

# **African Drumming**

## **Knowledge Organisers**

# African Drumming: EYFS

## Course Evaluation Criteria

**Reception: We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils know what a Djembe is.
2. Pupils can count in time.
3. Pupils can copy and repeat a rhythm back.
4. Pupils can follow the instructions of a conductor.
5. Pupils can play a steady beat as part of an ensemble.
6. Pupils can alter the tempo of their playing.
7. Pupils can improvise a solo.

## Course Overview

**Course Overview:** In African Drumming pupils will be introduced to the Djembe drum. Lessons will focus on timing, providing pupils the opportunity to play the Djembe drum solo and as part of a larger ensemble. Tempo and pulse will be explored, and pupils will gain valuable teamwork skills in the process.

**Learning Outcome for the course:** Pupils are taught how to play the Djembe drum musically. Pupils will focus on playing the drums as a group whilst keeping a steady pulse and not speeding up or slowing down.

## Drum Hits



## Notes



## Vocabulary Bank

**Djembe** *The goblet shaped drums that we are playing.*

**Teamwork** *Playing together to create music.*

**Beat** *The steady pulse of the music.*

**Tempo** *The speed of the music.*

**Rhythm** *Rhythms are patterns of long and short notes.*

**Swahili** *A language spoken by lots of people in Africa.*

# African Drumming: KS1

## Course Evaluation Criteria

**Y1: We would expect all children in Y1 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.**

**Y2: We would expect all children in Y2 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.**

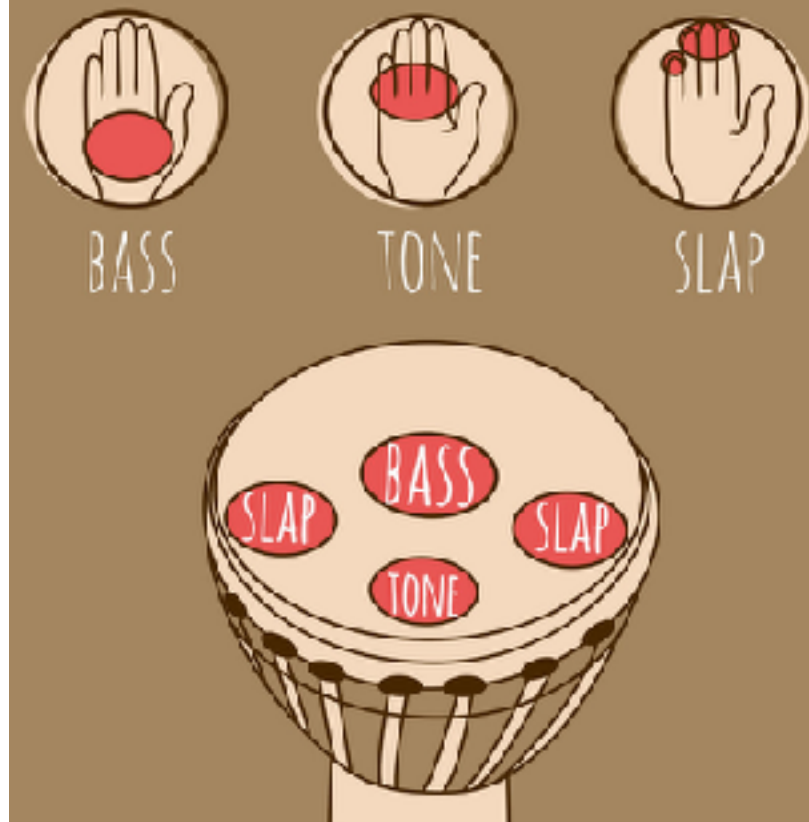
1. Pupils know where a Djembe comes from and what it is made of.
2. Pupils know the difference between a Bass, Tone and Slap hit.
3. Pupils can copy and repeat a rhythm back.
4. Pupils can play in time to a backing track.
5. Pupils can play a unison beat in small groups.
6. Pupils can play basic rhythms at varying tempos and dynamics.
7. Pupils can lead call and response rhythms with the class.
8. Pupils can say the word Hello in Swahili.
9. Pupils can play multiple complex rhythms accurately.
10. Pupils can create rudimentary drum patterns.

## Course Overview

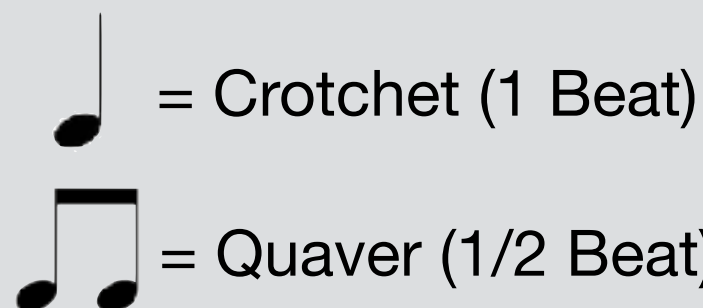
**Course Overview:** Our African drumming courses are designed to introduce young people to the music of a different culture. The sessions teach participants a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. The courses are hands-on with all participants having the opportunity to play the drums, both as part of the group and in a solo capacity.

**Learning Outcome for the Course:** Pupils are taught the basic individual strokes used when playing the Djembe and they are encouraged to put these together to play rhythms of varying complexity. This is achieved by playing 'Call and Response' rhythms with the workshop leader increasing the drum patterns' difficulty. Individual pupils will be encouraged to assume the role of Drum Leader and invent their own rhythms that the class will then imitate.

## Drum Hits



## Notes



## Vocabulary Bank

Djembe

*The goblet shaped drums that we are playing.*

Teamwork

*Playing together to create music.*

Beat

*The steady pulse of the music.*

Tempo

*The speed of the music.*

Dynamics

*The volume of the music.*

Rhythm

*Rhythms are patterns of long and short notes.*

Swahili

*A language spoken by lots of people in Africa.*

Call and Response

*When musicians respond to another musical phrase.*

# African Drumming: KS2

## Course Evaluation Criteria

**Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.**

**Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.**

**Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.**

**Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.**

1. Pupils can play and demonstrate a Bass, Tone and Slap hit.
2. Pupils can play basic rhythms to a steady pulse.
3. Pupils can copy and repeat complex rhythms while following a conductor.
4. Pupils can combine different hits to improvise a solo.
5. Pupils can lead and perform in small groups.
6. Pupils know the difference between Ghanaian and Malian culture and their own.
7. Pupils can compose and lead their own rhythms in small groups.
8. Pupils can create simple polyrhythms.
9. Pupils can improvise complex solos using the three main Djembe hits.
10. Pupils can play using various dynamics, complex rhythmic patterns, while leading the class.

## Course Overview

**Course Overview:** Our African drumming courses are designed to introduce young people to the music of a different culture. The sessions teach participants a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. Participants will focus on developing their timekeeping through playing different rhythms and polyrhythms as a group and as a solo performer. KS2 sessions will also concentrate on performance techniques that will enhance their playing as well as building stamina and confidence.

**Learning Outcome for the Course:** Three standard playing techniques are introduced through playing 'Call and Response' rhythms with the workshop leader, who increases the difficulty as the class progresses. Groups will focus on advanced performance elements that will enhance their playing, such as dynamics and tempo and put these into practice to perform complex polyrhythms. Performers' dexterity and playing stamina will also improve through regular solo performances.

## Drum Hits



## Notes

 = Crotchet (1 Beat)

 = Quaver (1/2 Beat)

## Vocabulary Bank

Djembe

*The goblet shaped drums that we are playing.*

Conductor

*The person who instructs the musicians and keeps everyone in time.*

Beat

*The steady pulse of the music.*

Tempo

*The speed of the music.*

Dynamics

*The volume of the music.*

Rhythm

*Rhythms are patterns of long and short notes.*

Swahili

*A language spoken by lots of people in Africa.*

Call and Response

*When musicians respond to another musical phrase.*

Polyrhythms

*Multiple, different rhythms being played at the same time.*