

WORLD MUSIC

Master Drummer – Person who leads the group

Timeline – A constant pulse or simple rhythm

Rhythm Break – When everyone plays the same rhythm together

Cue – A signal the master drummer makes

Solos – repeating pattern

Chords – three notes played together at the same time

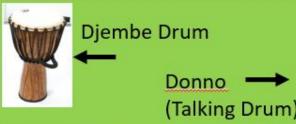
Syncopation – off beat rhythms **Melody** – the tune

Walking Bass – bass line found in Blues that moves on every

beat

Riff –a repeated melody Improvisation – a tune made up on the spot

West African Music





















← Mbira (Thumb Piano)

World Music - Key Word Match up

Draw a line to match up the meanings with the correct key word.

| The person who leads the group. | SOLOS |
|--|----------------|
| A constant pulse or simple rhythm. | BREAK |
| When everyone plays the same rhythm together at the same time. | MASTER DRUMMER |
| The Master Drummer signals the break by playing a rhythm that everyone recognises. This is called the | CUE |
| This is when drummers play fast improvised rhythms over the timeline. | TIMELINE |

Class African Drumming DIRT



Write a review of your class performance.

| <u> eacher Fee</u> | <u>dback</u> | | | |
|--------------------|--------------|---|------------|--|
| | WWW | | <u>EBI</u> | |
| <u>Aspire</u> | | You have identified how the different musical | | Use musical words to describe the |
| | | elements contribute to African Drumming, well done. | | African drumming performance Explain how the different sections can |
| | | | | contribute to the overall effect. |
| <u>Endeavour</u> | | You have selected appropriate vocabulary to | | Explain how the Djembe can create different sound (bass, Tone, Slap) |
| | | describe the African Drumming performance and have explained how the different sections can | | Comment on WWW and EBI |
| | | contribute to the overall effect, well done. | | Use a wide range of musical vocabulary |
| | _ | | | Compare to other pieces of music. |
| <u>Accelerate</u> | | You have analysed African music using musical vocabulary and explained how the different | | Write in full sentences |
| | | sections can affect the performance, well done. | | Check spelling and punctuation Ensure your work is neat |
| | 1 | | | Elisare your work is fieut |



African Instruments

Watch the videos of each instrument and answer the questions in the table below

| Instrument | Name | How is this instrument played? | What does this instrument sound like? |
|------------|------|--------------------------------|---------------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

| TUTU SO | | |
|---|--|--|

African Instruments

What are these instruments called?











Gamelan Instruments - Match up

Draw a line to match up the meanings with the correct picture.



BONANG: a set of kettle gongs.

The Bonang plays an elaborate version of the melody. The gongs are hit with wooden sticks wrapped in rope.



SARON: a 7 bar metallophone.

The Saron plays the melody. To play it, you hit the bars with a wooden mallet in one hand and dampen the bar with the other.



KENDHANG: large double headed drum.

These drums are played by one person.

Their function is to keep the tempo and cue in other instruments, acting like the conductor.



GONGS

The gongs mark out each cycle. The big gong is played to mark the end of the cycle and the other gongs play in between like full stops and commas.

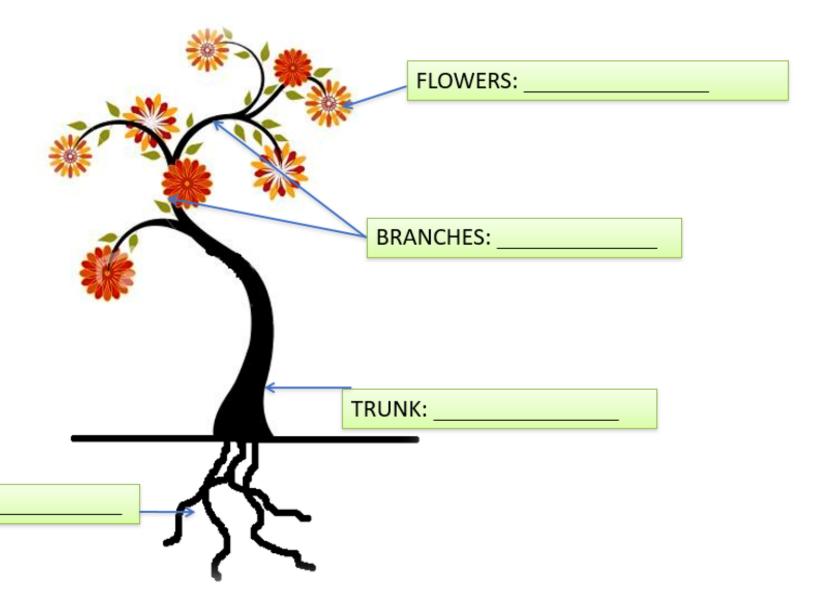
Gamelan Structure

Which of these instruments play the different sections of Gamelan

- Sarongs
- Gongs
- Kendhang Drums

ROOTS:_

Bonang



History of Blues

| The blues is a genre of music that | comes from the It was |
|--|-------------------------------------|
| traditionally the music of | Whilst doing work they |
| would sing songs, also known as s | pirituals, about God and their |
| | • |
| After the Civil War there were lots of | and other military band |
| instruments lying around. The war res | sulted in the slaves being set free |
| and they now began to use these instru | uments. The slaves lives didn't get |
| any easier though, they had to work le | ong hours. During the long hours |
| slaves would sing about their | and the problems they faced. |
| On the spare brass instruments th | ey began to |
| The songs were occasionally about 0 | God, but mostly about how they |
| were poorly treated, love, and | • |
| | |

World Music - Key Word Match up

Draw a line to match up the meanings with the correct key word.

| Three notes played at the same time. | CHORDS |
|--|---------------|
| A catchy hook found in popular music that is repeated a lot. | MELODY |
| The tune in a piece of music. | SYNCOPATION |
| Notes and chords played off the beat. | WALKING BASS |
| A tune made up on the spot. | RIFF |
| A common bass line found in The Blues which moves on every beat. | IMPROVISATION |

Blues Lyrics

- You will need to write 2 verses of lyrics for your Blues song.
- You need to write them in AAB structure
- Try to make the last word of each line rhyme
- There needs to be two sections to each line.
- You will be putting these lyrics to your 12 Bar Blues.
- Each verse will take up once round the 12 Bar Blues.
- Topics you could write about: Love, School, Troubles, Feelings, Folk Story etc.

| Verse 1 | |
|---------|---|
| | |
| | |
| Verse 2 | |
| | |
| | |
| | |
| | EXTENSION: Write a third verse for your Blues Composition |
| Verse 3 | |
| | |
| • | |