

World Drumming Scope and Sequence

Title/Length of Unit	Essential Question(s) 1. Recur throughout life. 2. Key inquiries w/in discipline 3. Helps students make sense of core content	Standard: Strand, indicator, or benchmark	Student Outcomes (Objectives/Skills)	Key Vocabulary	Evidence of Learning		Resources (text:
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Unit 1 Basic Drumming Techniques 3 weeks	How does the following statement apply to world drumming? "A circle is a symbol of equality: within this we shall find respect" How do African children learn teamwork?	Nevada State Music Standards 8.8.2	Students will use symbolism to define the key vocabulary as they apply to African Drumming Play Achi Game Clapping Games	Respect Focus Listen Teamwork Ensemble	Create a poster utilizing one or more of the key vocabulary words as they would apply to world drumming Create Achi Board and play game Students share different clapping games	Poster Achi tournament	Poster paper and markers Poster and markers Down by the bay Miss Mary Mac
	How does the way music is taught in West Coast Africa compare to that of the United States?	Nevada State Music Standards 9.8.2	Connect the music to cultural traditions from West coast Africa	Idiophones Membranophones Aerophones Tubano Djembe Shekere Gongkogui	1. General information about Africa 2. Traditional instruments of Africa 3. note taking 4. African Packets		Cross Cultural BK. (CC)Pg 3-5

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Unit 1 Basic Drumming Techniques 3 weeks	What are the correct playing techniques for African percussion instruments?	Nevada State Music Standards: 2.8.1 2.8.3 2.8.4 7.8.2	Students will demonstrate basic playing techniques for Tubano and djembe drums, Gonkogueie, Cow Bell and Shekere.	Echo Question/Answer Complement Ostinato Cow Bell Open/high tone Bass/low tone	1. Teach open/bass tone 2. teach 2-beat echo 3. teach question and answer drumming 4. teach ensemble 1 5. teach technique for instruments used in ensemble one 6. independence of parts	Authentic performance assessment by students and teacher	Self assessment form (CC pg 30) World Music Drumming Bk. Pgs. 15-27
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Unit 2 Ensemble 2 2 weeks	How does movement and singing enhance African music?	Nevada State Music Standards 10.0 1.8.1 1.8.4	1. Connect singing and movement with the country of Liberia and call and response singing. 2. Use movement to physically internalize meter	Teacher lead Call and Response (opposite of Question Answer)	1. teach "Take Time in Life" 2. Teach Funwa Alafi" 3. African Stick Song		(CC) pgs. 10-11
	What make ensemble 2 more difficult than ensemble 1?	Nevada State Music Standards 6.0 2.8.3 2.8.4	Students will learn to play Ensemble 2 to accompany "Take Time in Life"		1. teach ensemble 2 4 parts		World Music Drumming pgs. 28-35
	How are complementary parts of an ensemble like a puzzle?	Nevada State Music Standards 3.8.3	Students will learn to leave space (holes/windows in the music) and find space to fit in (look for the holes)	Complement Listen Improvise	Create/improvise as a class through the concept of rhythm complements		

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Unit 3 High Life 3 weeks	How does "Time", "Pitch" and Timbre" relate to complements?	Nevada State Music Standards 3.0 4.8.2 7.8.2 .	Students will create and improvise small group ensembles by using compliments	Musical Space Pitch Timbre Time	Create/improvise in groups of 4 using the concept of rhythm complements	Students will assess themselves and other groups using the provided rubric	Rhythm Complement Assessment Form (CC) pg. 32
	What are the characteristics of West African Music?	Nevada State Music Standards 6.8.2	Students will develop and understanding of the characteristics of African Music.	Community "High Life"	1. African Proverbs 2. Characteristics of African Music: lecture	Test: pgs 7-8 (CC)	(CC) pg 6
	What is the High Life Ensemble	Nevada State Music Standards 6.8.2 2.8.3 2.8.4 7.8.2	Students will learn the more complex parts that make up the High Life Ensemble	Talking Drum Frame Drum Focus Teamwork	1. Each of the 8 parts will be taught separately until played with independence 2. Teach "Banuwa"	Students will assess themselves using the provided rubric	Ensemble Assessment Form (CC) pg. 31

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Unit 4 Steel Drums 4 weeks	What is the correct playing technique for the steel drums?	2.8.1 2.8.3 2.8.4	1. Students will learn three songs on the steel drums. 2. Students will learn the correct techniques for playing the steel drums.	Pans Leads Double seconds Guitars Cello Bass	1. teach note patterns for each drum 2. Teach "Water Come Me Eye" 3. "Guantanamera" 4. teach world drum accompiments for each song 5. "Jamaica Farewell"	Formative Assessment By teacher Written test over units 1-4	
	What is the history of the steel drums (pans)?	9.8.1 8.8.2 4.8.2	Students will gain an understanding of how the steel drums came to be invented.	Tamboo Bamboo Trinidad Elli Mannette	1. lecture 2. research paper 3. Create tamboo songs	3 page typed paper with references	Computer lab Internet handouts
	What is the Latin American 2-Beat?	2.8.3 2.8.4 9.8.2	Develop greater cultural and geographical knowledge of the Caribbean.	Güiro Maracas Conga Bongos Syncopation Polyrhythm	1. teach ensemble 4 to accompany "Water Come Me Eye" 2. Intro. Cultural info. On the islands of the Caribbean.	Test (CC) pg. 19-20	(CC) pgs 13-18

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Unit 5 Ensemble 6 2 Weeks	How does the Latin American 2-beat ensemble differ with the Latin American 4 beat pattern?	9.8.2 2.8.3 2.8.4 6.8.2 7.8.2	Continue to emphasize the importance of learning all parts and hearing and feeling those parts in the context of the whole ensemble	Guitar	1. Teach each of the 7 parts individually until they can be played independently.	Student assessment using the rubric provided	(CC) pg. 31 Ensemble Assessment Form
Unit 6 Ensemble 7& 5 2 Weeks	How do Ghana and the Caribbean islands influence these two ensembles?	9.8.2 2.8.3 2.8.4 1.8.4 6.8.2 7.8.2	Introduce students to more complex and sophisticated rhythmic patterns.	Teamwork Balance Dynamics Polyrhythm Listen/watch 3 against 2	1. Teach each of the 7 parts individually until they can be played independently. 2. Teach "By the Waters of Babylon"	Student assessment using the rubric provided	(CC) pg.31 Ensemble Assessment Form

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Unit 7 Reflection 2 Weeks	How can I use the world drumming skills that I have learned this semester?	Nevada State Music Standards 1.0 2.8.3 2.8.4 2.8.1 3.8.1 4.8.2 7.8.2 9.8.1 9.8.2 10.0	Introduce students to more ensembles as time permits	Review all vocabulary previously used	1. Introduce each new ensemble one part at a time 2. students create original ensembles 3. Each student will write a reflection essay; "What does world drumming mean to me?"	1. class performance 2. written essay 3. possible community performance Semester Final	1. New ensembles and songs 2. More new ensembles and songs 3. Caribbean street music 4. Music of the Village
	<p style="color: red; text-align: center;">Done through out the whole Semester</p> Which character traits that are valued at PWL are also valued character traits in the African Culture?	1.0 2.0 4.0 5.0 7.0	Introduce students to the African character traits and the symbols that represent each trait...	Respect Trustworthiness Integrity Citizenship Caring Responsibility Fairness	Character work sheets Make Character drums Create Character a chant using their character drums for the accompaniment in groups of 3. (12", 10" 8" drum)	Essay response for each. Present chant to the class	Rhythm for Unity Frame drum www.rfunity.com