

# West African Djembe Drumming – A KS2/3 Scheme of Work Resource

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An Overview and ten lesson plans that will take your class from first skills to first performance.

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Include  
Empower  
Transform

This scheme of work for KS2/3 explores the many and varied musical styles of West Africa through the use of traditional Djembe drums. It will introduce your class to the basics of Djembe drumming, get them playing a variety of authentic music from the different countries of West Africa, and challenge their perceptions about music from this region.

The scheme of work is mapped to the National Curriculums of each country in the UK, and reflects the recommendations of the Ofsted Music Subject Report 2023. It includes opportunities to sing, play, and listen to authentic music from various different countries across West Africa, and to improvise and compose with stylistic awareness. This progressive 10 week scheme is fully inclusive and designed to engage and motivate your students in their music lessons.



Include  
Empower  
Transform

## West African Djembe Drumming – Primary Lesson Plans Overview

Lesson	Objectives	Content and Activities
<b>Lesson One</b>	<ul style="list-style-type: none"> <li>To learn how to hold the drums and maintain the correct playing position</li> <li>To learn <a href="#">Open tone</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in a teacher led discussion on West Africa, as well as learn how to correctly hold the drum.</li> <li><a href="#">Open tone</a> and some simple rhythms will be learnt.</li> </ul>
<b>Lesson Two</b>	<ul style="list-style-type: none"> <li>To learn <a href="#">Bass tone</a>.</li> <li>To maintain a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in warm-up exercises, learn the difference between <a href="#">Open tone</a> and <a href="#">Bass tone</a>.</li> <li>Students will understand the cipher of H and L in the score.</li> </ul>
<b>Lesson Three</b>	<ul style="list-style-type: none"> <li>To understand the connection between tempo and pulse, perform at different tempos and understand the difference between long and short notes.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in more complex warm-up exercises and will understand how to extend a sound into a roll.</li> <li>Students will understand the cipher of S and L in the score.</li> </ul>
<b>Lesson Four</b>	<ul style="list-style-type: none"> <li>To begin to learn our first West African tune, <a href="#">Conga</a>.</li> <li>To be able to put this rhythm into a musical structure.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in a full regime of warm-up exercises.</li> <li>Students will begin to piece together a full performance of a rhythm called '<a href="#">Conga</a>'.</li> </ul>
<b>Lesson Five</b>	<ul style="list-style-type: none"> <li>To understand how to develop the first West African tune, <a href="#">Conga</a>.</li> <li>To be able to add in a <a href="#">Call and Response</a> pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in a full regime of warm-up exercises.</li> <li>Students will separate out sections of '<a href="#">Conga</a>' and begin to learn <a href="#">Call and Response</a> technique.</li> </ul>
<b>Key Musical Vocabulary:</b> Africa, rhythm, djembe, <a href="#">Open tone</a> , High tone, <a href="#">Bass tone</a> , Low tone, <a href="#">Call and Response</a> , Master Drummer, repeat, structure, pattern, warm-up.		<b>Resources Required:</b> Djembe drums, performance space, whiteboard and sound system.
<b>All:</b> Will be able to play a simple pulse using <a href="#">Open tone</a> and <a href="#">Bass tone</a> .	<b>Most:</b> Will be able to perform a majority of the rhythm with minimal errors.	<b>Some:</b> Will take a lead role in directing and supporting others.

West African Djembe Drumming – Primary Lesson Plans Overview		
Lesson	Objectives	Content and Activities
<b>Lesson Six</b>	<ul style="list-style-type: none"> <li>To understand how to develop the first African tune, <a href="#">Conga</a>.</li> <li>To be able to add in a <a href="#">Call and Response</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in a full regime of warm-up exercises.</li> <li>Students will develop the main rhythm as well as consolidate the <a href="#">Call and Response</a> work.</li> </ul>
<b>Lesson Seven</b>	<ul style="list-style-type: none"> <li>To start creating a performance ready showcase of West African Drumming.</li> <li>To play with loud and soft dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in a full regime of warm-up exercises.</li> <li>Students will practice performing a substantial portion of the piece, linking different sections.</li> </ul>
<b>Lesson Eight</b>	<ul style="list-style-type: none"> <li>To further develop the performance of the <a href="#">Conga</a> tune.</li> <li>To create our own <a href="#">Call and Response</a> pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in a full regime of warm-up exercises.</li> <li>Students will practise and learn the full piece dynamically, building sections up using <a href="#">Call and response</a> in between.</li> </ul>
<b>Lesson Nine</b>	<ul style="list-style-type: none"> <li>To be able to play the <a href="#">Conga</a> tune structure ready for performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in a full regime of warm-up exercises.</li> <li>Students will practise the full structure ready for the performance next session.</li> </ul>
<b>Lesson Ten</b>	<ul style="list-style-type: none"> <li>To perform the full <a href="#">Conga</a> arrangement to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Students will perform their set piece in front of an audience.</li> </ul>
<b>Key Musical Vocabulary:</b> Africa, rhythm, djembe, <a href="#">Open tone</a> , High tone, <a href="#">Bass tone</a> , Low tone, <a href="#">Call and Response</a> , Master Drummer, repeat, structure, pattern, warm-up.		<b>Resources Required:</b> Djembe drums, performance space, whiteboard & sound system
<b>All:</b> Will be able to play a simple pulse using <a href="#">Open tone</a> and <a href="#">Bass tone</a> .	<b>Most:</b> Will be able to perform a majority of the rhythm with minimal errors.	<b>Some:</b> Will take a lead role in directing and supporting others.

<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson One – Quick Reference</b>	<b>Page Reference</b>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>To learn how to hold the drums and maintain the correct playing position.</li> <li>To learn <a href="#">Open tone</a>.</li> </ul>	<p><a href="#"><u>Andy Gleadhill's West African Drumming Book 1</u></a></p>
<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>Students will be able to control the drums and play an <a href="#">Open tone</a> with the correct hand position.</li> </ul>	
<p><b>Warm-up and Starter</b></p> <ul style="list-style-type: none"> <li>Watch this video to introduce the music of Africa: <a href="#">Introducing The Music Of Africa</a></li> <li>Talk about the music of Africa and the importance of drumming.</li> <li>Students should become relaxed and “Ready to Play”. With students copying you, shake your arms and hands loosely by your side and roll your head around to relax the neck.</li> </ul>	<p><i>Chapter 1: Introduction.</i></p>
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>With the students in a semi-circle facing the teacher, explain the correct way to hold the drum while seated.</li> <li>Explain why the drum has to be held in the correct position off the floor.</li> <li>Explain the correct hand position on the drum and playing technique to create the “<a href="#">Open tone</a>”.</li> <li>Explain the Meaning of the letters R and L and concentrate on maintaining a steady beat (<a href="#">Exercise 1a</a>).</li> </ul>	<p><i>Chapter 2: Basic Playing Techniques; Playing position, Producing the sounds, the <a href="#">Open tone</a> and Setting up the room.</i></p> <p><i>Chapter 3: Grid Music.</i></p> <p><i>Chapter 4: Warm-up Exercises; <a href="#">1a</a>.</i></p>
<p><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>Play simple four beat rhythms for the students to play straight back to you in a <a href="#">Call and Response</a> style.</li> <li>Ask the students to improvise their own 4 beat rhythm for a partner to copy back.</li> </ul>	<p><i>Chapter 5: Call and Response; A Rhythm to Repeat.</i></p>
<p><b>Performance &amp; Plenary</b></p> <ul style="list-style-type: none"> <li>Help the students play a performance of exercise 4A.</li> <li>What went well?</li> <li>What can be done better next time?</li> <li>Ask the students to agree on what went well and what needs to be worked upon.</li> </ul>	

<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson Two – Quick Reference</b>	<b>Page Reference</b>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>To learn <a href="#">Bass tone</a>.</li> <li>To maintain a steady beat.</li> </ul>	<p><a href="#">Andy Gleadhill's West African Drumming Book 1</a></p>
<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>Students understand the difference between <a href="#">Open tone</a> and <a href="#">Bass tone</a> on the djembe and be able to play with a steady rhythm.</li> </ul>	
<p><b>Warm-up and Starter</b></p> <ul style="list-style-type: none"> <li>Get the students “ready to play”.</li> <li>Students to revise drum holding and posture for an <a href="#">Open tone</a> on the djembe.</li> <li>Play warm-up exercise <a href="#">1a</a>, a steady beat, one hand after the other.</li> </ul>	<p><i>Chapter 2: Basic Playing Techniques; Producing the sounds, <a href="#">The Open tone</a> and Setting up the room.</i></p> <p><i>Chapter 3: Grid Music.</i></p> <p><i>Chapter 4: Warm-up Exercises; <a href="#">1a</a>.</i></p>
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>Watch and listen to the master drummer M'Bemba Bangoura playing a short djembe solo and note that he is able to get different tones (sounds/timbres) out of the instrument: <a href="#">Djembe Solo by Master Drummer: M'Bemba Bangoura</a></li> <li>Explain the difference between an “<a href="#">Open tone</a>” and “<a href="#">Bass tone</a>” sound on the djembe.</li> <li>Explain the technique required to produce a <a href="#">Bass tone</a> on the djembe.</li> </ul>	<p><i>Chapter 2: Basic Playing Techniques; <a href="#">The Open tone</a>, <a href="#">The Bass tone</a>.</i></p> <p><i>Chapter 3: Grid Music.</i></p> <p><i>Chapter 4: Warm-up Exercises; <a href="#">Highs and Lows – 2a</a></i></p>
<p><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>Revise the concept of <a href="#">Call and Response</a> and work on increasing the accuracy of the “repeat after me” rhythms.</li> <li>Have the students make up their own rhythms for others to copy, focusing on making sure their rhythm has 4 beats, and uses both open and bass tones.</li> </ul>	<p><i>Chapter 5: Call and Response; A Rhythm to Repeat.</i></p>
<p><b>Performance &amp; Plenary</b></p> <ul style="list-style-type: none"> <li>Help the students play a performance of Four Highs and Four Lows.</li> <li>What went well?</li> <li>What can be done better next time?</li> <li>Ask the students to agree on what went well and what needs to be worked upon.</li> </ul>	

<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson Three – Quick Reference</b>	<b>Page Reference</b>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>To understand the connection between tempo and pulse.</li> <li>To understand different tempi by playing a steady beat played at a normal tempo, followed by double speed, normal speed and half speed.</li> <li>To understand the difference between long and short notes.</li> </ul>	<p><a href="#"><u>Andy Gleadhill's West African Drumming Book 1</u></a></p>
<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>Students will be able to maintain a steady pulse and switch to double speed and half speed whilst maintaining a consistent underlying pulse throughout.</li> <li>Students will be able to play a combination of long and short notes.</li> </ul>	
<p><b>Warm-up and Starter</b></p> <ul style="list-style-type: none"> <li>Watch and listen to this drumming performance, and by clapping or moving along note the changes of tempo and use of short and long notes: <a href="#"><u>Djembe Drumming - Meendjaani</u></a></li> <li>Get the students “ready to play”. Play warm-up exercises with a steady rhythm, one hand after the other, <a href="#"><u>RLRL RLRL</u></a></li> <li>Play warm-up exercises with a steady rhythm, two beats per hand, <a href="#"><u>RRLR RRLR</u></a>.</li> <li>Play warm-up exercises with a steady rhythm, using a paradiddle of mixed beats, <a href="#"><u>RLRR LRLR</u></a>.</li> </ul>	<p><i>Chapter 4: Warm-up Exercises; <a href="#"><u>1a</u></a>, <a href="#"><u>1b</u></a>, <a href="#"><u>1c</u></a>.</i></p>
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>Explain that so far we have only played short notes on the djembe. To play a long note we need to sustain the sound by performing a drum roll by using one hand after the other as quickly as possible.</li> <li>We now need to control the fast roll to equal the same amount of time as two short notes.</li> </ul>	<p><i>Chapter 4: Warm-up Exercises; <a href="#"><u>3a</u></a>, <a href="#"><u>3b</u></a>, <a href="#"><u>3c</u></a> and <a href="#"><u>3d</u></a>.</i></p>
<p><b>Independent Work</b></p> <p>Ask students to work in pairs to create two <a href="#"><u>Call and Response</u></a> rhythms, at different tempo.</p>	<p><i>Chapter 5: Call and Response; A Rhythm to Repeat.</i></p>
<p><b>Performance &amp; Plenary</b></p> <ul style="list-style-type: none"> <li>Play a performance of two short notes followed by one long note of the same musical duration. Split the class into two groups with one half playing ‘Short, Short, Long’ and the other half playing ‘Long, Short, Short’ (Exercise 3c).</li> <li>What went well? What can be done better next time? Ask the students to agree on what went well and what needs to be worked upon.</li> </ul>	

<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson Four – Quick Reference</b>	<b>Page Reference</b>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>To begin to learn our first West African tune, <a href="#">Conga</a>.</li> <li>To be able to put this rhythm into a musical structure.</li> </ul>	<p><a href="#"><i>Andy Gleadhill's West African Drumming Book 1</i></a></p>
<p><b>Outcome</b></p> <p>Students will learn and play different rhythms. Students will then be able to put these rhythms together into a musical structure.</p>	
<p><b>Warm-up and Starter</b></p> <ul style="list-style-type: none"> <li>Listen to Inkanyezi Nezazi by Ladysmith Black Mambazo. Discuss the feel and mood of this music, and how it represents a different side of West African music, because Africa is a continent full of different musical traditions. What can the pupils remember about West African music from the video in lesson 1 <a href="#">Inkanyezi Nezazi by Ladysmith Black Mambazo</a></li> <li>Get the students “ready to play”. From now on all lessons can begin with the warm-up exercises of; <a href="#">RLRL RLRL</a> <a href="#">RRL RRL</a> <a href="#">RLRR LRL</a></li> </ul>	<p><i>Chapter 4: Warm-up Exercises; <a href="#">1a</a>, <a href="#">1b</a>, <a href="#">1c</a>, <a href="#">2a</a>, <a href="#">2b</a>, <a href="#">2c</a>, <a href="#">3a</a> and <a href="#">3b</a>.</i></p>
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>Learning <a href="#">Conga</a>. Begin by modelling the four beat phrase “Everybody” on the <a href="#">Bass tone</a> and the students responding with the two beat “<a href="#">Conga</a>” on the <a href="#">Open tone</a>.</li> <li>Split the group with one half playing the four beat “Everybody” and the other half playing the two beat “<a href="#">Conga</a>”.</li> </ul>	<p><i>Chapter 9: Ten Tunes; Tune 7 – <a href="#">The Conga</a>.</i></p> <p><i>Chapter 6: Creating a Performance.</i></p>
<p><b>Independent Work</b></p> <p>Using their two different tempo rhythms from last lesson, or creating new ones, ask the students to label these as A and B and experiment with different structures for their <a href="#">Call and Response</a> e.g. ABA, AAB, ABAA</p>	<p><i>Chapter 5: Call and Response; A Rhythm to Repeat.</i></p>
<p><b>Performance &amp; Plenary</b></p> <ul style="list-style-type: none"> <li>Try a basic performance of the beginnings of the rhythm <a href="#">Conga</a> that has been taught this lesson.</li> <li>What went well?</li> <li>What can be done better next time?</li> <li>Ask the students to agree on what went well and what needs to be worked upon.</li> </ul>	



<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson Five – Quick Reference</b>	<b>Page Reference</b>
<p><b>Objective</b> To understand how to develop the first West African tune, <a href="#">Conga</a>. To be able to add in a <a href="#">Call and Response</a> pattern.</p>	<p><a href="#">Andy Gleadhill's West African Drumming Book 1</a></p>
<p><b>Outcome</b> Students will be able to play different parts of the West African tune. Students will understand how the <a href="#">Call and Response</a> works within the performance.</p>	
<p><b>Warm-up and Starter</b></p> <ul style="list-style-type: none"> <li>Learn the song Sansa Kroma. You can find a video of this song along with the sheet music, lyrics, and background information here: <a href="#">Sansa Kroma Notes &amp; Lyrics</a></li> <li>Get the students “ready to play”.</li> <li>Go through the full warm up regime; <a href="#">RLRL RLRL</a>                      <a href="#">RRLR RRLR</a>                      <a href="#">RLRR RLRL</a> <a href="#">HLHL HLHL</a>                      <a href="#">HHLL HHLL</a>                      <a href="#">HLHH LHLL</a> and Short, Short, Long. Split into two groups and add Long, Short, Short.</li> </ul>	<p><i>Chapter 4: Warm-up Exercises; <a href="#">1a</a>, <a href="#">1b</a>, <a href="#">1c</a>, <a href="#">2a</a>, <a href="#">2b</a>, <a href="#">2c</a>, <a href="#">3a</a> and <a href="#">3b</a>.</i></p>
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>In addition to the previous lesson’s <a href="#">Conga</a> rhythm, students are now to play both parts together. Four <a href="#">Bass tones</a> for “Everybody” and then two <a href="#">Open tones</a> for “Conga”.</li> <li>Play the two <a href="#">Open tones</a> as flams with both hands striking the drum together.</li> <li>Teach the students the “Eating Bananas” rhythm as a <a href="#">Call and Response</a> activity after two blasts on a whistle.</li> </ul>	<p><i>Chapter 9: Ten Tunes; Tune 7 – <a href="#">The Conga</a>. Chapter 6: <a href="#">Creating a Performance</a>. Drums for Schools YouTube Videos. Drums for Schools MP3 Downloads. <a href="#">Chapter 5: Call and Response</a>; A Rhythm to Repeat.</i></p>
<p><b>Independent Work</b></p> <p>Ask the students to practise the Eating Bananas <a href="#">Call and Response</a> in pairs.</p>	<p><i>Chapter 5: <a href="#">Call and Response</a>; A Rhythm to Repeat.</i></p>
<p><b>Performance &amp; Plenary</b></p> <ul style="list-style-type: none"> <li>From now on, end each lesson with a performance of the <a href="#">Conga</a> rhythm, adding in the new material that has been learned each lesson.</li> <li>Discuss with the students how they think they are progressing. Are all the students engaged for the whole lesson? What are the students enjoying?</li> </ul>	



<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson Six – Quick Reference</b>	<b>Page Reference</b>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>To understand how to develop the first West African tune, <a href="#">Conga</a>.</li> <li>To be able to add in a <a href="#">Call and Response</a> pattern.</li> </ul>	<p><a href="#">Andy Gleadhill's West African Drumming Book 1</a></p>
<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>Students will be able to play different parts of the African tune</li> <li>Students will understand how the <a href="#">Call and Response</a> works within the performance.</li> </ul>	
<p><b>Warm-up and Starter</b></p> <ul style="list-style-type: none"> <li>Sing Sansa Kroma, adding the cup passing action as seen in the video here (in the original game children pass rocks around the circle): <a href="#">Sansa Kroma Notes &amp; Lyrics</a></li> <li>Get the students “ready to play”.</li> <li>Go through the full warm up regime;            <a href="#">RLRL RLRL</a>                      <a href="#">RRLL RRLL</a>                      <a href="#">RLRR LRLL</a>  <a href="#">HLHL HLHL</a>                      <a href="#">HHLL HHLL</a>                      <a href="#">HLHH LHLL</a>  and Short, Short, Long.         </li> <li>Split into two groups and add Long, Short, Short.</li> </ul>	<p><i>Chapter 4: Warm-up Exercises; <a href="#">1a</a>, <a href="#">1b</a>, <a href="#">1c</a>, <a href="#">2a</a>, <a href="#">2b</a>, <a href="#">2c</a>, <a href="#">3a</a>, <a href="#">3b</a> and <a href="#">3c</a>.</i></p>
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>Practise the <a href="#">Conga</a> rhythm with only the leader playing the four beat <a href="#">Bass tone</a> “Everybody” part and the group responding with the two beat <a href="#">Open tone</a> “Conga” part.</li> <li>Split the group into two with half playing “Everybody” and the rest responding with “Conga”.</li> <li>Build up to everybody playing the full tune together.</li> <li>Now play the “Eating Bananas” rhythm after two blasts on the whistle. Follow this with the “Gives You Energy” rhythm after two further blasts.</li> </ul>	<p><i>Chapter 9: Ten Tunes; Tune 7 – <a href="#">The Conga</a>. Chapter 6: <i>Creating a Performance</i>. Drums for Schools YouTube Videos. Drums for Schools MP3 Downloads. Chapter 5: <i>Call and Response</i>; Exercise 2a. Drums for Schools MP3 Downloads.</i></p>
<p><b>Independent Work</b></p> <p>In small groups, build your own piece of music from invented call and response rhythms. Experiment with changing the dynamics for each new rhythm to add contrast to your overall structure.</p>	
<p><b>Performance &amp; Plenary</b></p> <ul style="list-style-type: none"> <li>Perform the three parts of the <a href="#">Conga</a> tune learned so far.</li> <li>What went well? What can be done better next time? Ask the students to agree on what went well and what needs to be worked upon.</li> <li>Discuss with the students how they think they are progressing. Are all the students engaged for the whole lesson? What are the students enjoying?</li> </ul>	

<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson Seven – Quick Reference</b>	<b>Page Reference</b>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>To start creating a performance-ready showcase of West African Drumming.</li> <li>To play with loud and soft dynamics.</li> </ul>	<p><a href="#"><u>Andy Gleadhill's West African Drumming Book 1</u></a></p>
<p><b>Outcome</b></p> <p>Students will be play confidently and musically using a range of planned dynamics.</p>	
<p><b>Warm-up and Starter</b></p> <ul style="list-style-type: none"> <li>Get the students “ready to play”.</li> <li>Go through the full warm-up regime and sing and play the Sansa Kroma game.</li> <li>Introduce dynamics by having half the group perform ‘Short, Short, Long’ using <a href="#"><u>Bass tone</u></a>, <a href="#"><u>Bass tone</u></a>, <a href="#"><u>Open tone</u></a>. They are to play the <a href="#"><u>Bass tones</u></a> as quietly as possible and the <a href="#"><u>Open tones</u></a> as loudly as possible.</li> <li>The other half of the group are to play <a href="#"><u>Open tone</u></a>, <a href="#"><u>Open tone</u></a>, <a href="#"><u>Bass tones</u></a> to the same rhythm, with their initial <a href="#"><u>Open tones</u></a> as loud as possible and the <a href="#"><u>Bass tones</u></a> as quiet as possible.</li> </ul>	<p><i>Chapter 4: Warm-up Exercises; <a href="#"><u>1a</u></a>, <a href="#"><u>1b</u></a>, <a href="#"><u>1c</u></a>, <a href="#"><u>2a</u></a>, <a href="#"><u>2b</u></a>, <a href="#"><u>2c</u></a>, <a href="#"><u>3a</u></a>, <a href="#"><u>3b</u></a> and <a href="#"><u>3c</u></a>.</i></p>
<p><b>Main Activity</b></p> <p>Practise linking the three sections of the <a href="#"><u>Conga</u></a> tune together with the “Eating Bananas” <a href="#"><u>Call and Response</u></a>.</p>	<p><i>Chapter 9: Ten Tunes; Tune 7 – <a href="#"><u>The Conga</u></a>. Chapter 6: <i>Creating a Performance.</i></i></p> <p>Drums for Schools YouTube Videos. Drums for Schools MP3 Downloads.</p>
<p><b>Independent Work</b></p> <p>Students can continue to play the whole of the “Eating Bananas” <a href="#"><u>Call and Response</u></a> in small groups and start to use it to join together the different sections of the <a href="#"><u>Conga</u></a> tune.</p>	<p><i>Chapter 5: Call and Response; Exercise 2a.</i></p> <p>Drums for Schools MP3. Downloads.</p>
<p><b>Performance &amp; Plenary</b></p> <ul style="list-style-type: none"> <li>Watch this performance by Jalikunda African Drums and discuss what makes it a ‘good’ performance: <a href="#"><u>Jalikunda African Drums   Montserrat African Music Festival</u></a></li> <li>Perform Conga</li> <li>Discuss with the students what went well &amp; what needs to be improved.</li> <li>Discuss with the students how they think they are progressing. Are all the students engaged for the whole lesson? What are the students enjoying?</li> </ul>	

<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson Eight – Quick Reference</b>	<b>Page Reference</b>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>To further develop the performance of the <a href="#">Conga</a> tune.</li> <li>To create our own <a href="#">Call and Response</a> pattern.</li> </ul>	<p><a href="#"><i>Andy Gleadhill's West African Drumming Book 1</i></a></p>
<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>Students will know the structure of their performance.</li> <li>Students will work together effectively to create their own <a href="#">Call and Response</a> pattern.</li> </ul>	
<p><b>Warm-up and Starter</b></p> <ul style="list-style-type: none"> <li>Watch this video of a choral arrangement of Sansa Kroma and discuss how it might challenge some of your pupils' preconceptions about 'West African Music'. This is a fusion of traditional Ghanaian style and European classical style, written and performed by Ghanaian musicians. <a href="#">Sansankroma   Ghanaian Folk</a></li> <li>Get the students "ready to play".</li> <li>Go through the full warm-up regime.</li> </ul>	<p><i>Chapter 4: Warm-up Exercises; <a href="#">1a</a>, <a href="#">1b</a>, <a href="#">1c</a>, <a href="#">2a</a>, <a href="#">2b</a>, <a href="#">2c</a>, <a href="#">3a</a>, <a href="#">3b</a> and <a href="#">3c</a>.</i></p>
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>Practise the <a href="#">Conga</a> tune with only the leader playing the four beat <a href="#">Bass tone</a> "Everybody" part and the group responding with the two beat <a href="#">Open tone</a> "<a href="#">Conga</a>" part.</li> <li>Split the group into two with half playing "Everybody" and the rest responding with "<a href="#">Conga</a>".</li> <li>Build up to everybody playing the full tune together.</li> <li>Practise this again, but in-between each section, use the "Eating Bananas" <a href="#">Call and Response</a> rhythm to change between each of the three sections seamlessly.</li> <li>Pick one of the students' own <a href="#">Call and Response</a> sections to finish the piece.</li> </ul>	<p><i>Chapter 9: Ten Tunes; Tune 7 – <a href="#">The Conga</a>. Chapter 6: Creating a Performance. Drums for Schools YouTube Videos. Drums for Schools MP3 Downloads.</i></p>
<p><b>Independent Work</b></p> <p>Students can perfect their own <a href="#">Call and Response</a> patterns to finish the performance.</p>	<p><i>Chapter 5: A Rhythm to Repeat. Chapter 6: Creating a Performance.</i></p>
<p><b>Performance &amp; Plenary</b></p> <ul style="list-style-type: none"> <li>Practise performing the whole piece including their own <a href="#">Call and Response</a> section.</li> <li>Discuss with the students how they are responding to the task of creating their own <a href="#">Call and Response</a> rhythms. What is going well? What can they do to improve them?</li> <li>Finish by singing and playing the Sansa Kroma game.</li> </ul>	

<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson Nine – Quick Reference</b>	<b>Page Reference</b>
<p><b>Objective</b> To be able to play the entire <a href="#">Conga</a> tune structure ready for performance.</p>	<p><a href="#"><i>Andy Gleadhill's West African Drumming Book 1</i></a></p>
<p><b>Outcome</b> Students will be able to perform the entire <a href="#">Conga</a> tune and structure with confidence.</p>	
<p><b>Warm-up and Starter</b></p> <ul style="list-style-type: none"> <li>Listen to this version of Sansa Kroma without revealing that it is by British composer Alexander L'Estrange, and compare and contrast this with the version you listened to last lesson. See if this throws up any interesting discussion about the musical 'authenticity' of the different versions – many children will think this version is more 'authentic' than the choral version from last week, despite it being written and performed by musicians from outside the Ghanaian culture: <a href="#">Zimbe   Sansa Kroma</a></li> <li>Get the students "ready to play".</li> <li>Go through the full warm-up regime.</li> <li>Practice being "Ready to Perform Before an Audience".</li> </ul>	<p><i>Chapter 4: Warm-up Exercises; <a href="#">1a</a>, <a href="#">1b</a>, <a href="#">1c</a>, <a href="#">2a</a>, <a href="#">2b</a>, <a href="#">2c</a>, <a href="#">3a</a>, <a href="#">3b</a> and <a href="#">3c</a>.</i></p>
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>Practise the <a href="#">Conga</a> tune using the agreed structure.</li> <li>"Eating Bananas" <a href="#">Call and Response</a>. Leader plays the four Bass tone rhythm of "Everybody" and the group responds with the two beat Open tone "<a href="#">Conga</a>" rhythm. "Eating Bananas" <a href="#">Call and Response</a>. Split the group so that half play "Everybody" and the other half play "<a href="#">Conga</a>". "Eating Bananas" <a href="#">Call and Response</a>. Everybody playing the full rhythm together. Student created <a href="#">Call and Response</a> to finish.</li> </ul>	<p><i>Chapter 9: Ten Tunes; Tune 7 – <a href="#">The Conga</a>. Chapter 6: Creating a Performance. Drums for Schools YouTube Videos. Drums for Schools MP3 Downloads.</i></p>
<p><b>Independent Work</b> Students can perfect their own <a href="#">Call and Response</a> patterns to finish their performances.</p>	<p><i>Chapter 6: Creating a Performance</i></p>
<p><b>Performance &amp; Plenary</b></p> <ul style="list-style-type: none"> <li>Practise performing the whole piece including their own <a href="#">Call and Response</a> section.</li> <li>Discuss with the students what they hope to achieve with their performance.</li> <li>How will they know if it has gone well?</li> <li>Sing and play the Sansa Kroma game to finish the lesson.</li> </ul>	



<b>West African Djembe Drumming – KS2/3 Lesson Plans</b>	
<b>Lesson Ten – Quick Reference</b>	<b>Page Reference</b>
<b>Objective</b> To perform the full <a href="#">Conga</a> arrangement to an audience.	<a href="#">Andy Gleadhill's West African Drumming Book 1</a>
<b>Outcome</b> <ul style="list-style-type: none"><li>• Students will have a sense of achievement by performing “in public” to an audience.</li><li>• Students will have a sense of pride in a piece of music that they have had a hand in composing and structuring.</li></ul>	
<b>Warm-up and Starter</b> Relax and become “Ready to Perform”.	<i>Chapter 6: Creating a Performance.</i>
<b>Main Activity</b> <ul style="list-style-type: none"><li>• The Performance.</li><li>• Try to make the performance as much as an “event” as possible. Invite parents, friends or other classes to come and watch. Dress up in traditional West African colours and prepare some African food to share.</li><li>• You could also teach your audience to sing and play the Sansa Kroma game.</li><li>• Most importantly, enjoy sharing what the students have achieved.</li></ul>	<i>Chapter 9: Ten Tunes; Tune 7 – <a href="#">The Conga</a>. Chapter 6: Creating a Performance. Drums for Schools YouTube Videos. Drums for Schools MP3 Downloads.</i>
<b>Plenary</b> <ul style="list-style-type: none"><li>• Watch the performance back if you are able to.</li><li>• Discuss with the students what went well.</li><li>• What would they like to perform next time?</li><li>• What would they do differently next time?</li><li>• What can the students tell you about the music of Africa?</li></ul>	