

## 1Term2Learn: Djembe

**All lessons include listening and cover these skills:** exploring a wide range of music from across the world, from early music to present day. Both modelled by the teacher or improvised children respond to questions related to key elements/ dimensions of music: pulse/ beat, pitch (high and low) dynamics loud (forte) soft (piano) crescendo (get louder). tempo (speed up and slow down) texture (chords, melodic line).

	Main Lesson Objective	Inter-related Dimensions of Music Skills and Knowledge	National Curriculum Links
Lesson 1	Play the djembe with good posture and playing position.	<b>Beat/pulse can</b> <i>speed up and slow down time signature: 4/4</i> <b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
Lesson 2	Play bass and tone notes accurately on the djembe	<b>Beat/pulse can</b> <i>speed up and slow down time signatures: 4/4, 3/4,</i> <b>Rhythm combinations</b> <i>of crotchets quavers crotchet rests</i> <b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
Lesson 3	Play call and response rhythms accurately with bass and tone	<b>Beat/pulse can</b> <i>speed up and slow down time signatures: 4/4, 3/4,</i> <b>Rhythm combinations</b> <i>of crotchets quavers crotchet rests minims</i> <b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i> .	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul>
Lesson 4	Play or chant a rhythmic pattern within a 2-part ensemble	<b>Beat/pulse can</b> <i>speed up and slow down time signatures: 4/4, 3/4,</i> <b>Rhythm combinations</b> <i>of crotchets quavers crotchet rests minims</i> <b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i> .	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
Lesson 5	Play 4-beat and 8-beat patterns from notation with crotchet, crotchet rest and quavers	<b>Beat/pulse can</b> <i>speed up and slow down time signatures: 4/4, 3/4,</i> <b>Rhythm combinations</b> <i>of crotchets quavers crotchet rests minims</i> <b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul>

		<p><b>Tempo</b> <i>accelerando/ ritenendo/ moderato/ presto/ lento.</i></p> <p><b>Dynamics</b> (forte) soft (piano) crescendo (get louder) diminuendo (get softer)</p> <p><b>Texture</b>-one instrument (voice) <i>playing/ lots of instruments playing.</i></p>	<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<b>Lesson 6</b>	<b>Play and sing in a round</b>	<p><b>Beat/pulse can</b> <i>speed up and slow down time signatures: 4/4, 3/4,</i></p> <p><b>Rhythm combinations</b> of <i>crotchets quavers crotchet rests minims</i></p> <p><b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i></p> <p><b>Tempo</b> <i>accelerando/ ritenendo/ moderato/ presto/ lento.</i></p> <p><b>Dynamics</b> (forte) soft (piano) crescendo (get louder) diminuendo (get softer)</p> <p><b>Texture</b>-one instrument (voice) <i>playing/ lots of instruments playing.</i></p>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<b>Lesson 7</b>	<b>Improvise a solo within a drumming piece</b>	<p><b>Beat/pulse can</b> <i>speed up and slow down time signatures: 4/4, 3/4,</i></p> <p><b>Rhythm combinations</b> of <i>crotchets quavers crotchet rests minims</i></p> <p><b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i></p> <p><b>Tempo</b> <i>accelerando/ ritenendo/ moderato/ presto/ lento.</i></p> <p><b>Dynamics</b> (forte) soft (piano) crescendo (get louder) diminuendo (get softer)</p> <p><b>Texture</b>-one instrument (voice) <i>playing/ lots of instruments playing.</i></p>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<b>Lesson 8</b>	<b>Play or sing within a 3-part ensemble</b>	<p><b>Beat/pulse can</b> <i>speed up and slow down time signatures: 4/4, 3/4,</i></p> <p><b>Rhythm combinations</b> of <i>crotchets quavers crotchet rests minims</i></p> <p><b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i></p> <p><b>Tempo</b> <i>accelerando/ ritenendo/ moderato/ presto/ lento.</i></p> <p><b>Dynamics</b> (forte) soft (piano) crescendo (get louder) diminuendo (get softer)</p> <p><b>Texture</b>-one instrument (voice) <i>playing/ lots of instruments playing.</i></p>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>

<b>Lesson 9</b>	<b>Play and sing in time with others while maintaining own part</b>	<p><b>Beat/pulse can</b> <i>speed up and slow down time signatures: 4/4, 3/4,</i></p> <p><b>Rhythm combinations</b> of <i>crotchets quavers crotchet rests minims</i></p> <p><b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i></p> <p><b>Tempo</b> <i>accelerando/ ritenendo/ moderato/ presto/ lento.</i></p> <p><b>Dynamics</b> (forte) soft (piano) crescendo (get louder) diminuendo (get softer)</p> <p><b>Texture</b>-<i>one instrument (voice) playing/ lots of instruments playing.</i></p>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
<b>Lesson 10</b>	<b>Play in front of an audience</b>	<p><b>Beat/pulse can</b> <i>speed up and slow down time signatures: 4/4, 3/4,</i></p> <p><b>Rhythm combinations</b> of <i>crotchets quavers crotchet rests minims</i></p> <p><b>Melody (Pitch)</b> <i>range 1-6 steps and jumps</i></p> <p><b>Tempo</b> <i>accelerando/ ritenendo/ moderato/ presto/ lento.</i></p> <p><b>Dynamics</b> (forte) soft (piano) crescendo (get louder) diminuendo (get softer)</p> <p><b>Texture</b>-<i>one instrument (voice) playing/ lots of instruments playing.</i></p>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>