



## World Music Course for Key Stage 2

- Adaptable to suit school topics and subject areas
- Link with world festivals and important cultural events
- Can be tailored to Key Stage 1 and Secondary Ed Stages
- Covers all core elements of Primary Music education
- Cross-curricular value-added elements (e.g. History, Geography, Languages)

**This syllabus is designed for Key Stage 2 level children and takes in a wide range of world festivals, drumming styles, tuned percussion and songs, through which the basic elements of music will be learnt and enjoyed over two terms.**

The music lessons in this syllabus have been adapted from the class music workshops and performances I have been delivering for many years in schools. One of the key strengths of the class workshop format is that all ensemble work is very inclusive, with everyone in the class given equal opportunity in terms of the different instruments they are playing and their contribution to the overall sound.

I believe in providing a wide-range of experiences from around the world while at the same time keeping in focus the key music education elements present in all the styles; those of pulse, tempo, timbre, dynamics, harmony, rhythmic understanding and execution, ensemble playing, listening skills, musical self-expression and the joy of discovery. My aim is to develop these core skills while at the same time giving the children a positive and fun experience of participating in multicultural music, with all its sonic and visual stimuli. Alongside this, I also introduce music notation into the sessions, which can help children who may want to continue learning music.

This course is flexible and can be adapted to all age groups from KS1 through to Secondary Key Stages. Keeping the syllabus flexible also allows for incorporating particular themed events taking place in the world, such as the Olympics or World Cup, and can also be adapted to tie in with topics that are



being covered within the school, e.g. Aztecs, Harvest Festival, Hot and Cold (countries), Carnivals.

## **Spring Term (10 weeks study)**

### **Asia**

#### **Chinese New Year Festival (2 weeks study)**

Luogu Orchestra using gongs and cymbals to create rhythms that accompany the Dragon Dance (Long Wu) and Lion Dance (Shi Wu) in traditional Chinese parades

#### **Diwali Indian Hindu Festivals (2 weeks study)**

Dhol drumming from the Punjab, accompanying Bhangra dance, Punjab weddings and the Diwali festival celebrations. All children use a mixture of Dhol drums and tambourines, tambours, bass drums and Indian bells to create class size Indian dance rhythms.

### **Africa**

#### **Djembe Drumming of West Africa (2 weeks study)**

Djembes and additional percussion such as cowbells, shekere shakers and djun djun drums are taught to create exciting African beats using mnemonic word sounds to form rhythms. I apply African wild-life such as a Lion, Giraffe, Cheetah, Zebra, Snake, Crocodile, Elephant, Chimpanzee to form the word rhythms. Traditional songs such as 'Jambo' from Kenya, are also taught.



## **Marimba Bands of Southern Africa (1 week study)**

The countries of Southern Africa noted for their beautiful wooden marimba sounds include Zimbabwe, whose Shona people use the Mbira to inform their marimba music; South Africa, Botswana and Zambia. A marimba is a very large xylophone.

## **North America**

### **Mexico - The Mayans, Aztecs and Spanish influence (1 week study)**

This drum workshop is designed to recreate the ceremonial atmosphere of the ancient Mesoamerican civilisations, the Mayans and Aztecs, along with a Spanish Pasadoble rhythm to give a more modern perspective.

### **First Nation Pow Wow Drumming (1 week study)**

An Indigenous North American Indian gathering is called a Pow Wow, and is also the name sometimes given to the large gathering drum. This drum workshop explores tribal rhythms and the meaning behind the Pow Wow.

### **Drum Kit (1 week study)**

A fun Drum kit demonstration, followed by application of crotchets, quavers and semi-quavers ( $1/4^{\text{th}}$ ,  $1/8^{\text{th}}$  and  $16^{\text{th}}$  notes) on the kit to create drum beats and fills. All children have a chance to sit and play at the kit. Then full class replicates drum beat reading notation and using shakers, bass drums and tambours.



## **Summer Term (10 Weeks Study)**

### **Brazil**

#### **Samba and the Rio Carnival**

**(4 weeks study)**

Samba has become one of the most well known rhythms of the world, starting as a dance from Angola in Africa, and evolving through generations to what we now recognise as the sound of the Rio Carnival.

This 4-week study gives children a thorough understanding of the rhythms, instruments and spirit of the samba, turning the class into a fully operational Samba Bateria drum band capable of an performing and exciting live set.

### **The Caribbean**

#### **The Steel Pans from Trinidad**

**(4 weeks study)**

Often mistakenly thought of as originating from other Caribbean islands like Barbados or Jamaica, the steel pan is a uniquely Trinidadian instrument invented during the 1940's, quickly becoming the quintessential sound of the Trinidad Carnival. The pans were swiftly adopted throughout the Caribbean Region and are now widely recognised around the world for their beautifully uplifting sound and harmonious warmth.

This 4-week study gives children lots of time at the pans, enabling them to understand a steel band, tuned percussion, create chords and melodies, so that by the end they are capable of performing as an authentic steel band.



## **World Music Course Revisited**

### **Recap and revision**

**(2 weeks study)**

The last two weeks will be a recap and revision of the entire 20 weeks course, Revisiting all the cultures and leading to an end of term concert which can either be performed live to parents, videoed, or both.

### **Additional Educational Content**

Primarily this is a music course whose aims and objectives are to enthuse and teach children about music, enhance rhythmic ability and associated skills such as motor skill, coordination, memory, cohesive teamwork and many others.

In addition to this I would like to allow through conversation cross-curricular links to other subject areas, such as geography, history, languages and important topics such as nature, global conservation, sustainability, climate change awareness, cultural events, world festivals and the concept of our world being integrated and interconnected.