

Lesson 1: 30 minutes

Learning Intentions: Children learn

About the djembe
How to make a natural tone
How to hold the drum
About pulse and rhythm
A rhythm game

Introductory activity (10mins)

Sing, 'Hello children' (GEGE)
Talk to the children about the djembe- where it comes from, what it is made from, how it is played
Play a game of 'Don't clap this one back'.
Children copy rhythms that I clap apart from that of the title.
Ask the children to reply to my question, 'Can you tell me what's your name?'
With 'My name is....'
Now say and clap these phrases

Main activity (15mins)

Half the class copy me as I warm up the skin of the drum and warm up my hands.
Now copy me as I play beats that are slow/medium/fast (Other children to play these on shakers)
How did my drumbeats change?

Now revisit the game, 'Don't clap this one back' as 'Don't play this one back'
And revisit the question and answer game, 'Can you tell me what's your name?'
Repeat this with the other half of the class.

Plenary (5mins)

Today we have played drumbeats on our djembe or a **pulse**
We have also clapped and played the **rhythms**, 'Don't play this one back' and 'my name is ...'
Ask one half of the class to play the rhythm, 'Don't play this one back' on their drums and the other half, the pulse on their shakers.
Which is the louder sound?

Learning Outcomes: Children can

Identify parts of the djembe
Play it with a good hand stroke
Hold the drum with good posture
Play and clap rhythmic patterns
Internalise rhythmic patterns
Follow changes in tempo and dynamics

Lesson 2

Learning Intentions: Children learn
A new song
To feel the pulse of a song with their body
To clap the rhythm of words
To differentiate between pulse and rhythm
To play in two parts

Introductory activity (10mins)

Sing, 'Hello children' and ask them what they remember about the drums they played last week.

Teach them the song, 'Fumje Alafia' as a call and response song and then look at the structure of the tune using 'traffic lights' (a table tennis bat with one red and one green side)

What do they notice about the tune of the 1st and 3rd lines?

Ask the children to stand up and sing the whole song, finding the pulse in way they wish.

Ask volunteers to suggest ways in which we could mark the pulse and sing it again with those body actions

Main activity (15mins)

Revise drumming technique and ask half the class to copy rhythms that I play on the djembes whilst the other half, copy them on shakers.

Now ask the drummers to play pulse on their instruments whilst the shakers sing and play the rhythm of 'Fumje Alafia'.

Swap over tasks and repeat the drumming activities above.

Now ask the children to choose one line to repeat over and over again as an **ostinato**.

Ask the drummers to play and sing that line whilst the shakers simply play a pulse and sing the whole song.

Now swap tasks.

Which instrument is louder?

Which should play the pulse and which should play the rhythmic ostinato?

Plenary (5mins)

Play the question, 'Time to pack the drums away' and see if the children can play the answer, 'We don't want to, we don't want to'.

Repeat the question and ask the children to play, 'Oh alright!'

Learning Outcomes: Children can

Sing a new song tunefully and confidently

Find the pulse of a song

Play rhythmic patterns in small groups

Maintain independent parts within small groups

Talk about the balance/dynamics of instruments they are playing

Lesson 3

Learning intentions: Children learn

- To internalise rhythmic patterns
- To explore vocal sounds
- To play different tones on the djembe
- To talk about the sounds they make
- To create a sound picture
- To perform a piece with a repetitive structure

Introduction (10mins)

Revise, 'Don't clap this one back' and add the rhythm, 'Walking through the jungle'

If they hear this rhythm the children should make jungle sounds/actions!
Sing the story, 'Walking through the Jungle' as call and response and ask the children to add appropriate vocal effects

Main (10mins)

Look at different parts of the drum- head and practise playing right in the centre, a little to the side and then on the rim

How does the sound change?

How does the sound change if we bounce our hands high?

If we tap the skin with fingers rather than the palms of our hands?

Try walking/creeping/running/leaping/swinging/wading through the jungle

- *How do we change the way in which we play to illustrate these different movements?*
- *Which movements are slow/fast, quiet/loud, long/short*

Now look at the responses

- *How might we show the animals?*
- *Can we use different parts of the drums?*
- *Can we use different parts of the head?*
- *Can we use different parts of our hands/fingers?*

Plenary (10mins)

Perform the story with the appropriate hand strokes

Who can remember which musical elements we used today in order to make

each piece of music for each animal sound original?

(Pace/dynamics/duration)

Play 'A snake looking for his tea'

together

Learning Outcomes: Children can

- Play rhythmic patterns
- Use their voices/drumming sounds to illustrate a story
- Talk about their work using musical vocabulary

Lesson 4

Learning Intentions: Children learn

About call and response playground songs

An African playground song

To listen to a story about Africa

To play call and response phrases

To respond to different rhythmic phrases with actions

Introduction (10mins)

Listen to an African playground song, 'Karamojong children's song'.

Can they hear the words that the children respond with?

Try singing the playground song, 'Obwisana'. Tap knees as we sing to keep the pulse and then try tapping knees and then the floor in front of the child to their right.

Try to pass a frog around the circle in this way.

Main activity (15mins)

Read 'Handa's Hen' by Eileen Browne and invite the children to join in with the phrase, 'But where's Mond?' (ta ta ta ta) and with the with the phrases

2 Butterflies

3 stripy mice

4 little lizards

5 sunbirds

6 jumpy crickets

7 baby bullfrogs

8 spoonbills

9 shiny starlings

10 baby chicks

Then all say, 'We've found Mond!'

Ask one half of the class to play djembes and the pulse, 'But where's Mond?' as a call and the other to play each of the rhythms on the shakers as a response.

Swap over

Can anyone find a phrase from the story which has the same pattern as 5 sunbirds? (8 spoonbills)

Plenary

Revise the game, 'Don't clap this one back' but only use three rhythms

'Don't clap this one back'- fold arms

'Walking through the jungle'- make jungle noises

'But where's Mond'- say 'cheep, cheep, cheep'

Learning Outcomes: Children can

Recognise the words of the response in a recorded piece of music

Pass a bean- bag around the ring with a sense of pulse

Play rhythmic phrases accurately and with control

Play in two groups

Internalise rhythmic patterns

Week 5

Learning Intentions: Children learn

- To play a playground game with beanbags
- To play rhythmic patterns from a story
- To select instruments to illustrate jungle creatures
- To play in calls and response form
- To explore dynamic range
- To use sounds to create sound pictures
- To listen attentively to recorded music

Introduction (5mins)

Revise Obwisana and try tapping knees three times and then tapping the ground in front of the child to their right. Now try passing a frog around the circle in the same way- tap him on knees three times and then pass to the right on the fourth beat.

Remind the children of the story of Handa's Hen

Main activity (20mins)

Ask the children to think of instruments on which they might play the rhythms for each creature

e.g. tambourines/jingles/cabasa/claves/shakers/guiros/castanets/ fingers on drums

Divide the children into 10 groups

Group 1 plays the call on the drums and the other groups respond in turn

Repeat this several times so children experience different instruments.

The story begins at breakfast time and ends at sunset

How might the sounds of the jungle change as the sun rises/sets?

Encourage the children to use their instruments freely to make the sounds of their animals as they wake/fall asleep by watching my hands as they draw further apart and get closer together.

Plenary (5mins)

Play the children Track 11 from Spirit of African Sanctus by David Fanshawe
Which animal from the story can they hear?

Learning Outcomes: Children can

- Play a game with awareness of pulse
- Play rhythmic patterns accurately
- Play with control of dynamics
- Use different techniques to produce effects
- Follow hand signs
- Identify the timbre of a frog on a piece of recorded music

Week 6

Learning intentions: Children learn to

Sing songs in two parts

To play rhythmic patterns

To copy rhythmic patterns

To explore dynamic range

To use sounds to create sound pictures

To listen attentively to recorded music

Introductory activity (10mins)

Sing Hello and revise the clapping call and response, 'Can you tell me what's your name?'

Revise the song, 'Fumje Alafia' and ask one half of the class to repeat the first line as an ostinato.

Main activity (15mins)

Revise the rhythms from the story, 'Handa's Hen' and sort out the groups.

The story begins at breakfast time and ends at sunset

How might the sounds of the jungle change as the sun rises/sets?

Encourage the children to use their instruments freely to make the sounds of their animals as they wake/fall asleep by watching my hands as they draw further apart and get closer together.

Give children time to try out sounds on instruments for the dawn chorus and sunset.

Try them, following my hands

Perform 'Handa's Hen' with sounds for sunrise, the calls and responses from the story and then sounds from sunset.

Plenary (5mins)

Play the children Track 11 from Spirit of African Sanctus by David Fanshawe

Which animal from the story can they hear?

Talk about the sounds they have made and evaluate their effectiveness.

Talk about the calls and responses and talk about **ensemble**

Learning Outcomes: Children can

Play with control of dynamics

Follow hand signs

Identify the timbre of a frog on a piece of recorded music

Talk about their music