Overview – World Percussion

**African Drumming**

**During this project children will:**

* Be able to pitch match using Kodaly handsigns (soh, me, lah, low doh, high doh, re)
* Sing authentic African songs as Call and Response songs
* Sing authentic African songs in parts, including in canon and with an ostinato
* Be able to describe rhythms in terms of walk, jogging, stride values
* Learn to play the bass and rim tones on the djembe
* Be able to combine different rhythmic parts using djembes, in groups
* Help devise and then play a rhythmic piece that uses unison, question and answer, combined rhythms

**Some children will: (2/achieving)**

Be able to pitch match accurately using Kodaly handsigns soh, me, lah, low doh, high doh, re

Sing the chosen songs clearly, tunefully and confidently in groups

Identify the time values walk, jogging, stride

Be able to copy the bass and rim tones with a clear difference in tone between them

Be able to participate in a multi part song or rhythmic piece

**Some children will need help in order to: (3/emerging)**

Be able to pitch match accurately using Kodaly handsigns soh, me, lah, low doh, high doh, re

Sing the chosen songs tunefully in a group

Be able to copy time values walk, jogging, stride but not be able to identify them in a given rhythm

Move their hand to the appropriate area of the drum, but not be able to make a clear difference between bass and rim tones

Be able to participate in a multi part song or rhythmic piece if there is a strong leader to follow

**Some children will be able to progress further in order to: (1/exceeding)**

Be the leader in pitch matching games using Kodaly handsigns soh, me, lah, low doh, high doh, re

Sing the chosen songs confidently alone or be able to lead a group

Use the time values walk, jogging, stride to describe the rhythmic parts

Be able to accurately and effectively play the bass and rim tones with ease

Be able to lead others in a multi part song or rhythmic piece

Overview – World Percussion

**Samba**

**During this project children will:**

* Learn about the festivals and geographical areas where Samba is featured
* Be able to pitch match using Kodaly handsigns (soh, me, lah, low doh, high doh, re)
* Be able to sing songs on a Samba theme that use syncopation
* Be able to clap an off-beat pattern
* Experience playing the four main Samba percussion instruments
* Be able to keep a steady pulse on a surdo
* Be able to play a syncopated rhythm on an agogo / tamborin
* Be able to combine two or more rhythmic parts
* Help devise and then play a rhythmic piece that features solos, breaks and grooves

**Some children will: (2/achieving)**

Be able to describe how Samba is used in carnivals in Brazil and the Caribbean islands

Be able to pitch match accurately using Kodaly handsigns soh, me, lah, low doh, high doh, re

Be able to clap an off-beat pattern with ease

Demonstrate control whilst playing the surdo, ganza, agogo and tamborin

Be able to play in a multi part rhythmic piece

**Some children will need help in order to: (3/emerging)**

Be able to say that Samba is used in carnivals

Be able to pitch match accurately using Kodaly handsigns soh, me, lah, low doh, high doh, re

Be able to clap on the beat but not off the beat

Be able to play the surdo, ganza, agogo and tamborin with help including words that represent rhythms

Be able to participate in a multi part rhythmic piece if there is a strong leader to follow

**Some children will be able to progress further in order to: (1/exceeding)**

Be able to describe how Samba is used in carnivals originally in Brazil and the Caribbean islands, but now being more widespread including carnivals in the UK

Be the leader in pitch matching games using Kodaly handsigns soh, me, lah, low doh, high doh, re

Be able to clap an off beat pattern whilst singing a song

Demonstrate effective control and sensitivity whilst playing the surdo, ganza, agogo and tamborin

Be able to lead others in a multi part rhythmic piece

Overview – World Percussion

**Tuned Percussion**

**During this project children will:**

* Know the names of common tuned percussion instruments and the material the bars are made from
* Understand what a pentatonic scale is and be able to use it in songs
* Be able to add a name at the appropriate time in a singing game
* Be able to add a response on a pitched instrument in an instrumental game
* Be able to describe rhythms in terms of walk, jogging, stride values
* Be able to improvise a pentatonic rhythm and describe it in terms of walk, jogging, stride
* Participate multi part songs and pitched pieces, including ostinato and partner songs

**Some children will: (2/achieving)**

Be able to name tuned percussion instruments that have metal or wooden bars

Know the number of pitches in a pentatonic scale and pitch match accurately

Add vocal and instrumental responses at appropriate times in musical games

Improvise a pentatonic rhythm and say where there are walks, joggings and strides

Participate in multi part songs and pieces in a group

**Some children will need help in order to: (3/emerging)**

Be able to name tuned percussion instruments that have bars of differing materials

Know the number of pitches in a pentatonic scale and pitch match with support

Participate in offering vocal and instrumental responses with support

Participate in playing a pitched part but not be able to describe its rhythmic make up

Participate in multi part songs and pieces if there is a strong leader to follow

**Some children will be able to progress further in order to: (1/exceeding)**

Be able to speak with confidence about the wide range of classroom and orchestral percussion

Confidently describe the pentatonic scale and pitch match with increased accuracy and confidence

Add vocal and instrumental responses with increased complexity at appropriate times in games

Effectively improvise a pentatonic rhythm, accurately describing the rhythmic values used

Be a strong leader in multi part songs and pitched pieces