



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Djembe unit 'STOP' rap	4	Spring 2	6 hours
End of lower key stage 2 objectives	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>			
End of unit objectives	I can: <ul style="list-style-type: none"> <li>• Copy and play back a given rhythm pattern</li> <li>• Create two different tones on a djembe.</li> <li>• Create my own call and response patterns</li> </ul>			
Vocabulary	djembe			
	Call and response			
	High and low tones			
	Rhythm, improvise			

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<u>To perform</u>	<u>Warm up songs</u> African call and response songs	

		<ul style="list-style-type: none"> <li>• play an instrument with care and control</li> <li>• create and play complex rhythm patterns</li> </ul>	<u><b>Djembe course Step 1</b></u> Copy back Call and response High and low tones	Charanga
2	1 hour	<u><b>To perform</b></u> <ul style="list-style-type: none"> <li>• play an instrument with care and control</li> <li>• create and play complex rhythm patterns</li> </ul>	<u><b>Warm up songs</b></u> African call and response songs  <u><b>Djembe course Step 2</b></u> Copy back Call and response High and low tones 2 high and 2 low.	Charanga
3	1 hour	<u><b>To perform</b></u> <ul style="list-style-type: none"> <li>• play an instrument with care and control and awareness of others.</li> <li>• create and play complex rhythm patterns</li> </ul>	<u><b>Warm up songs</b></u> African call and response songs  <u><b>Djembe course Step 3</b></u> Copy back Call and response High and low tones 2 high and 2 low.	Charanga
4	1 hour	<u><b>To perform</b></u> <ul style="list-style-type: none"> <li>• play an instrument with care and control and awareness of others</li> <li>• create and play complex rhythm patterns</li> </ul>	<u><b>Warm up songs</b></u> African call and response songs  <u><b>Djembe course Step 4</b></u> Copy back Call and response: Respond to a whistle Work in pairs to create their own call and response High and low tones 2 high and 2 low. Conga call and response rhythms.	Charanga
5	1 hour	<u><b>To describe music</b></u> <ul style="list-style-type: none"> <li>• Evaluate music using musical vocabulary to</li> </ul>	<u><b>Warm up songs</b></u> Easter songs  <u><b>Rap / Grime music</b></u>	Charanga Scheme Year 4 - STOP

		<p>identify areas of likes and dislike</p> <p><u>To compose</u> Write lyrics for a rap song</p>	<p>Charanga Stop Step 1 Listen and appraise Talk about the beat Warm up games. Write their own rap lyrics</p>	
6	1 hour	<p><u>To describe music</u></p> <p>·</p> <p>· Evaluate music using musical vocabulary to identify areas of likes and dislike</p> <p><u>To compose</u> Write lyrics for a rap song and add a digital backing</p>	<p><u>Rap / Grime music</u></p> <p>Charanga Stop Step 2 / 3 Listen and appraise Talk about the beat Warm up games. Continue to write their own rap lyrics and add them to the beat. Use garage band to put a beat to their raps</p>	<p>Charanga Scheme Year 4 - STOP</p> <p>ipads</p>