



Vocabulary	
<b>duration</b>	how long or short a note, phrase, section, or composition lasts.
<b>rhythm</b>	the pattern of long and short sounds as you move through the song
<b>Africa</b>	the world's second largest and second most populous continent.
<b>Kenya</b>	an equatorial country in East Africa.
<b>pitch</b>	The highness or lowness of a sound
<b>Tuned instrument</b>	An instrument that produces one or more indefinite notes.
<b>Timbre</b>	the <b>tone</b> or unique quality of a sound
<b>mbira</b>	an African musical instrument that consists of a wooden or gourd resonator and a varying number of tuned metal or wooden strips that vibrate when plucked
<b>balafon</b>	a large xylophone with hollow gourds as resonators, used in West African music
<b>kora</b>	a West African musical instrument shaped like a lute, with 21 strings passing over a high bridge, and played like a harp.

**I need to know:**

Music from different countries around the world sounds different because it uses different instruments and different rhythms. Kenya is a country in continent called Africa and a lot of African music uses drums, voices, and other percussion instruments that are different to those that we use in the

UK.

**I need to know (continued):**

The pulse of a piece of music helps you to keep in time with the beat. Pulse is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM). Rhythm is the pattern of long and short sounds as you move through the song.

Children will explore the story of Handa, who is a part of the Luo tribe in Kenya and sets out on a journey to her friend Akeyo, bearing fruit as a gift. They will explore the syllables in the names of different fruits and learn to play the rhythms of the names of these fruits as part of a call and response pattern.

Children will explore the different timbre of African music and learn about some African musical instruments. They will learn how to replicate the sound of the balafon on the glockenspiel and be able to identify and play the notes C, E and G.

Children will listen to music performed by Kenyan groups and learn to listen to, identify and clap the pulse of different songs. They will learn about how people living in the slums of Nairobi have made their own percussion instruments to perform together and will make their own instruments on which to play.

**I need to do:**

Listen, identify and recognise different rhythm patterns

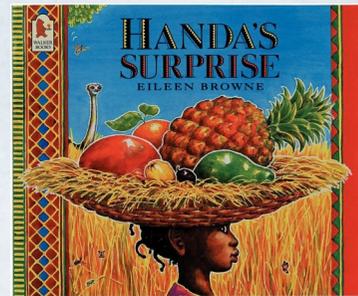
Correctly pitch a response

Identify instrumental timbres of non-European music

**Prior knowledge:**

Children already understand that music can be written down and that different symbols and letters indicate when to play loudly and softly. They know that percussion instruments make a sound when struck or shook and have practised creating their own body percussion.

Children understand that there are both tuned and untuned percussion instruments and that different percussion instruments have different tones.



Can I recognise different rhythm patterns and use pulse to keep in time?

Can I identify instrumental timbre of non-European music and correctly pitch a response?

Can I listen to, internalise, and perform different rhythm patterns?

Can I perform rhythms accurately in a group?

Can I maintain pulse within a group performance?

Can I follow a musical structure?