

WCIT – Instrumental curriculum for DJEMBE

This document sets out the planned learning outcomes for children who undertake a WCIT programme and the foundational musical knowledge that underpins their musical and instrumental learning.

KS2 (Year 4) – End of year expectation

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical improvisation, composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand a variety of musical notations that support musical learning rather than drive it
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music
- Develop musicians for the future
- Understand authenticity



Generic overview for all instruments taught within Leicestershire Music

| Musical Activity | Desired Skills | Assessment Criteria |
|-------------------------|--|---|
| Performing | Perform on an instrument confidently and fluently, both in solo and ensemble contexts | I can play my instrument on my own and with others. |
| | Follow and lead simple performance directions | I understand and can respond to a leader's direction in a performance. I can lead a group using simple directions. |
| | Maintain a part within a group when playing or singing, with increasing accuracy | I can play / sing with an awareness of pitch, rhythm, dynamics and pulse. |
| | Plays their instrument with appropriate posture and technical control | I can demonstrate the correct way of holding and playing my instrument |
| Improvising & composing | Improvise, compose and notate in creative ways on their instrument. | I can improvise and play a simple rhythm |
| | | I can compose and play a melody / rhythm on my instrument |
| | | I can use a variety of notations when recording my work |
| Listening | Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary, and be able to justify these | I can respond and feedback on performances of others |
| | | I can recognise the characteristics of different genres including those of underrepresented groups (eg black composers) |
| | | I can actively listen and identify characteristics from different genres in a variety of contexts |
| | Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, particularly relating to their instrument family | I can recognise timbre, structure, dynamics, tonality, pitch, rhythm, texture (inter-related dimensions of music) |

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Term 1 - Djembe

| Musical Activity | Desired Skills | Assessment Criteria |
|------------------------------------|--|---|
| Performing | How to hold the instrument properly | I can demonstrate to the teacher and class how to sit and hold the djembe correctly |
| | Correct sitting posture | |
| | Learn basic sounds on the Djembe | I can competently play basic bass and tone sounds |
| | Have knowledge of the following: <ul style="list-style-type: none"> • Pulse • Dynamics • Tempo • Pitch | I can play / sing with an awareness of pitch, rhythm, dynamics and pulse |
| | Use graphic notation to support understanding of rhythms and songs | I can use graphic notation to support my practice of rhythms covered in the sessions |
| | Develop basic understanding of singing technique & posture | |
| | Use words and phrases to learn and embed rhythms | I can understand syllabic vocalisations of rhythms |
| Improvising & composing | Able to compose short rhythmic phrases over a four beat count | I can play a short rhythm I have composed to a four beat count |
| Listening | Listen to and watch traditional West African Djembe and related instruments | I can discuss the context and cultural significance of West African music compared to Western Music |
| | Find the pulse whilst listening to different styles/instrumentation in music | I can clap/play along to the pulse of a piece of music |

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Term 2 - Djembe

| Musical Activity | Desired Skills | Assessment Criteria |
|------------------------------------|---|--|
| Performing | Improved distinction between bass and tone sounds on the Djembe drum | I can play a bass and tone sound clearly |
| | Improving technique and increasing confidence in singing | I can sing with improved technique and confidence |
| | Improving confidence in performing, understanding of ensemble roles and ability to respond to stimuli to progress in musical arrangements | I can play my musical part more proficiently within the ensemble |
| Improvising & composing | Begin to play more stylistically appropriate phrases within the context of the piece | I can compose phrases that are more stylistically appropriate to the pieces we are learning |
| | Some pupils may begin to improvise/compose rhythms over 8 beats | I can compose and play a longer rhythm over an 8 beat count |
| Listening | Be able to use more musical language when describing music they are listening to | I can use musical language such as "break, solo and accompaniment" to describe the music I am listening to |
| | Identify and describe the emotional qualities of music they are listening to | I can discuss how a piece of music makes me feel |
| | Being able to talk about the context and purpose of the music they are listening to | I can recognise the context and purpose of the music I am listening to |

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Term 3 - Djembe

| Musical Activity | Desired Skills | Assessment Criteria |
|------------------------------------|--|--|
| Performing | <p>Most children will be able to apply the appropriate swing to suit the style of music they are playing</p> <p>Most children will have a more refined and efficient technique using their wrists (especially tones and slaps)</p> <p>Most children will play with increasing confidence whilst following a set tempo and musically appropriate dynamics</p> <p>Some children can lead an accompaniment within the whole group</p> | <p>I can play using appropriate swing for the piece</p> <p>I can play with a more refined and efficient technique to achieve a clearer djembe sound</p> <p>I can perform a piece using appropriate tempo and dynamics</p> <p>I can identify and lead a rhythmic part within the whole arrangement of a piece, using appropriate tempo and dynamics</p> |
| Improvising & composing | <p>Some groups may start to compose short pieces using a given stimuli</p> <p>Some groups will start to compose short pieces/rhythms following a basic musical structure (A, B, A, thematic etc)</p> <p>Some groups will incorporate the inter-related dimensions of music in to short improvised/composed pieces</p> | <p>I can compose a short piece using a given stimuli</p> <p>I can work with my peers to create a piece of music using a basic musical structure</p> <p>I can incorporate the inter-related dimensions of music when composing short pieces</p> |
| Listening | <p>Some classes will start to explore different ideas and perceptions of music and musical instruments; For example: 'What is music?' and 'is this a musical instrument?'</p> | <p>I can discuss and explore different ideas of what music and musical instruments are, incorporating prior knowledge</p> |

Glossary:

| Term | Definition |
|---|--|
| Djembe | A goblet shaped drum played using hands originally from the Mali empire in West Africa |
| Accompaniment | A musical part which supports or partners an instrument, voice or group |
| Arrangement | The structure of a piece of music |
| Bass, tones and slaps | Distinctly different sounds produced on a djembe by playing on different areas of the skin with different hand technique |
| Break | A break in West African music is a section of the piece that breaks up the rhythmic accompaniments |
| Swing | a specific way of interpreting rhythm where eight notes are played like triplets to create a galloping effect |
| Graphic notation | An accessible representation of music through the use of visual symbols instead of traditional western notation |
| Interrelated dimensions of music | each duration dynamics tempo timbre texture structure and appropriate musical notations |
| Syllabic vocalisations | an example is where the word Caterpillar is used to describe a group of four semiquaver notes |