

## MUSIC – SCOPE AND SEQUENCE LESSON PLANS

African drumming: 45-minute lesson plans

Wanguri Primary music program – Year 6 unit of work

### African history and facts about the djembe

Unit of 6 weeks. 6 x 60 minute lessons and 1 x double lesson – excursion

Time /Activity	Making a djembe	Resources
<b>Week 1: Lesson 1</b>		
4 x 15 minutes	<b>Station-based orientation lesson</b>	Clock or timer
Whole group	Each station is approximately 15 minutes in length and students rotate 1 through to 3. Discuss the stations process. View TeacherTube example of djembe playing.	Relevant TeacherTube video
Station 1 15 mins	Using school laptops, students conduct a webcrawl (i.e. origins of djembe, interesting djembe facts, djembe design construction etc.). Document on electronic proforma.	Laptops Webquest proformas for each student (you can create your own)

Time /Activity	Making a djembe	Resources
Station 2 15 mins	Students construct their own djembes using cups, duct tape, silver markers, large rubber bands, heavy duty balloons, etc.	Construction materials and table space
Station 3 15 mins	View TeacherTube clip again or teacher-led demonstration of different techniques and seated vs standing positions. Teacher-led revision of djembe techniques. For example, bass, tone, slap, muted technique, pressure and pitch, scratching. Students can invent their own techniques (i.e. with brushes/marbles).	Student practice of djembe techniques
Assessment	WebQuest proforma (student samples) Constructed djembes Class observation/quiz for facts	3 x items from the stations
<b>Week 2: Lesson 2</b>		
60 minute lesson	<b>Whole-class djembe ensemble</b>	
Introduction 15 mins	View a YouTube clip displaying traditional African drumming. Teacher revises techniques – bass, tone, slap, muted, pressure and pitch, scratching, etc.	YouTube clip

Time /Activity	Making a djembe	Resources
Whole-class rehearsal 20–30 mins	Revisit rhythms taught in previous terms – Shiko, Polyrhythms, or Yankadi. Introduce the Universal rhythm.	
Divide into 2 class groups	<p>Sitting in a drum circle, 2 students share 1 drum.</p> <p><b>Group 1</b> – teacher plays a bar of the chosen rhythm, then Group 1 copies. Repeat until rhythm is clear and coordination is mastered.</p> <p>Stop and swap, <b>Group 2</b> has their turn. Teacher plays a bar of the chosen rhythm, then Group 2 copies. Repeat until rhythm is clear and coordination is mastered.</p>	
	<b>Group 1</b> – attempt playing 4 bars of the chosen rhythm tutti. Stop and swap. <b>Group 2</b> has their turn.	
	Repeat for a number of rhythms, including the Universal rhythm. Allow for any students wishing to play solos. Attempt a rolling 'Stop and Swap' (where students change drums while the class continues drumming).	
Assessment	Class observation/Teacher checklist Giving and receiving feedback	Teacher checklist

Time /Activity	Making a djembe	Resources
<b>Week 3: Lesson 3</b>		
	<b>Small group compositions</b>	
Introduction 5 mins	Using the rhythms explored in the whole class djembe lesson in Week 2, introduce students to a variety of ways to notate these rhythms on the whiteboard.	
Rhythmic notation activity 15 mins	In groups of 2–3, students use the notation system shared on the whiteboard or a system developed on their own to notate one of the discussed rhythms in their music workbooks. Teacher moves around the room discussing the notation system groups have used.	
Small group djembe rehearsal 10 mins	Using class djembes or their own constructed djembes, students rehearse the rhythm their group has notated.	
Performance spotlight 15 mins	Those groups who wish to perform can do so.	

Time /Activity	Making a djembe	Resources
Assessment	Class observation/Teacher checklist Student workbooks – notation samples	Student workbooks
<b>Week 4: Lesson 4</b>		
	<b>Guest musician</b>	
Introductions	Dr. Leif Sundstrup, Conductor of the Darwin Symphony Orchestra (DSO), presents notation, compositional tools (Sibelius), and modelling positive and constructive feedback	
5 mins	Sample notation system A sample of percussion notation used in orchestra is presented.	Sample notation
15 mins	Example of compositional application (Sibelius)	
	Presenting original composition (DSO) performance – James Bond theme. Demonstrates adding and deleting notes, mute, solo, and change of rhythmic timing of notes by drag and drop technique.	

Time /Activity	Making a djembe	Resources
Discuss feedback 10 mins	Present conductor strategies for positive and constructive feedback. Student activity – students responding to directions and feedback.	
Whole group performance 10 mins	Students perform Ibo (Polyrhythm) for guest and receive feedback, as well as respond to their own performance.	
Assessment	Class observation/Teacher checklist Student discussion and questions for guest Giving and receiving feedback – teacher observation	Teacher checklist
<b>Week 5: Lesson 5A Excursion</b>		
	<b>ICT excursion</b>	
5A Excursion	Excursion to Teaching and Learning with ICT – Bring Your Own Class Program	

Time /Activity	Making a djembe	Resources
120 mins	See Lesson Plan (2 hours) BYOC 6 Broome excursion Students explore ICT applications to make and respond to music (2 bar ostinatos).	BYOC handout
Assessment	Class observation/Teacher checklist Student workbooks (notation samples) Checklists: Audacity and Sampler Student workbooks – notations Recorded ostinatos (formative assessment)	Teacher checklist Audacity and Sampler checklists
<b>Lesson 5B Class based</b>		
	<b>Notating ostinatos and recording final sample</b>	
Introduction 5 mins	In-class extension of ICT excursion, presented by Bill Wade of Teaching and Learning with ICT – Department of Education and Child services (DECS).	
Notating 25 mins	Students notate a final ostinato composition.	BYOC handout

Time /Activity	Making a djembe	Resources
Recording stations x 4 25 mins	<p>Four recording stations are set up using laptop computers and the same recording application (Audacity) from Field Excursion.</p> <p>Demonstrate using a click track and cutting/editing (teacher-led).</p> <p>Final sample of the ostinato is recorded either individually or ensemble.</p>	Laptops Audacity application
Assessment 5 mins	<p>Class observation/Teacher checklist</p> <p>Student workbooks (notation samples)</p> <p>Checklists: Audacity (completed)</p> <p>Recorded ostinatos (summative assessment)</p>	Teacher checklist Student workbooks
<b>Week 6: Lesson 6</b>		
Sharing individual compositions	Final performance and presentation of composed ostinatos	
Introduction/Organisation 5 mins	Reinforce guidelines for feedback, and assure that feeling nervous about performing is OK.	



Time /Activity	Making a djembe	Resources
Final performances 30 mins	Individual or ensemble presentation of compositions (making). Practise positive and constructive feedback (responding).	
Student reflections 10 mins	Students complete reflection rubric noting positive feedback/constructive criticism and how it felt to receive feedback (responding).	Reflection rubric
Assessment	Collect final student work samples (notebooks and recordings) Collect reflection rubrics Teacher observation and checklist	Work samples Reflection rubrics

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