the repeated refrains of the song and join in with the actions.

Musicianship

Warm up

Play continuity claps

Then move on to composition which is the focus of today's session.

Composing

Show the children a picture – snowy day (see powerpoint – KS1 Autumn Composition) and ask them to select instruments to represent that picture. Allow them to begin to make choices but there are suggestions on the slides as well. Ask them to explain what they are representing with their instrument. Year 2 to play in a specific rhythmic patterns and draw with stick notation.

Vocabulary: Untuned percussion

Session 7:

Recap prior learning

Remind the children that we were making our own musical choices and were recording these using stick notation.

AfL

Check the children can hold the djembe properly and their hands in the right place.
Can they remember the words pulse and beat?

Singing

Sing 'Hello, how are you?' continue to change the pitch and dynamics of the call.
Sing 'Mary had a little lamb'
Continue to learn 'Firework' by Katy Perry.

Listening - Trepak from The Nutcracker - Tchaikovsky

Listen to the song and explain that Trepak is one of the character dances from Pyotr Ilyich Tchaikovsky's famous 1892 ballet *The Nutcracker*. It is based on the traditional Russian and Ukrainian folk dance also called the trepak.

Musicianship

Play the start stop game

Play continuity claps

Clap and play on chosen beats

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Chant and tap

Chant and tap some 4-beat sentences for the children to chant and play back. Here are some examples.

'I am going to the park' □ □ □ □

I just saw an elephant' □ □ □ □

'I am very cold' □ □ □ □

Composition

Write rhythm patterns with tempo changes.

Vocabulary: folk, tempo

Session 8:

Recap prior learning

Remind the children that we were playing along to the pulse, this is the heartbeat of the music. Remind the children we were playing different beats on the djembe, this is how we make the sounds.

AfL

Check the children can hold the djembe properly and their hands in the right place. Can they remember the words pulse and beat?

Singing

Sing 'Jelly on a plate'.

Sing 'Firework'.

Introduce jingle bells and learn the chorus.

Listening - Trepak from The Nutcracker - Tchaikovsky

Listen again and ask what instruments can you see/hear? (The beginning of this piece with the Violins playing is the main melody it is however carried out between the cello and the clarinet. Different instruments like the Viola, bassoons and double bass contribute to the melody throughout the piece. The Trepak ends with the same melody it begins with, with the Violins.)

Musicianship

Listen to Kye Kye Kule again and focus on the drum/bongo playing. Begin to practise some of the drum patterns. (Use the syllables of the words to support drum beats and speed.) Play along to the drum patterns. Listening to the 'call' first then acting as the 'response'.

Vocabulary:

Session 9:

Recap prior learning

Remind the children that we were playing along to the pulse, this is the heartbeat of the music. Remind the children we were playing different beats on the djembe, this is how we make the sounds.

AfL

Check the children can hold the djembe properly and their hands in the right place. Can they remember the words pulse and beat?

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Singing

Sing 'Hello, how are you?' continue to change the pitch and dynamics of the call.

Sing 'Mary had a little lamb'.

Continue to learn 'Jingle Bells'.

Listening - Trepak from The Nutcracker - Tchaikovsky

Listen again and describe the tempo of the music (The song has a quick tempo which gets faster as the song draws to a conclusion) Listen again and try to keep up with the beat by clapping along. Can you spot where it gets faster?

Musicianship

Continue to practise playing along to the drum patterns. Listening to the 'call' first then acting as the 'response'.

Composition

Create personal call rhythm for class to echo.

Vocabulary: tempo, call, response, echo.

Session 10:

Recap prior learning

Remind the children that they were playing the response part of a call and response song, they were playing along to the beat of the music.

AfL

Check the children can hold the djembe properly and their hands in the right place.

Can they remember the words pulse and beat?

Singing

Sing 'Jelly on a plate'.

Sing 'Firework'.

Practise singing 'Jingle Bells'.

Listening - Trepak from The Nutcracker - Tchaikovsky

Listen again and explain that this piece of music is made up of song repeating rhythms, can you hear when the repeating sections ends? (30secs) Can you spot the part that repeats? (There are three parts to it, start to 11secs, 11-16secs, 17-23sec, 24-30secs) Maybe ask the children to sit down/stand up when they hear the theme change. When the repeating sections ends.

Musicianship

Practise Kye kye kule and other djembe games (see lesson 3) ready for the Christmas performance.

Vocabulary:

Session 11:

Recap prior learning

Remind the children that they were playing the response part of a call and response song, they were playing along to the beat of the music.

AfL

Check the children can hold the djembe properly and their hands in the right place.

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Can they remember the words pulse and beat?

Singing

Sing 'Hello, how are you?' continue to change the pitch and dynamics of the call.

Sing 'Mary had a little lamb'.

Sing 'Jingle Bells'.

Listening - Trepak from The Nutcracker - Tchaikovsky

Listen to the start of the song again and remember the repeating rhythm, recall that it ends at 30 seconds, when does it start again? (48s-53s) Maybe ask the children to sit down/stand up when they hear the bridge end.

Musicianship

Practise Kye kye kule and other djembe games ready for the Christmas performance.

Composing

Show the children a picture – Rocket launch (see powerpoint – Phase 1 Autumn Composition) and ask them to select instruments to represent that picture. Allow them to begin to make choices but there are suggestions on the slides as well. Ask them to explain what they are representing with their instrument. Year 2 to play in a specific rhythmic patterns and draw with graphic score.

Vocabulary:

Session 12:

KS1 Christmas performance for parents

Future learning this content supports:

Phase 1 spring term percussion will continue to develop the use of the pulse, beat and tempo.

In Phase 1 year A summer the children sing another traditional folk song.

Phase 2 – Whole-class instrument tuition (e.g. keyboard/guitar)

Introduction to Western notation and composing with pitch