



# Linked learning theme: Victorian Scarborough

Autumn term 2, Year 5

## Music – Rhythm: African drumming patterns

### Prior knowledge

In Year 4, children have composed 4 beat rhythms and performed them as repeating patterns in time with others.

### Core knowledge

- African music often has a strong sense of pulse and rhythm.
- It uses ostinato and polyrhythms.
- Polyrhythms are created by layering different rhythms together.
- Djembes are a type of drum from West Africa.

### Key skills

- Listen to music with attention to detail.
- Talk about some features of African music.
- Talk about the way that African polyrhythms are put together and the effects created.
- Sing a song in tune and with expression, showing awareness of other parts.
- Play drums, including djembes, with increasing accuracy, control and expression.
- Sing or play a part by ear.
- Perform a part from dot notation.
- Perform a part in time with a group piece and be aware of the other parts.
- Talk about their performance and the effect of the group performance.
- Compose rhythmic patterns and develop ideas.
- Use dot notation to represent the music created.

### Vocabulary

pulse	cycle/cyclic	djembe	round
rhythm	ostinato	tambour	parts
tempo	notation		

### Learning outcomes

- I can listen to a range of live and recorded music with attention to detail.
- I can talk about the way sounds are put together and the different effects that are being created.
- I can play percussion instruments with increasing accuracy, fluency, control and expression.
- I can sing or play a part by ear.
- I can perform a part from dot notation.
- I can compose musical patterns using rhythm.
- I can use symbols to represent the music I have created.
- I can perform a part in time with a group piece and I am aware of the other parts.
- I can talk about my performance and the effect of the groups' performance.