



# Djembe Drums

## Lesson Plan





# Djembe

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**Anchor Standard 7 (Responding):** Perceive and analyze artistic work.

**Enduring Understanding:** Individuals choose music based on their interests, experiences, musical understanding, and each musical work's purpose.

**Essential Question:** How do individuals choose music to experience?

**Anchor Standard 8 (Responding):** Construct meaningful interpretations of artistic work.

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical performers' emotions, thoughts, and ideas?

**Anchor Standard 9 (Responding):** Apply criteria to evaluate artistic work.

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and teacher- or student-established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Anchor Standard 10 (Connecting):** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

## Objectives

Student(s) will

- Explore the sounds of the djembe
- Learn basic rhythmic patterns of the djembe
- Play solo and within ensemble
- Practice accompanying music on the djembe

## Materials

Computer, Speakers, Smartboard, Djembes



## Procedure

### Introduction to Djembe

TIME	SONGS/ACTIVITIES	PROCEDURES
5 minutes	Listen and Watch	<a href="#">Djembe Music</a>
10 minutes	Sounds of the Djembe	Divide students into groups One djembe per group minimum Students will find as many sounds as possible on the djembe
5 minutes	Compare and Contrast	What sounds have you found? What sounds are common between groups? What sounds are unique from your group?

### Playing the Djembe<sup>1</sup>

TIME	SONGS/ACTIVITIES	PROCEDURES
10 minutes	Basic Sounds	<i>Bass:</i> Striking the djembe in the center <i>Tone:</i> Striking the djembe towards the edge <i>Slap:</i> An accented strike towards the edge Allow students to explore the varying sounds on the djembe within their groups
10 minutes	Listen and Watch	Hear the basic sounds of the <a href="#">drum</a> Have students share the sounds they have learned
15 minutes	Djembe Patterns	Practice various djembe patterns (See worksheet) Begin slowly Strive for consistent rhythm and tempo Gradually introduce new patterns

<sup>1</sup> These sections can be repeated throughout the unit as students develop greater mastery of the instrument





## Procedure, continued

### Playing in Ensemble

TIME	SONGS/ACTIVITIES	PROCEDURES
5 minutes	Djembe Patterns	Practice various djembe patterns in unison (See worksheet)
10 minutes	Creating New Patterns	Divide students into groups Using <i>bass</i> , <i>tone</i> , and <i>slap</i> have each group develop a new pattern for the djembe
10 minutes	Learning New Patterns	Each group should demonstrate and teach the pattern developed

### Accompanying Music

TIME	SONGS/ACTIVITIES	PROCEDURES
10 minutes	Learning a Folk Melody	Learn the folk melody "Heigh Ho" Practice the accompanying djembe patterns
10 minutes	Accompanying Music	Divide students into groups Practice both melody and accompaniment within groups Share with the class
10 minutes	New Accompaniment	Within groups, develop a new accompaniment pattern for the folk melody Share with the class



# Djembe Patterns





Justin Callis


Djembe  $\frac{4}{4}$


This is a *bass*: 

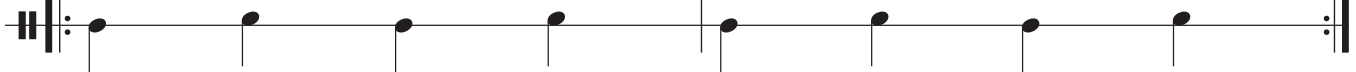
Try this pattern: 

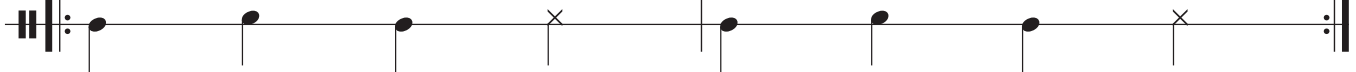
This is a *tone*: 

Try this pattern: 


This is a *slap*: 


Try this pattern: 

This pattern switches between *bass* and *tone*: 

Let's add a *slap*: 

This time, let's change up the rhythm: 

Sometimes, patterns are not the same each measure: 

Sometimes, we use *rests* to break up the pattern: 

# Heigh Ho



Folk Song  
arr. Justin Callis

First, let's learn a folk melody:

Heigh, Ho no - bo - dy home. Meat, nor drink, nor mon - ey have I none.

Still I will be ver - y mer - ry — Heigh, Ho

no - bo - dy home, No - bo - dy home.

Next, let's add a basic pattern:

Heigh, Ho no - bo - dy home. Meat, nor drink, nor mon - ey have I none.

Still I will be ver - y mer - ry — Heigh, Ho

no - bo - dy home, No - bo - dy home.