

DJEMBE MODULE# 1: Elliott Orr**Outcomes: St. 3:** Mus 3.1, 3.2, 3.4**St. 4:** 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.11, 4.12**Performing**

- Introducing the *Djembe* drum and its background and the family of instruments it belongs to the *Doundouns*
- Warm up using stretches
- Exploring the three main sounds on the drum beginning with the *bass* at different tempos
- Explore Call and Response patterns imitating Elliott's patterns
- Exploring whereabouts on the hand to play the Djembe
- Exploring the *tone* sound
- Combining the *bass* and *tone* sounds
- Exploring the *slap* sound
- Pause and practice when you need to
- Combining the *bass* and *slap* sounds
- Performing all three sounds on the Djembe in a variety of combinations with the Doundoun accompaniment

Composing/Organising Sound

- Exploring the sounds on the Djembe
- Combining bass, tone and slap sounds

Listening

- Finding and establishing pulse
- Listening to the expert instructor
- Listening to the sounds of the bass, tone and slap sounds on the Djembe
- Listening to the sound of the Doundoun accompaniment

Valuing

- Appreciating non-traditional sound sources
- Valuing the skill set of world music percussionists/drummers
- Valuing the history and culture of Djembe playing and how it connects with dance
- Appreciating how the shape of the hand impacts on the playing
- Appreciating the impact of the Doundoun accompaniment

Resources for extension

- Djembe <https://en.wikipedia.org/wiki/Djembe>
- Overview of the Djembe <https://youtu.be/kXAfPnwvchE>
- N'Juzu Rhthym – Elliott Orr – Dundun Pattern on Djembe - https://youtu.be/VsvfGYaTJ_0
- Five(ish) minute Drum lesson 1 - African drumming <https://youtu.be/q5U8md4rZS8>
- Famoudou Konate https://en.wikipedia.org/wiki/Famoudou_Konaté
- Famoudou Konate: Malinke Rhythms Dances and Songs Clip#2 <https://youtu.be/DB1xtJsl2GY>
- Doundoun instruments <http://www.djembemoves.com.au/35-0-Intruments.html>
- Call and Response - <https://www.masterclass.com/articles/what-is-call-and-response-in-music>
- Refer to *Play a Bucket for a Drum* Module 6 with Anton Lock

- Groove Onkels feat. Groove Tante - "Gelber Sack" outdoor!
https://youtu.be/n0qs4_bY4vg
- Wasamba Flash Mob - Forrest Chase <https://youtu.be/Rdtm1Ezu3ro>

DJEMBE MODULE# 2: *Ti Hah* - Elliott Orr**Outcomes: St. 3:** Mus 3.1, 3.2, 3.4**St 4:** 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.11, 4.12**Performing**

- Exploring *Ti Hah* – the music of the morning – phrase by phrase
- Performing the whole pattern with a rhyme to assist in remembering it
- Performing the rhyme at a faster tempo
- Exploring the introduction/bridge pattern with words and accompanying movements phrase by phrase
- Pause and practice when you need to
- Perform the whole introduction/bridge followed by singing the *Ti Hah* pattern
- Revise the *Ti Hah* pattern on the drum
- Perform with the introduction/bridge and *Ti Hah* pattern together

Composing/Organising Sound

- Exploring the *Ti Hah* pattern
- Exploring the introduction and bridge patterns

Listening

- Finding and establishing pulse
- Listening to the expert instructor
- Ensemble listening to call and response patterns
- Listening to the rhyme to help you remember the pattern
- Listening to Elliott for when to play the different patterns

Valuing

- Appreciating non-traditional sound sources
- Valuing the skill set of world music percussionists
- Valuing the patterns of the *Ti Hah* pattern
- Valuing how a rhyme or words help you remember a rhythm
- Valuing how using the correct hand makes a difference to the handling

Resources for extension

- Chai Tea <https://www.realchai.com.au/blogs/chai-blog/what-is-chai-tea>
- How to play the African Drums: Learning new sounds on the Djembe Drum <https://youtu.be/HW6XwxFCH14>
- Five(ish) minute Drum lesson 2 - African drumming <https://youtu.be/nuQFbD43P4k>
- FOLI – there is no movement without rhythm, original version by Thomas Roebers and Floris Leeuwenberg <https://youtu.be/IVPLluBy9CY>
- History of Djembe African Drumming Babatunde Olatunji <https://youtu.be/zwGs79znWqY>
- Top 10 Bucket drum beats of all time - https://youtu.be/NRg6Xo_Me0E
- How to make Pen Beats - <https://youtu.be/Us6C2dyrVBA>

DJEMBE MODULE# 3: Extending the *Ti Hah* pattern - Elliott Orr

Outcomes: St. 3: Mus 3.1, 3.2, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.11, 4.12

Performing

- Revising the *Ti Hah* pattern and extending it to use tones and slaps along with the bass
- Performing the revised *Ti Hah* pattern with accompaniment on the Doundoun
- Add this to the introduction/bridge pattern
- Perform whole pattern faster
- Pause and practice when you need to
- Defining polyrhythms
- Exploring a new pattern through singing the pattern phrase by phrase
- Transferring this pattern to the Djembe using bass, tone and slap sounds
- Performing this pattern with the Doundoun accompaniment
- Transitioning from the *Ti Hah* pattern to the *Gung Gung* pattern
- Performing both patterns together

Composing/Organising Sound

- Further development of the *Ti Hah* pattern
- Exploring the new *Gung Gung* pattern
- Exploring playing one pattern against the other

Listening

- Finding and establishing pulse
- Listening to the expert instructor
- Ensemble listening to call and response patterns
- Listening to the changes to the *Ti Hah* pattern
- Listening to the new pattern as a song and then played on the Djembe
- Listening to the two patterns being played together

Valuing

- Appreciating non-traditional sound sources
- Valuing the skill set of world music percussionists
- Appreciating how the position of the hand changes the sound
- Appreciating the difference between the three different ways of playing the Djembe
- Appreciating how the polyrhythms work when both patterns are played together

Resources for extension

- How to play the Djembe: Jim Donovan's Rhythmic foundation
<https://youtu.be/uFhOUXH5uM4>
- The Rhythm Studio: African Djembe Drumming Group
<https://youtu.be/3Bh0Uk26BMQ>
- Djembe Solo Jam – Western Contemporary Funk Fusion Drumset Style
<https://youtu.be/6h2d3u7b6YA>
- Polyrhythms <https://www.musicgateway.com/blog/how-to/polyrhythms-all-you-need-to-know>
- Steve Reich's – Clapping Music (notation) - <https://youtu.be/lzkOFJMI5i8>

- Steve Reich's – Clapping Music (performance)
<https://www.youtube.com/watch?v=QNZQzpWCTIA>
- Bucket Percussion (Spring 2017) - <https://youtu.be/LTRFwojjifg>

DJEMBE MODULE# 4: *Zebola* – the low drum part - Elliott Orr

Outcomes: St. 3: Mus 3.1, 3.2, 3.4

St.4: 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.11, 4.12

Performing

- Introducing the *Zebola* pattern and its background
- Exploring the low drum *Zebola* pattern phrase by phrase
- Performing the whole pattern using the correct hands and a song to help
- Performing the *Zebola* pattern with the Doundoun accompaniment
- Introducing the lead drum call and a bass part in 6/8
- Learning the introduction phrase by phrase as a call and response
- Transitioning from the introduction to the *Zebola* low drum pattern
- Performing the whole piece with the Doundoun accompaniment

Composing/Organising Sound

- Exploring the *Zebola* low drum pattern
- Exploring call and response patterns

Listening

- Finding and establishing pulse
- Listening to the expert instructor
- Ensemble listening to call and response patterns
- Listening to the *Zebola* low drum pattern sung and played on the Djembe
- Listening to the lead drum call and the bass part
- Listening to the transition between the introduction and the low drum *Zebola* pattern

Valuing

- Appreciating the role of vocal sounds in learning patterns
- Valuing the skill set of world music percussionists
- Appreciating how to use the right handling for the pattern
- Appreciating the impact of the accompaniment on the Doundoun
- Appreciating the Lead drum and bass part call and response

Resources for extension

- Refer to Michelle's rhythm modules
- Time signatures <https://www.musicnotes.com/now/tips/a-complete-guide-to-time-signatures-in-music/>
- Five(ish) Minute Dance Lesson - African Dance: Lesson 3: Dancing on the Clock <https://youtu.be/Ewqq-3xJFdI>
- Jalikunda African Drums take the Monserrat African Music Festival by storm <https://youtu.be/kZHfmgIb4mc>
- Traditional Djembe drummer <https://youtu.be/g4xXiKq8S0A>
- African Women Drum and Dance: Nimbaya <https://youtu.be/LG9LmFNzrZw>
- Remo Djembe Solo (Contemporary) – Earth demo <https://youtu.be/qdfN5FWH1-E>
- Lil dummer Badass! - <https://youtu.be/t3LkapHW-CY>

DJEMBE MODULE# 5: *Zebola* – the mid drum part - Elliott Orr

Outcomes: St. 3: Mus 3.1, 3.2, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.11, 4.12

Performing

- Introducing the mid drum part of the *Zebola* pattern and how it fits with the song
- Exploring the song *Zebola* phrase by phrase (including the calls in between)
- Performing the low drum pattern whilst singing the song *Zebola*
- Exploring the mid drum part using a Mnemonic (words) to help remember the pattern phrase by phrase
- Reinforcing the correct handling for the patterns
- Performing the whole mid drum pattern faster and faster
- Transitioning from the Song *Zebola*, to the call, to the *low drum* part and to the *mid drum* part
- Performing the low or mid drum part against the other
- Practise the pattern slowly and then gradually get faster as you gain confidence

Composing/Organising Sound

- Exploring how a song works with calls in between each phrase
- Exploring the mid drum part of *Zebola*
- Exploring how all the parts fit together

Listening

- Finding and establishing pulse
- Listening to the expert instructor
- Ensemble listening in call and response patterns
- Listening to the song *Zebola* sung phrase by phrase and how it fits with the accompanying patterns
- Listening to the mid drum pattern and the mnemonic to remember it
- Listening to how all the parts fit together

Valuing

- Valuing the skill set of world music percussionists
- Appreciating how to use the right handling for the pattern
- Appreciating the role of the song accompanied by the drum patterns
- Appreciating how a mnemonic helps to learn a pattern
- Appreciating when you do different things with both hands it extends you cognitively

Resources for extension

- Mnemonic <https://www.britannica.com/topic/mnemonic>
- Making a Djembe, Ghana West Africa Djembe direct <https://youtu.be/aLeede5z1vQ>
- Five(ish) minute dance lesson African dance lesson 1 https://youtu.be/4sWG_s0YayM
- Dundun dance Flash Mob, Melbourne Djembe <https://youtu.be/QbMiGRu5eZg>
- Awesome Djembe performance! <https://youtu.be/4g19eRur0v0>
- Interactive kitchen drum circle – Santi Carcasona https://youtu.be/C_ZO8Y5HA7s
- Kitchen Percussion Challenge with Justin Hines <https://youtu.be/gnmm2u5mtZl>
- Orff Beats – *An Approach to Drumming* - Book +CD and DVD – Christophe Maubach and Star Sherret, Bushfire Press

DJEMBE MODULE# 6: *Zebola* – the high drum part - Elliott Orr

Outcomes: St. 3: Mus 3.1, 3.2, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.11, 4.12

Performing

- Exploring playing the high drum pattern using a Mnemonic (words) to help remember the pattern phrase by phrase and what hand to use
- Reinforcing the speed of each drum part and how they work together
- Performing the whole high drum pattern twice
- Put it together with the song, the call, the *low drum* part, the bridge, the *mid drum* part, the bridge and the *high drum* part
- Pause and practice when you need to
- Explore playing one part against another
- Perform the different parts of *Zebola* with the Doundoun accompaniment

Composing/Organising Sound

- Exploring the high drum part of *Zebola*
- Exploring how all the parts fit together

Listening

- Finding and establishing pulse and how each part gets faster
- Listening to the expert instructor
- Listening to the high drum pattern and the mnemonic to remember it
- Listening to how all the parts fit together
- Listening to the parts of *Zebola* with the Doundoun accompaniment

Valuing

- Valuing the skill set of world music percussionists
- Appreciating how to use the right handling for the pattern
- Appreciating how a mnemonic helps to learn a pattern
- Appreciating how the *Zebola* parts fit together
- Appreciating how the *Zebola* parts fit with the Doundoun accompaniment

Resources for extension

- African djembe drummers in Paris Metro <https://youtu.be/RFiRJmGYrCg>
- How to Tune your Djembe <https://youtu.be/nXSdVDhzVg8>
- Milica Congolese Zebola Performance <https://youtu.be/zHb-rPNGwbl>
- Refer Anton Lock – Module # 4, 5 and 6
- Stomp – London – Bins <https://youtu.be/H5NOu2GqZmY>
- Kitchen Drumming – kitchen beats - <https://youtu.be/H8e4JzDf9zo>
- Stomp – 5 dishwashers are crazy - <https://youtu.be/IU4IVmQxHel>

Stage 4 – Years 7-8 Outcomes	MUSIC
Performing	4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts 4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles 4.3 Performs music demonstrating solo and/or ensemble awareness
Composing	4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing 4.5 Notates compositions using traditional and/or non-traditional notation 4.6 Experiments with different forms of technology in the composition process
Listening	4.7 Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas 4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire 4.9 Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study 4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context
Valuing	4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform 4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Music	Early Stage 1	Stage 1	Stage 2	Stage 3
Performing	MUES1.2 Participates in simple speech activities demonstrating an awareness of musical concepts.	MUS1.1 Sings plays and moves to music demonstrating an awareness of musical concepts.	MUS2.1 Sings plays and moves to a music, demonstrating a basic knowledge of musical concepts.	MUS3.1 Sings plays and moves to music individually and in groups, demonstrating a knowledge of musical concepts
Organising Sound	MUES1.2 Creates own rhymes, and simple compositions.	MUS1.2 Explores, creates, selects and organises sound in simple structures	MUS2.2 Improvises musical phrases, organises sounds and explains the reasons for choices.	MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.
		MUS1.3 Uses symbol systems to represent sounds.	MUS2.3 Uses commonly understood symbols to represent own work.	MUS3.3 Notates and discusses own work and the work of others.
Listening	MUES1.4 Listens to and responds to music	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.	MUS2.4 Identifies the use of musical concepts and musical symbols in repertoire.	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

