



Subject Theme Overview	Year	3	Charlton Kings Junior School
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Subject	Music	Theme	Rhythm - Djembe	Term	6
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What should I know already?		What should I be able to do by the end of the unit?	
- The difference between pulse and rhythm - How to repeat simple rhythms on untuned percussion. - How to describe music using simple vocabulary, e.g. pitch, tempo, texture and timbre		- Use djembe drums to perform call and response and echoed patterns individually and as part of an ensemble - Respond to changes in dynamics when performing - Use djembe drums to improvise rhythms - Read and play simple rhythms that use formal notation	
What should I know by the end of the unit?			Key Musical Vocabulary
Technical	Constructive	Expressive	
- Know how to produce a range of sounds using percussion instruments, including on djembe drums - Know how to read simple rhythmic notation. - Know how to internalise the pulse.	- Know how to demonstrate rhythmic understanding through pulse, down beat, call and response, question and answer, and echo phrases, including short 'on-the-spot' responses - Know how to use musical vocabulary to describe the sounds that are heard.	- Know how to be creative in response to a stimulus. - Know the place of drumming in African music - Know how to perform with expression and changes in dynamics.	Duration – How long or short a note is Dynamics – How loud or soft a note is Tempo – How fast or slow the music is Texture – The layers of sound in the music Structure – How the piece of music is organised Pulse – The steady beat of the music Rhythm – Long and short notes put together Down beat – The first beat of the bar – often the strongest beat Call and response – A repeated musical phrase Question and Answer – Similar to call and response but the answering phrase may be different.