

MfBB Project Learning Objectives: Year 3 Djembe

National Curriculum Statements: Lower KS2 year 3 and 4, (7-9 year old)

1. Play and perform in a) solo and b) ensembles contexts, using voices and instruments.
2. Improvise and compose.
3. Use and understand a) staff and b) other notations.
4. Listen to and appreciate a wide range of music from a) different traditions and from b) great composers and c) musicians.
5. Have an understanding of the history of music.

	Year 3 Progression Map Statements <i>The objectives in BLUE will be covered in this project</i>	Project Learning Objectives - Children will...
Singing (S)	<ol style="list-style-type: none"> 1. Sing with appropriate phrasing /breathing 2. Sing with a larger range of notes 3. Sing in two parts (e.g. a round in a large group) 4. Sing with clear diction 5. Sing songs from different musical genres/ cultures (e.g. rock, folk, traditional, historical, lullaby, African chant, Gospel, Raga, Hymns) 	sing songs appropriate to the project that will support their learning
Playing (P)	1. Keep a steady pulse	learn to recognise a steady pulse and stay in time
	2. Play simple rhythms from traditional notation /graphic notation	learn to read and play crotchet notes and rests and quavers grouped in 2s using graphic and traditional notation
	3. Demonstrate the difference between pulse and rhythm	play in time with the beat/pulse and play simple rhythms in time
	4. Play a simple melody solo or in a group	play a "drum melody" using high and low sounds on the drum as well as other sound effects
	5. Play an accompaniment part (e.g. drone, repeating rhythmic part)	play a repeating pattern as an accompaniment to a song
	6. Interpret simple graphic score	
	7. Show awareness and blend with others when performing	learn to play as part of a group by playing in time, starting and stopping together and playing at a suitable dynamic (loudness)
Creating (C) Improvise and Composing	1. Improvise freely using 3 given notes	improvise 4 beats using low and high sounds as part of this area of learning
	2. Clap back a different simple rhythm	clap and play back same and different simple rhythms in time
	3. Create a simple rhythmic passage	create and play a rhythmic passage as a group
	4. Create and play a simple graphic score on a theme	
	5. Create a soundscape or story - include, pitch, tempo and a start / ending	
Listening and Understanding (L)	1. Describe a single piece in terms of tempo, dynamics and mood	learn about tempo, dynamics and mood and discuss these in relation to musical examples that we listen to together
	2. Identify simple structures (repeating melody, introduction, verse/chorus)	use and understand the terms melody, repeat, introduction, ending, verse and chorus
	3. Identify simple genres e.g. pop, folk, classical, rap, Bhangra	play in different styles as part of this area of learning
	4. Identify classroom instruments and describe their timbre	learn about their instrument as an instrument and as part of the percussion family as part of this area of learning
	5. Identify the difference between pitched and non-pitched instruments	