

Learn to play the Djembe

In this topic the students will learn how to play the Djembe and learn to play different rhythms

They will learn to play five different rhythms and how to play together as a group.

They will learn how to start, stop, change and vary the rhythms while all playing in time.

They will learn techniques such as dynamics, phrasing, timing, call and response, polyrhythm, counting in and counting out.

They will learn how to read and play music from notation.

They will always be developing and working towards a final performance piece.

The idea of this topic is for the pupils to be given the opportunity to play a musical instrument and have fun!

Hopefully it may lead on to some pupils wanted to take up a percussion instrument.

Autumn 1

Week	Learning objective(s)	Activities/Teaching sequence	Resources	Vocabulary
Week	Learning Objectives	Activities / Teaching Sequence	Resources	Vocabulary
1	<p>To gain background knowledge about the djembe.</p> <p>To learn how to hold the djembe and how to play BASS and TONE.</p> <p>To learn the Banana Song</p>	<p>Introduction</p> <p>Copy me on the drums - call and response. Round the circle, drum out names. "My name is -- -- ---- ---- ----" - <i>Phrasing</i>, match beat to words.</p> <p>About the djembe</p> <p>Ask if anybody knows anything about the Djembe? What is it called? Where is it from? What is it made of? Collectively talk about it and explain all the answers.</p> <p>Playing the djembe</p> <p>Show BASS and TONE and demonstrate how to play them. Bass + Tone. - <i>technique</i>. Play different rhythms involving bass + tone to really distinguish the difference.</p> <p>The Banana Song</p> <p>Start first song. Banana song. Go through each part. - <i>structure, memory, matching words to beats, count in 1,2,3,4</i>. Relate it to bass + tone throughout</p> <p>Conclusion</p> <p>Recap different parts of the Djembe</p>	Djembes, white board / power point (if possible)	Djembe, West Africa, bass, tone, phrasing, signal, rhythm, beat, count in, structure, memory

		<p>Peer assessment, ask the pupils what they thought worked well, could have gone better.</p> <p>Use the <i>Animal Game</i> to reinforce today's rhythm.</p>		
2	<p>To recap bass and tone techniques.</p> <p>To focus on each other's playing by listening to each other in Pass The Beat</p> <p>To understand the concepts of dynamics and apply them to the Banana Song.</p>	<p>Introduction</p> <p>Copy me on the drums - call and response. (<i>Make the rhythms more complicated as the weeks progress</i>)</p> <p>Round the circle, drum out names. "My name is -- ---- ----" - <i>Phrasing</i>, match beat to words.</p> <p>Game – Pass The Beat</p> <p>Take turns hitting the drum round the circle. After one go round each way time them to see how fast they can complete the circle. Give them two goes each way, four in total. Make sure they are hitting the drum in order. Record the time and bring back the game at a later date to check the improvement. <i>Listening, coordination, focus, speed</i></p> <p>Playing The Djembe</p> <p>Recap Bass and Tone Copy different rhythms with bass and tone.</p> <p>Ask about dynamics. -<i>technique</i> Explain what it means.</p> <p>Add dynamics to banana song. Explain the importance of dynamics within playing. Medium dynamics should be the</p>	<p>Djembes, white board / power point (if possible)</p>	<p>Listening, coordination, focus, speed, dynamics, timing</p>

		<p>constant, then can go quite and loud to enhance the music. Make sure they are all raising and dropping the dynamics at the same time. Very important they that all stop at the same time.</p> <p>Conclusion</p> <p>Recap the importance of dynamics, bass and tone.</p> <p>Peer assessment, ask the pupils what they thought worked well, could have gone better.</p> <p>Play “Don’t play this one back”.</p>		
3	<p>To recap the Banana Song and make sure stops, starts and dynamics are all correct</p> <p>To teach a new rhythm, “Bouncy”</p> <p>To learn the meaning of Ostinato.</p> <p>To learn intro and outro rhythm.</p>	<p>Introduction</p> <p>Copy me on the drums - call and response. (<i>Make the rhythms more complicated as the weeks progress</i>) Round the circle, drum out names. “My name is -- -----” - <i>Phrasing</i>, match beat to words.</p> <p>Playing The Djembe</p> <p>Recap bass and tone</p> <p>Play banana song, with dynamics. Straight in with no practice. Test memory of last week. Go over a few times to make sure it’s tight. Dynamics at right place. Start and stop as the same time.</p> <p>Once complete teach “Bouncy”. One hand on bass, one hand on tone</p>	Djembe, white board / power point (if possible)	Bass, Tone, Phrasing, Ostinato, Count out, Intro / Outro, Bouncy rhythm

		<p>Teach count out. Explain that this is an <i>Ostinato</i>, a cyclical rhythm / pattern that continues until stopped or changed.</p> <p>Intro and outro “Now the song is about to start / stop”. Play in context with Bouncy.</p> <p>Conclusion</p> <p>Recap the meaning of ostinato.</p> <p>Peer assessment, ask the students what they thought worked well, could have gone better.</p> <p>Use Animal game to reinforce today's rhythm</p>		
4	<p>To recap Bouncy rhythm from last week, complete with intro and outro rhythm</p> <p>To bring in Break and Change rhythm to add variation.</p> <p>To learn new rhythm, “I like chocolate ice cream”.</p>	<p>Introduction</p> <p>Copy me on the drums - call and response. (<i>Make the rhythms more complicated as the weeks progress</i>) Round the circle, drum out names. “My name is -- -----” - <i>Phrasing</i>, match beat to words.</p> <p>Playing The Djembe</p> <p>Recap Bouncy with intro and outro. Focus on timing, starting and stopping at the same time.</p> <p>Teach “break” Explain where it comes in and how it works. If Break is counted in, after the break rhythm, the same rhythm is continued</p> <p>Teach “I like chocolate ice cream, I like chocolate cake”. A two-part rhythm that changes every 2nd bar. Introduce bars and notation.</p>	Djembe, white board / power point (if possible)	Bass, tone, intro, outro, break, change, two-part rhythm, timing, variation, bars, notation,

		<p>Teach “change”. Explain where it comes in and how it works. If the change rhythm is counted in, then the rhythm changes.</p> <p>Now they have learned two rhythms, they can play a short piece with changes and variation. Intro, bouncy, chocolate, break, change and outro.</p> <p>Conclusion</p> <p>Recap all the different rhythms that have been learned so far.</p> <p>Peer assessment, ask the pupils what they thought worked well, could have gone better.</p> <p>Use the country game to reinforce today’s new rhythm.</p>		
5	<p>To recap chocolate rhythm from last week as well as all the instructional rhythms like intro, outro, break and change.</p> <p>To learn “I want a cup of tea” call and response rhythm.</p>	<p>Introduction</p> <p>Copy me on the drums - call and response. (<i>Make the rhythms more complicated as the weeks progress</i>)</p> <p>Round the circle, drum out names. “My name is -- ----” - <i>Phrasing</i>, match beat to words.</p> <p>Playing The Djembe</p> <p>Recap the piece learned from last week that brought everything together.</p> <p>Change the number of bars before break and change to make sure they are all listening and focused.</p>	Djembes, white board / power point (if possible)	Bass, tone, rhythm, , bars, notation, listening, music, call and response, Master Drummer

		<p>Teach them “I want a cup of tea” “Yes Please”. With this they will learn about the master drummer, the drummer that leads the calls. I will start out as the master drummer, once they have learned what to do, they will each get the opportunity to sit in the master drummer chair and lead the call and response.</p> <p>Conclusion</p> <p>Recap the roll of master drummer. Ask them about bars and how they work in music.</p> <p>Peer assessment, ask the pupils what they thought worked well, could have gone better.</p> <p>Play the animal game to reinforce today’s new rhythm.</p>		
6	<p>To recap on call and response.</p> <p>To introduce polyrhythms for the first time</p> <p>Play a piece that incorporates everything learned so far</p>	<p>Introduction</p> <p>Copy me on the drums - call and response. (<i>Make the rhythms more complicated as the weeks progress</i>) Round the circle, drum out names. “My name is -- ---- ----” - <i>Phrasing</i>, match beat to words.</p> <p>Playing The Djembe</p> <p>Recap on “I want a cup of tea”.</p> <p>Split the group into two sides and have them do the call and response with each other.</p>	Djembes, white board / power point (if possible)	Bass, tone, Call and response, bars, notation, listening, phrasing, polyrhythm. Dynamics

		<p>Now take this opportunity, with the group split, to introduce polyrhythms for the first time. Have once side playing 1,2,3,4 on bass while the other side plays Bouncy, then vice-versa. Explain the importance of polyrhythms and say we will put extra focus into this next term. Explain that polyrhythms are when multiple rhythms are playing at the same time.</p> <p>Play a piece of music that incorporates everything we have learned so far. Substitute Intro for “I want a cup of tea”, substitute Outro for the Banana song. This will then create a piece that has a unique intro, two different beats with breaks and changes and a unique ending that crescendos with dynamics.</p> <p>Conclusion</p> <p>Perform the piece and ask for thoughts / feedback. Ask for any ideas they would like to bring in for next term.</p> <p>Peer assessment, ask the pupils what they thought worked well, could have gone better.</p> <p>Finish with a fun game of their choice.</p>		
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Rhythm key

Banana Song

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
B One			T Ba	T -na		T -na		B Two			T Ba	T -na		T -na	
B Three			T Ba	T -na		T -na		T Wa		T -ter		T -mel		T -on	
B Four			T Ba	T -na		T -na		B Five			T Ba	T -na		T -na	
B Six			T Ba	T -na		T -na		B Pine		T -ap		+	-ple		
B Pine		T -ap		+	-ple			B Pine		T -ap		+	-ple		

Bouncy

1	+	2	+	3	+	4	+
B Boun			T -cy	B Boun		T -cy	

Chocolate

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
B I		T Like		B Choc-	T -late	T Ice	T Cream	B I		T Like		B Choc	T -late	T Cake	

Intro / Outro / Break / Change

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
T Now		T The	T Song		T Is		T A	T -bout		T To		T -----			

I Want A Cup Of Tea

1	+	2	+	3	+	4	+	1	+	2	+	3	+	4	+
+	+		+	+		+		+		+		+			
I	want		a	cup		of		tea!		Yes		please			
+	+		+	+		+		+		Yes		please			
I	want		a	cup		of		tea!		Yes		please			
+	+		+	+		+		+		Yes		please			
I	want		a	cup		of		tea!		Yes		please			
+	+		+	+		+		+		Yes		please			
I	want		a	cup		of		tea!		Yes		please			

Games

The Circle Game

The drum is hit once each in turn around the circle. After a practice round each way, the pupils are then timed on how quick they can complete the round. After four attempts the time is recorded for the next half term to show improvement.

The Animal Game

One bar rhythm learned in the session is played together and then the pupils will say an animal in turn. If a pupil repeats an animal, then they are out. The purpose of this game is to reinforce the new rhythm without the pupils concentrating on it. While they are thinking of different animals, the rhythm starts to become second nature. It also helps with listening, memory knowledge.

Don't play this one back!

The leader plays multiple rhythms. If they play the “Don't play this one back” rhythm and it is copied, then they are out.