

Holy Family Catholic School – Faculty of **Music** **Autumn Term 1** **Year 8**

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 1 Week 1 West African Drumming	• Polyrhythm • Call and Response • Djembe • Bass Tone • Finger Tone • Open Tone • Master Drummer	To be able to demonstrate understanding of how polyrhythms and call and response sections are used in West African Drumming Music.	What is a percussion instrument? How do we describe dynamics? How do we project our voices?	✓ Correct pitches ✓ Correct rhythms ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice ✓ Change sections at the correct time	How do we perform a bass/open/finger tone on the djembe? What is a call and response? What is a polyrhythm?	Red Zone: Students will be led by the teacher through a performance of ‘Tongalon’ focusing on the vocal call and response and polyrhythm sections.
Lesson 2 Week 2 West African Drumming	• Polyrhythm • Call and Response • Djembe • Solo • Break	To be able to demonstrate understanding of how solo and break sections are used in West African	What is the percussion instrument we use in West African Drumming?	✓ Correct pitches ✓ Correct rhythms ✓ Fluent (without stopping)	How do we perform a bass/open/finger tone on the djembe? What is a break?	Red Zone: Students will be led by the teacher through a performance of ‘Tongalon’

		Drumming Music.	What is a polyrhythm? What is a call and response?	✓ In time with the pulse ✓ Project your voice ✓ Change sections at the correct time	What is a solo? When do we perform the solo in the song?	focusing on the break and solo sections.
Lesson 3 Week 3 West African Drumming	• Polyrhythm • Call and Response • Djembe • Solo • Break	To be able to demonstrate understanding of the different sections that are used in West African Drumming Music through a small group performance	What is a master drummer? What is a polyrhythm? What is a call and response? What is a break? What is a solo?	✓ Group is counted in and lead by a master drummer ✓ Correct pitches ✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice	What do we need to do to be able to lead a performance?	Red Zone: Students will be leading small group rehearsals of 'Tongalon' fluently ensuring they are projecting their voices performing the correct rhythms

Lesson 4 Week 4 West African Drumming	• Polyrhythm • Call and Response • Djembe • Solo • Break	To be able to demonstrate understanding of the different sections that are used in West African Drumming Music through a small group performance.	What is a master drummer? What is a polyrhythm? What is a call and response? What is a break? What is a solo?	✓ Group is counted in and lead by a master drummer ✓ Correct pitches ✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice	How do we ensure we are ready for a performance?	Red Zone: Students will be leading small group rehearsals of 'Tongalon' fluently ensuring they are projecting their voices and performing the correct rhythms ready for an assessment.
Lesson 5 Week 5 West African Drumming	• Polyrhythm • Call and Response • Djembe • Solo • Break	To be able to demonstrate understanding of the different sections that are used in West African Drumming	What is a master drummer? What is a polyrhythm?	✓ Group is counted in and lead by a master drummer ✓ Correct pitches	How do we ensure we are ready for a performance? What can we do to improve our own performances?	Red Zone: Students will be using the teacher feedback to help them in leading small

		Music through a small group performance.	What is a call and response? What is a break? What is a solo?	✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice		group rehearsals of 'Tongalon' fluently ensuring they are projecting their voices performing the correct rhythms ready for an assessment.
Lesson 6 Week 6 West African Drumming	• Polyrhythm • Call and Response • Djembe • Solo • Break • Syncopation	To be able to demonstrate understanding of the different sections that are used in West African Drumming Music through a small group rearrangement.	What is a master drummer? What is a polyrhythm? What is a call and response? What is a break? What is a solo?	✓ Group is counted in and lead by a master drummer ✓ Correct pitches ✓ Correct rhythms (length of notes) ✓ Fluent (without stopping)	How can we create our own polyrhythm section? How can we create our own call and response section?	Red Zone: Students will be rearranging different sections of tongalon in small groups ensuring they are projecting their voices and performing rhythms that are in time.

				✓ In time with the pulse ✓ Project your voice		
Lesson 7 Week 7 West African Drumming	• Polyrhythm • Call and Response • Djembe • Solo • Break • Syncopation	To be able to demonstrate understanding of the different sections that are used in West African Drumming Music through a small group rearrangement.	What is a master drummer? What is a polyrhythm? What is a call and response? What is a break? What is a solo? What is syncopation?	✓ Group is counted in and lead by a master drummer ✓ Correct pitches ✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice	How can we create our own solo section? How can we create our own break section?	Red Zone: Students will be rearranging different sections of tongalón in small groups ensuring they are projecting their voices and performing rhythms that are in time.
Lesson 8 Week 8	• Polyrhythm • Call and Response	To be able to demonstrate understanding	What is a master drummer?	✓ Group is counted in and lead	How can we create our own solo section?	Red Zone:

West African Drumming	• Djembe • Solo • Break • Syncopation	of the different sections that are used in West African Drumming Music through a small group rearrangement.	What is a polyrhythm? What is a call and response? What is a break? What is a solo? What is syncopation?	by a master drummer ✓ Correct pitches ✓ Correct rhythms (length of notes) ✓ Fluent (without stopping) ✓ In time with the pulse ✓ Project your voice	How can we create our own break section? How can we create our own polyrhythm section? How can we create our own call and response section?	Students will be rearranging different sections of tongalón in small groups ensuring they are projecting their voices and performing rhythms that are in time.
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