

WEST AFRICAN DJEMBE DRUMMING

BUILDING ON WHAT YOU ALREADY KNOW:

- **Dynamics** - volume
- **Tempo** - speed
- **Pulse** - a steady beat (think of the pulse in your body)
- **Structure**- the different sections in a piece of music (AB, ABA, verse/chorus)
- **Improvisation** - making up the music as you are going along while still following the pulse and style
- **Call and Response** - a phrase is sung or played and is answered by another group (Oggie, Oggie, Oggie)

TASKS:

Discover four of the traditional instruments from Africa, and historic methods of communication/performing (gumboot dancing)

To read drum rhythm tables to perform accurate poly-rhythms

Create a piece of music with a call and response, improvisation and syncopation

FINAL PROJECTS:

Perform as a group your African Music composition. It should have a steady pulse and clear structure with, different drum strokes (sonority), dynamics and textures.



NEW ESSENTIAL KNOWLEDGE:

- **Bass** - the drum is hit in the centre with flat fingers and palm. This creates the lowest pitch sound.
- **Tone** - the drum is hit near the edge, using the edge of your palm and most of the underside of your fingers. Your fingers should be together. This creates a middle pitch sound.
- **Slap** - the drum is hit close to the edge, using only your fingertips and the edge of your palm. Your fingers are spread out a little bit. It creates the highest pitch sound.
- **Texture** - the different layers happening within a piece.
 - Monophonic** - a single unaccompanied line of music, one layer.
 - Homophonic** - multiple layers of music but everything moves in chunks, the same rhythm.
 - Polyphonic** - multiple layers of music doing different things.
- **Rhythm** - how long notes last and how they are grouped together in a pattern
- **Polyrhythm** - multiple rhythms happening at the same time
- **Syncopation** - when a note is moved slightly earlier so that it is before the beat
- **Djembe**
- **Kora**
- **Talking drum**
- **Balafon**



VARIATIONS

BUILDING ON WHAT YOU ALREADY KNOW:

- **Dynamics** - volume
- **Tempo** - speed
- **Pitch** - how high or low the note is
- **Instrumentation** - what instruments are used
- **Structure** - the different sections in a piece of music (AB, ABA, verse/chorus)
- **Keyboard Skills**
- **Production Skills (GarageBand)**

TASKS:

Define variations and particularly musical variations

Analyse how music has been varied using DR SMITH for key-words on a variety of different pieces of music

Perform the ground bass from Canon in D and a piece of historic music as written as fluently as possible.

FINAL PROJECTS:

Experiment with DR SMITH to **create** and **perform** your own variations based upon a simple melody.

Experiment with DR SMITH to **create** and **produce** your own variation on GarageBand.



NEW ESSENTIAL KNOWLEDGE:

- **Variation** - where the main theme/melody has been altered to make a still recognisable but different melody (like a remix)
- **Round/Canon** - the same melody is used but each musician starts at different times
- **Articulation** - the way you play certain notes
 - *staccato*—detached and spikey)
 - *legato*—playing smoothly, will often have *slurs*
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- **Rhythm** - how long notes last and how they are grouped together in a pattern
- **Melody** - the tune or most important layer in a piece of music. In vocal music the lyrics are the melody.
- **Tonality** - what key the piece of music is in.
 - *Major* gives a happy feel
 - *Minor* makes the music seem sadder.
- **Harmony** - the chords that get played with the melody are the harmony, they are major or minor chords
- **Ground Bass**—a repeated bass line

CELTIC FOLK MUSIC

BUILDING ON WHAT YOU ALREADY KNOW:

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TASKS:

Identify traditional instruments by look and sound

Listen to traditional professional standard folk performances

Define whether the piece is a jig, reel or waltz

Analyse the metre (time signature) of a piece of music

FINAL PROJECTS:

Perform a traditional celtic piece of music as part of an ensemble, infusing DRSMITH elements of music to improve the piece

Analyse other groups work, giving feedback (WWW, EBI) using DR SMITH.



NEW ESSENTIAL KNOWLEDGE:

- **Jig** is a dance which is normally in 6/8. You can identify a piece in 6/8 by saying the word 'strawberry' (3 syllables). Traditional Ireland and Scotland music.
- **Reel** is a traditional folk dance often heard in Scotland and Ireland. It is normally in 4/4. You can identify a piece in 4/4 by saying the word 'rutabaga' (4 syllables).
- **Waltz** is a triple time dance, found in traditional Scottish dance music. It is in 3/4 and is normally slower than a jig or reel.
- **Metre** is the time signature, always put at the beginning of a piece of music. It tells us how many beats are in a bar.
- **Articulation** - the way you play certain notes
 - *staccato*—detached and spikey)
 - (*legato*—playing smoothly, will often have *slurs*)
- **Whistle**
- **Hurdy Gurdy**
- **Uilleann pipes**
- **Bodhran**



HISTORY OF MUSIC

BUILDING ON WHAT YOU ALREADY KNOW:

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- **Structure** - the different sections in a piece of music (AB, ABA, verse/chorus)
- **Keyboard Skills**

TASKS:

Identify key aspects (DR SMITH) of piece of music through listening tasks

Analyse and Research your chosen time period, discovering composers, pieces of music, traditional instruments, what the piece was composed for and other historical events happening at the time.

Perform a traditional piece of music as fluently as possible from the Baroque, Classical or Romantic time period.



NEW ESSENTIAL KNOWLEDGE:

- **Baroque** is the music era from 1600—1750
- **Classical** is the music era from 1750—1820
- **Romantic** is the music era from 1820—1910
- **Composer** is a musician who is the author of music, the person who writes the music
- **Orchestra** is a band made up of a traditional set of instruments. For each time period the orchestra has a different set of instruments.
- **Conjunct** is when the melody move up and down in order (steps)
- **Disjunct** is when the melody moves up and down with leaps
- **Sequence** is a melodic pattern, immediately repeated at a higher or lower pitch.
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POP MUSIC

PERFORMANCE

NEW ESSENTIAL KNOWLEDGE:

- **Listening tasks** - compare and contrast the same song by different artists. Identifying aspects of DR

TASKS:

Understand how to **identify** notes on the bass guitar and chord charts and stumming patterns and transfer this knowledge to **performing**.

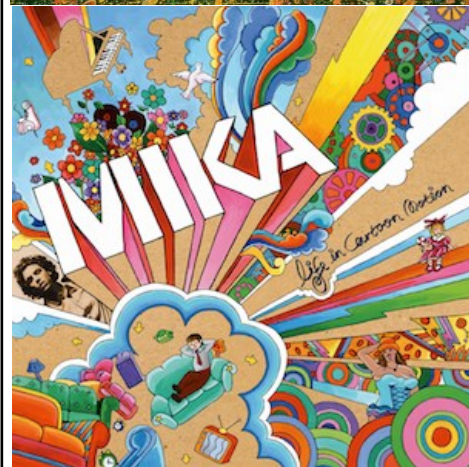
Identify vocal techniques used in pop music

Analyse original and cover versions of the same song using DR SMITH

FINAL PROJECTS:

Perform a pop song as part of an ensemble, infusing DRSMITH elements of music to improve the piece

Analyse other groups work, giving feedback (WWW, EBI) using DR SMITH.



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POP MUSIC

COMPOSITION

NEW ESSENTIAL KNOWLEDGE:

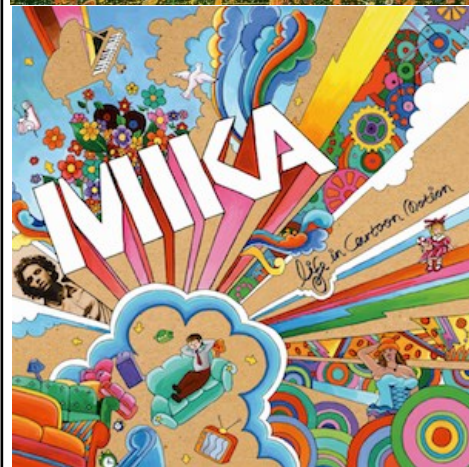
- **Listening tasks** - identifying pop song structures
- **Lyric writing** - to use a basic formula to create lyrics that follow a pattern and are based upon a theme
- **Performing** well known riffs on keyboards for inspiration, to be able to then create your own

TASKS:

FINAL PROJECTS:

Experiment with DR SMITH to **compose** your own pop song, it must include a clear structure, chord progression, altering textures.

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