Unit – Djembe Drumming and Staff Notation

The children will learn how to play high and low sounds on an instrument with a drum head.
The children will develop an understanding of 1, 2 and 4 beat notes at differing tempos.

Knowledge Progression

Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
Play tuned and untuned instruments with control and rhythmic accuracy.
Practise, rehearse and present performances with an awareness of the audience.
Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.
Know how time and place can influence the way music is created, performed and heard.
Analyse and compare sounds.
Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
Improve their own and others' work in relation to its intended effect.
Use and understand staff and other musical notations.
Develop an understanding of the history of music.

Skill Progression

Maintain a strong sense of pulse and recognise when going out of time.
Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.)
Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
Conform to the etiquette of performance situations as a musician and as an audience member.
Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests.
Follow notated rhythms and melody lines as an aid to performance.
Identify different metres (2 3 4) with increasing confidence.
Listen with attention to detail and recall sounds with increasing aural memory.
Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.

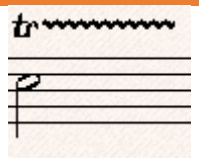
Key Learning


treble clef (music sign)

4 beats


2 beats


1 beat


roll

Djembe drumming developed in African countries.
It is often used in celebrations.
Instruments which have a drum head can make high and low sounds.
The drum head is struck by the fingers of back of the hand.
Hands should strike alternately Right Left.

Vocabulary

beat, pulse, rhythm, treble clef, music sign, 4 beats, 2 beats, 1 beat, tempo, fast, slow, medium, high tone, low tone, tempo, Call and Response, dynamics, duration, roll

Misconceptions

Pulse and rhythm are different

Prior Knowledge

Play tuned and untuned instruments.
Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).

Future Learning

The children will develop their rhythmic ability when they continue to develop their djembe drumming skills throughout the Spring term.
During the Summer term, the children will find the pulse and copy back rhythms.

Livin' On A Prayer lessons 4, 5 and 6 have composition activities which allow the children to practise their 1, 2 and 4 beat rhythms which can be played with drum-head type instruments or on a pitched instrument i.e. a glockenspiel.
Possible Activities/Evidence
develop an understanding of the history of music

Unit – Djembe Drumming, Staff Notation, Improvisation and Rivers Songs

The children will continue to develop their understanding of rhythms and pitch through the Djembe Drumming online resource.
Staff notation will be revised and the one beat rest introduced.
The children will have the opportunity to compose rhythms to represent water dripping, gently flowing and as a raging river.
They will sings songs and rounds which are linked to the theme of rivers.

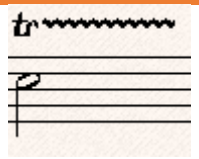
Knowledge Progression

Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
Play tuned and untuned instruments with control and rhythmic accuracy.
Practise, rehearse and present performances with an awareness of the audience.
Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.
Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).
Improvise and develop rhythmic material when performing.
Explore, choose, combine and organise musical ideas within musical structures.
Analyse and compare sounds.
Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
Improve their own and others' work in relation to its intended effect.
Use and understand staff and other musical notations.

Skill Progression

Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.
Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece.
Maintain a strong sense of pulse and recognise when going out of time.
Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
Conform to the etiquette of performance situations as a musician and as an audience member.
Improvise and compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.
Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes.
Make improvements to my own work, giving reasons using appropriate musical vocabulary.
Recognise the symbols for minims, crotchets,and crotchet rests.
Follow notated rhythms as an aid to performance.
Identify different metres (2 3 4) with increasing confidence.
Listen with attention to detail and recall sounds with increasing aural memory.
Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.

Key Learning

 treble clef (music sign)	 4 beats	 2 beats	 1 beat	 roll	 1 beat rest

Vocabulary

beat, pulse, rhythm, treble clef, music sign, 4 beats, 2 beats, 1 beat,1 beat rest, tempo, fast, slow, medium, high tone, low tone, tempo, Call and Response, dynamics, duration, roll, improvise, pitch, duration, dynamics,

Misconceptions

Prior Knowledge
The children will have completed six weeks of beginner Djembe Drumming lessons. They will have completed lessons 1-6 of the notation lessons.
Future Learning
During the Summer term, the children will find the pulse and copy back rhythms. Livin' On A Prayer lessons 4, 5 and 6 have composition activities which allow the children to practise their 1, 2 and 4 beat rhythms which can be played with drum-head type instruments or on a pitched instrument i.e. a glockenspiel.
Possible Activities/Evidence
Complete the Music Cycle A UKS2 quiz on Seesaw. Update this with the edits I madeto the shor term planning on 18.8.26. Add on the assessment information. The Seesaw activity is already in the Seesaw folder. Notation lessons 7-12: L. Richmond will provide these. These should be 5-minute starters at the start of the Music lesson. The notation is taught in the following order: music sign (treble clef), four beats in every section, bar lines, bars, four beats, two beats, one beat, one beat rest. Djembe Course (Charanga) This was designed as an eight week course which introduces and practises rhythms. Teachers should revisit previously learned rhythms according to the abilities of the class and continue working through the Charanga Djembe course. On lesson seven of the Charanga Djembe course, the rhythms are collated into a performance piece. Use the drums to compose rhythms to represent water dripping, gently flowing and as a raging river. Learn to sing one or two of the Rivers songs: Water cycle https://screencast-o-matic.com/watch/cre6Y8VcZUn; The Hydrologic Cycle Rag – This is a song about the water cycle Charanga KS2 Topics/Oceans, Seas and Rivers; Row Row Row Your Boat – Sing this as a round; The River Is Born. Charanga 'Sing' tab (Search 'River')

Unit – Livin' on a Prayer
In this unit, the children will be focusing on rock music and using Bon Jovi's 'Livin' on a prayer' as inspiration. This song will be the main song to start with each lesson and build up their knowledge of rock music.
Knowledge Progression
Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. Develop an understanding of the history of music. Use and understand staff and other musical notations. Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Practise, rehearse and present performances with an awareness of the audience.
Skill Progression
Conform to the etiquette of performance situations as a musician and as an audience member. Maintain a strong sense of pulse and recognise when going out of time. Make improvements to my own work, giving reasons using appropriate musical vocabulary. Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece. Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
Key Learning
Rock music is a broad genre of popular music that originated as "rock and roll" in the United States in the early 1950s. Chuck Berry is seen to be the founder of rock music. Musically, rock mostly uses the electric guitar as part of a rock group with bass guitar and drums.
Vocabulary
Stave , Notation, Quavers, Crotchets, Minim, Semi-quaver, Time Signature, Bar Line
Misconceptions
Prior Knowledge
Crescendo is when the volume gets louder. Diminuendo is when the music gets quieter. An ostinato is a short repeated musical phrase. A motif is a small collection of notes that captures the idea of the piece – it has special importance.
Future Learning
Develop an understanding of the history of music. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.
Possible Activities/Evidence