

ROOTS OF RHYTHM WORLD DRUMMING TEACHER WORKSHOP 2006
LESSON PLAN FOR CHAPTER 4, pages 28-32
Djembe - Schloneger

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Canton, Ohio

Title: The *Djembe* from Guinea

Grade Category: E 5

Lesson Time: several 30 minute class periods (held twice a week)

Goals:

1. To learn facts about the country and culture of Guinea.
2. To learn about the *djembe* drum from Guinea.
3. To make and play a homemade version of the *djembe* drum.

Objectives:

Students will:

1. identify three facts about the *djembe* drum from Guinea (as found on the ROR Chapter 4 Funsheet).
2. use voices to make the ox sounds as heard on Track 26 of the *ROR* Companion CD.
3. work with another person to create a homemade *djembe* drum.
4. play their own *djembe* drum with Track 28 of the *ROR* Companion CD.

Content Standards:

1. Performing on instruments, alone and with others, a varied repertoire of music.
2. Improvising melodies, variations, and accompaniments.
3. Composing and arranging music within specified guidelines.
4. Reading and notating music.
5. Listening to, analyzing, and describing music.
6. Understanding music in relation to history and culture.

Materials:

1. chart for listening to music
2. chart for country facts
3. continent of Africa cut from white paper with the Ellison machine (one per student)
4. handouts: Guinean **Culture** (ROR, pp. 28-29) and Guinean **Music: Instruments & Rhythms** (ROR, pp. 29-30)
5. instrument making materials: 6" x 3" clay pots (one per student), 4" in diameter plastic tube or can (one per student), chopstick beater (one per student), rolls of PVC and masking tape (at least 30), scissors (one per pair of students), hammer (one per pair of students), sandpaper (one sheet per student)
6. pencils (one per student)
7. post-it notes (one note per student)
8. poster set: The Continents (Frank Schaffer Publications: Chart Pack PLUS! Charts of all 7 Continents) ISBN: 07682-1575-7
9. Web site <http://www.african-drumbeat.co.uk/> (West African Drumming and Percussion Music and Rhythm pages with notations, accompanying tracks and drumming video clips)
10. words and definitions for music word wall
11. worksheets for homework
12. Ammons, Dr. J. Mark, D.M.A. Musical Instruments of the World. Quincy, IL: Mark Twain Media, Inc, 2003. ISBN: 1-58037-252-X

13. Bond, Judy, et al. Share the Music Grade 5 Playing the Recorder. New York: McGraw-Hill, 2000. ISBN: 0-02-295404-X/5
14. Bond, Judy, et al. Share the Music Grade 5 Teacher's Edition. New York: McGraw-Hill, 2000. ISBN: 0-02-295380-9/5 (and *Share the Music Grade 5 CD 2*)
15. Harnsberger, Lindsey C. Essential Dictionary of Music. Los Angeles, CA: Alfred Publishing Co., Inc., 1997. ISBN: 0-88284-728-7
16. Marshall, John. Hand Drums for Beginners: An Easy Beginning Method. Van Nuys, CA: Alfred, 2000.
17. Wojtanik, Andrew. Afghanistan To Zimbabwe: Country Facts That Helped Me Win the National Geographic Bee. Washington, D.C.: National Geographic, 2005.
18. Woodfield, Marilee. Children Around the World: The Ultimate Class Field Trip. Key Education Publishing Company, LLC, 2006. ISBN: 1-93305-237-6
19. Woodson, Craig DeVere. *Roots of Rhythm: Percussion Instrument Making Notes*, Craig DeVere Woodson, 1998.
20. *Roots of Rhythm* Companion CD Percussion Marketing Council, 2004.
21. Woodson, Dr. Craig. *Roots of Rhythm: Funsheets*, Percussion Marketing Council, 2005.
22. Woodson, Dr. Craig. Roots of Rhythm: World Drumming for 5th and 6th grade Classrooms, Percussion Marketing Council, 2004.

Student Skill Level:

1. Students can identify the seven continents of the world.
2. Students have studied one way that instruments are classified (by how they produce their individual sounds: idiophones, membranophones, chordophones and aerophones). Ammons, Dr. J. Mark, D.M.A. Musical Instruments of the World, pp. 5 & 6.
3. Students can play the notes D E G A C' D' on recorder.

Procedure:

1. Listen to Music
 - Ask students to listen to three short pieces and think about what they hear.
 - After hearing each track, use a pencil to fill in a Music Listening Chart.
 - Play *ROR* Companion CD Track 29 (1:33) and Track 30 (1:33), pausing between each track to give students a chance to fill in their observations.
 - After hearing the two tracks, ask students to put a star beside the name of the piece they liked the best.
2. Country Flag, Background and History
 - Tell students that the three pieces they just heard featured an instrument from the country of Guinea called the *djembe*.
 - Have students look at the Poster Set: The Continents to determine where they will find the country of Guinea.
 - Have students work in small groups and use information on pp. 147-148 in Afghanistan To Zimbabwe to list facts for the country of Guinea (see p. 5 of lesson plan).
 - As a class, read the information about the flag, background and history of Guinea in ROR, pp. 28-29.
 - Pass out one continent of Africa shape to each student and have them use the colors red, yellow and green to create a Japanese flag. Instruct students to write their first and last name across the top of the back and list 3 facts about the flag that they learned from reading the information given in ROR, p. 28. These will be collected for a grade.
3. Music: Instruments and Rhythms
 - Have students create a list on the board of different drums they have seen or heard (bongo drums, snare drum, timpani).
 - Review what drums have in common. (All have heads played by striking, all are percussion instruments).
 - Realize that learning about different drumming styles can help us appreciate musical traditions that may be different from our own.
 - Have students get books and read about Drums! (found in Share the Music Grade 5, p. 68). Listen to Drum Montage (*Share the Music Grade 5 CD 2* Track #16).
 - Discuss the music of Guinea using information in ROR, pp. 29-30.

4. Music Word Wall
 - Add the following words to classroom music word wall: call & response, *djembé*, dynamics, ensemble, ostinato, percussion, tempo.
5. Homework
 - Assign students homework (coloring countries which border Guinea) to be completed before the next music class.
6. History
 - Divide the class into four groups. Announce that each group will read a handout and then each person in the group will find one interesting fact and will use a pencil to write it on a post-it note.
 - Have 2 groups read the information (handout) about Guineaian **Culture** given in ROR, p. 29. Have the other 2 groups read the information (handout) about Guineaian **Music: Instruments & Rhythms** given in ROR, pp. 29-30.
 - Each student will write their fact on a post-it note with their first and last name at the bottom of the note.
 - All students will put their post-it notes on the chalk board under the correct heading **Culture** or **Music: Instruments & Rhythms** and then return to their seat.
7. Make Your Own Instrument
 - Following the directions given in *ROR: Percussion Instrument Making Notes*, p. 5, have students make a homemade *djembé*.
 - Point out pictures of hand technique for bass, tone and slap hand positions to be played on the *djembé* as posted on classroom bulletin board (enlarged from Hand Drums for Beginners, p. 23).
8. Play Your Own Instrument
 - Have students notate the sounds of the *djembé* using the ROR TUBS notation sheet (found in ROR, p. 81).
 - Listen and follow the notation given for *Djembé 1* and *Djembé 2* in ROR, p. 32 to play homemade *djembé* instruments along with the *ROR Companion CD Track #32 (:21)*.

Student Product:

1. Students will create a chart of facts about Guinea.
2. Students will color a flag of Guinea using the correct colors.
3. Students will label the capital city of Guinea as well as bordering countries and sea on a blank map.
4. Students will make a homemade *djembé*.
5. Students will notate the rhythms to be played on a *djembé* using TUBS notation.
6. Students will play middle C on the recorder and review fingerings for D E G A C' D' (*Fungia Alafia*).
7. Students will sing a Western African Welcome Dance song with a syncopated rhythm (*Fungia Alafia*).

Assessment:

1. Students will produce a chart of facts about Guinea.
2. Students will finish a homework paper (color the flag, label the capital city, the countries and ocean which surround Guinea).
3. Students will complete *ROR Chapter 4 Funsheet: Fill It In: The Djembé*.
4. Students will follow their notation and play their homemade *djembé* with the *ROR Companion CD Tracks #32 Djembé*.

Reflection:

1. This lesson will promote student learning by engaging students in actively researching facts about another country, culture and musical instrument.
2. Students will be challenged to play their own instrument creatively as they listen to and make music with others.

Resources:

1. Have students write an original poem about the *Djembé* after reading the poem *Places and Names: A Traveler's Guide* as found in Lewis, J. Patrick. *A World of Wonders: Geographic Travels in Verse and Rhyme*. New York: Dial Books for Young Readers, 2002. ISBN: 0-8037-2579-5

2. Listen to music performed by Sweet Honey in the Rock and have students add titles to individual Music Listening Chart. *All For Freedom*. CD Redway, CA: Music For Little People, 1992. ISBN: 1-877737-33-X and *Still the Same Me*. CD Cambridge, MA: Rounder Kids, 2000. ISBN: 1-57940-060-4
3. Look at the following Web site for more information about The Storytellers: <http://www.thestorytellers.org>
"The Storytellers present family concerts, in-school programs and workshops and throughout the Great Lakes Region of the United States - including seven states. A World of Music and Stories is an upbeat concert of heartwarming stories, beautiful music, humor and some interesting musical instruments. Lively Brazilian melodies, familiar American songs, Caribbean tunes, Australian (didgeridoo) melodies, original compositions and more are featured in this program. The Storytellers create new and intriguing timbres by blending the sounds of primitive instruments and state-of-the-art technology. The music accompanying their stories is easily enjoyed by audiences of all ages. Their unique instrumentation includes steel drums, donno (talking drum), didgeridoo cuica, udu, berimbau, djembe', m'bira, keyboard, rumba box and other musical instruments from all parts of the world."
4. Look at the following Web site for an African Eco-Challenge Lesson Plan with three introductory activities and six learning activities: http://www.pbs.org/wnet/africa/tools/music/print_plan_music.html
5. Look at the following Web sites for more information about music from other countries:
<http://www.rootsworld.com/rw/motw/index2.html> (Music of the World is a record label specializing in traditional and contemporary world music. Since its founding in the early 80s, the label produced over 85 titles on CD, many of which are featured on this web site. In 2000, the label was acquired by digital download leader EMusic.com, and all titles in the catalog are exclusively available for downloading through their web site <http://www.Emusic.com>.) and
<http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/home> (artists, albums, genres, countries)
6. Look at the following Web site for more information about countries:
<http://www.countryreports.org/> (information about government, population, economy and geography)
7. Look at the following Web site for basic or detailed maps and blank outline maps which may be printed or downloaded: <http://www.nationalgeographic.com/xpeditions/atlas/>

Country Facts Chart

Country Name					
Continent					
Area					
Population					
Capital City					
Independence (from ____) or Date Founded (by ____)					
Languages					
Name of Currency					
Natural Resources (list 2)					
Agricultural Products					
Natural Hazards					
Instrument to Study	<i>Sajat</i>	<i>Djembé</i>	<i>Kakko</i>	<i>Buhai</i>	Lakota drum

To fill in chart, use information found in Afghanistan To Zimbabwe: Country Facts That Helped Me Win the National Geographic Bee, copyright 2005.

Country Facts Chart

Country Name	(Arab Republic of) Egypt	(Republic of) Guinea	Japan	Romania	United States (of America)
Continent	Africa	Africa	Asia	Europe	North America
Area	386,874 square miles	94,926 square miles	145,902 square miles	92,043 square miles	3,794,083 square miles
Population	72,062,000	9,030,000	127,508,000	21,622,000	291,512,000
Capital City	Cairo	Conakry	Tokyo	Bucharest	Washington, D. C.
Independence (from ___) or Date Founded (by ___)	February 28, 1922 (from the United Kingdom)	October 2, 1958 (from France)	Founded 660 B. C. (by Emperor Jimmu)	1878 (from Turkey)	July 4, 1776 (from Great Britain)
Languages	Arabic, English, French	French, local languages	Japanese	Romanian, Hungarian, German	English, Spanish
Name of Currency	Egyptian pound	Guinean franc	yen	leu	U. S. dollar
Natural Resources (list 2)	petroleum, natural gas, iron ore, phosphates, manganese	bauxite, iron ore, diamonds, gold, uranium	negligible mineral resources, fish	petroleum, timber, natural gas, coal, iron ore	coal, copper, lead, molybdenum, phosphates
Agricultural Products	cotton, rice, corn, wheat, cattle	rice, coffee, pineapples, palm kernels	rice, sugar beets, vegetables, fruits, pork	wheat, corn, barley, sugar beets, eggs	wheat, corn, other grains, fruits, beef
Natural Hazards	droughts, earthquakes, flash floods, landslides, khamsin (windstorms), dust storms, sandstorms	harmattan haze	volcanoes, earthquakes, tsunamis, typhoons	earthquakes, landslides	hurricanes, tornadoes, mudslides, forest fires, floods, volcanoes, earthquakes, tsunamis
Instrument to Study	<i>Sajat</i>	<i>Djembé</i>	<i>Kakko</i>	<i>Buhai</i>	Lakota Drum

To fill in chart, use information found in Afghanistan To Zimbabwe: Country Facts That Helped Me Win the National Geographic Bee, copyright 2005.

Music Word Wall

call & response A song form in which a phrase sung by a solo leader is followed by a phrase sung by a group, the response is usually a repeated phrase or pattern.

djembe A goblet shaped drum from Guinea which is the most important drum played in an ensemble with other drums and a bell.

dynamics Changes in intensity and loudness of sound.

ensemble A musical group.

ostinato A short repeated pattern.

percussion Instruments played by striking, scraping or shaking.

tempo The speed of the beat.

Bond, Judy, et al. Share the Music Grade 5 Teacher's Edition. New York: McGraw-Hill, 2000. ISBN: 0-02-295380-9/5 (Glossary)

Harnsberger, Lindsey C. Essential Dictionary of Music. Los Angeles, CA: Alfred Publishing Co., Inc., 1997. ISBN: 0-88284-728-7 (Definitions of music terms)

Student First and Last Name _____

Grade 5

Homeroom Teacher's Name _____

Please complete and bring to your next music class (or turn it in before your next music class).

Directions:

1. Add a dot to mark the approximate location of Guinea's capital city.
2. Write the word Conakry near the dot.
3. Color the countries which border Guinea as follows:
 - Guinea-Bissau red
 - Senegal orange
 - Mali yellow
 - Cote D'Ivoire green
 - Liberia blue
 - Sierra Leone purple

(copy map of Guinea here from <http://www.nationalgeographic.com/xpeditions/atlas/>)