

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music - SUMMER TERM	Year: KS1 - Year B – Djembe
NC/PoS:	
<ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and un-tuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul>	
Expected Prior Learning (what pupils already know and can do) Children can recognise and correctly read and perform single value rhythms in 4/4 using conventional notation, using the names Tom, JoJo, Rest and Caterpillar, effect the dynamic of their instrumental and vocal performance, sing simple 5 note songs.	
End Points (what pupils MUST know and remember) NOTE: At every step, children will be guided through advancing techniques and gaining a deeper level of practical and theoretical confidence from A to B years	
<ul style="list-style-type: none"><li>• Read, understand and perform rhythms of multiple note values including Tom, JoJo, Rest, and Caterpillar.</li><li>• Perform basic traditional Djembe rhythms including I Love Apple Pie, One Banana, Pineapple Plum and to vocalise these to ensure more accurate and synchronised performances.</li><li>• Know where the Djembe is from (Mali) and the basic origins of its name (Anke Dje, Anke Be = everyone come together in peace) and cultural importance (used for celebrations)</li><li>• To effect the sound of a Djembe performance by using 2 different techniques of Bass and Tone.</li><li>• To perform rhythm along to a pop track (Roar - Katy Perry)</li></ul>	
Key Vocabulary Djembe, Mali, Africa, Skin, Body, Vibration, Bass, Tone, Tom, JoJo, Rest, Caterpillar, count-in, Beat.	
Session 1:  Djembe: What is a Djembe, where is it from, how and where on the drum do we perform 2 basic techniques of Bass and Tone.  How does the Djembe produce it's sound? How does the sound come out of the Djembe? What happens if the Djembe is on the floor and air can't escape?  Demonstrate the basic hand technique and location on the skin of Bass and Tone.  Perform basic Rhythms of "I Love Apple Pie", "One Banana" and "Caterpillar" following a count in.  Use comparative language such as louder, softer, slower, faster.  SINGING Vocal warm-up "Mama made me Mash my M and Ms" to feature held notes and follow conductor. 8 notes of scale and focus on notes of chord.	

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Add phrasing into our advanced scale warm-ups - example: adding emphasis (accents) to given scale degrees: "1 2 3 4 5 6 7 8"

### LISTENING

Can we pick out a specific rhythmic element we have learnt in previous lessons?

Vocabulary: Djembe, Mali, Africa, Skin, Body, Vibration, Bass, Tone, Tom, JoJo, Rest, Caterpillar, count-in.

### Session 2:

Know where the Djembe is from (Mali) and the basic origins of its name (Anke Dje, Anke Be = everyone come together in peace ) and how it is played in a drum circle. The cultural importance - used for celebrations such as birthdays, weddings and harvest.

"Say as you play" - Chanting the name of the rhythm (eg "I love apple pie") whilst playing to ensure that all performers are playing together - performing as a band requires teamwork.

Practicing the existing rhythms to improve coordination: Always starting on the correct hand, performing the Bass and Tone sounds with the prescribed hand.

Following the dynamics of the Drum Leader (teacher) with care to perform soft, medium or loud.

How to finish a piece together as a band, following the leader, using what we will refer to as "Rockstar Ending" - a freeform, yet cohesive ensemble performance leading to a uniform, synchronised final note.

Vocabulary: Dynamics, Soft, Medium, Loud.

### Session 3:

Preparing for a performance and growing in confidence with our musical output. How we can use our "Rockstar Ending" at the beginning to form our "Rockstarting" - we are adapting our prior knowledge and skills to become creative with our performance.

Adding in new rhythms to include "One HOT banana" and "Seven Bananas"

Assessing what is good in the performance of others and what we can learn from that.

Using a range of rhythms to start to construct a more comprehensive performance. Using a "Break" to create contrast within the music as a "Drop" before a new section.

Reading a range of formally notated rhythms, naming the notes as Tom, JoJo, Caterpillar, Rest.

Vocabulary: Note, Count In, Break, Drop.

### Session 4:

### SINGING

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Vocal Warm-Ups to keep our muscles relaxed and prepared for the upcoming activities.

**PERFORMANCE**

Strong Beats are the main beats within any bar, such as 1 2 3 4.

Adding 1 and 2 bar rhythms from previous sessions into 4 bar phrases and longer verses, choruses to form sections of a song.

Selecting between A, B (and C for stretch target) sections in written notation to perform within a song.

Song = "Roar" by Katy Perry

Focusing on our own performance to achieve the best result we can.

Listening to, assessing and finding the beat in a recording to play along with - then locking our performance to the beat of that music.

Vocabulary: Intro, Verse, Chorus, Break, Middle 8, Ending / Outro, Beat, Rhythm.

Session 5:

**SINGING**

Vocal Warm-Ups to keep our muscles relaxed and prepared for the upcoming activities.

Preparing for, and recording our performance.

To perform a semi-improvised Drum-Circle piece, and perform along to a pop track (Roar).

Vocabulary: Performance, Recording, Rehearsal

Future learning this content supports:

This content will support future learning of Multi-Part playing, Canon (round), Holding the Djembe correctly, rhythmic reading and performance to a greater level of mastery, improvisation and composition.