



Curriculum

Year 4 Scheme of Work

Term: Autumn 1

Topic: Music- Djembe drums

Key Skills and Knowledge:

Singing

- Show control of dynamics, tempo, and articulation when singing and playing, following physical signals and written symbols (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)

Listening

- Listen with increasing concentration and **describe how** the inter-related dimensions of music can be used to create different moods and effects.
- Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.
- Recognise the different individual instruments **within instrumental families.**
- Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.

Composing

- Use improvisations **within a more structured composition work.**
- Compose in response to different stimuli and appropriately using the inter-related dimensions of music to **create specific effects, moods, atmospheres and ideas.**
- Structure musical ideas to create music that has a beginning, middle and end.
- **Make improvements to own work giving reasons for changes made.**

Musicianship

- **Confidently** identify patterns of one and two sounds per beat plus rests and **two beat sounds** (ie crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride)
- **Maintain** an ostinato part (repeating rhythm) **keeping to the pulse with 2 or more layers of rhythms- follow rhythmic scores to support playing.**

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Read and research what djembe drumming is and where it originated from.
Compare different styles of music, which type of music do they think is very different? Which is similar?
Improvise freely changing tempo and dynamics-how does this change the mood?

Watch/listen to djembe drumming. Each week on Charanga is different video to watch and focus on interrelated dimensions of music.
Tell children that they will perform to an audience to keep them focused.

Links to PSHCE, Equality and British Values Work

Listening opportunities

Male/female drummers.
Children's rights
Team work

Listen to a variety of African music- can they spot the djembes?

Key Vocabulary:

Resources Available / Visits/Visitors

Useful Websites:

Pitch- high/low/rising/falling
Dynamics- Loud (*forte*) quiet (*piano*)
Getting louder (*crescendo*) getting softer (decrecendo/diminuendo, smooth (*legato*), detached (*staccato*)
Tempo- Downbeats, fast (*allegro*)slow (*adagio*), getting faster (*accelerando*)getting slower (*rallentando*)
Echo, ostinato, rounds, partner songs, repetition, form- ternary form, vs and chorus.

Charanga
Youtube
Djembe drums
Ipad

Djembe drumming improv-
<https://www.youtube.com/watch?v=ofRjLsdVtQ>
<https://charanga.com/site/>