



LEARN TO ROCK

DRUM AND RHYTHM PLANNING WORK FOR BECKFOOT NESSFIELD PRIMARY SCHOOL

KEY STAGE 2

Music: Drumkit and Rhythm: Year Overview Planning

Group Organisation and Number of Lessons in Each Programme:

- 3 children per group per 20 minutes
- For a full term: Average of 12 sessions per term (based on the Service Level Agreement with the School)

National Curriculum Objectives covered:

- Play and perform in solo and ensemble contexts using the drumkit with increasing accuracy, fluency, control and expression
- Improvise and compose music based upon student suggestions within the context of the work being studied
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians used as backing accompaniments for performance work within the sessions

Vocabulary

Rhythm	Pulse	Tempo	Crochet	Quaver	Semiquaver
Groove	Fill	Accompaniment	Split fills (splits)	Hi Hat	Snare Drum
Bass Drum	1 st Tom	2 nd Tom	Floor Tom	Ride Cymbal	Crash Cymbal
Grip/hold	Dynamics	Forte	Piano	Accent	Attack
Release	Drumstick	Tip	Paradiddle		

Children's knowledge and understanding during the course of and after completing the programme

Understanding

- The need to have the appropriate posture in performing at the Drumkit
- The concept of how to strike the various drums and cymbals using the tip of the drumstick with the correct attack and release/positioning on the drums
- The importance of warming up
- How to listen and copy to warm-ups presented by the tutor and other children
- What the term Groove means
- What a fill is and how fills are created
- The composition of various basic grooves: 4 separate beats/ basic pop groove/ basic paradiddle groove/ basic 16th groove
- How Grooves and Fills work together and how these can fit with an accompaniment
- What various rhythmic beats look like and how they are counted, in context: Crotchets, Quavers, Semiquavers
- The concept of feet and hands/ arms operating concurrently and consecutively to produce linear and block grooves
- The key vocabulary above and what they mean within the performance context

Children's skill development during the course of and after completing the programme

Technical Elements

- Sitting with the correct posture and holding the Drumsticks correctly
- Striking the Hi Hat, Ride Cymbal and each Drum on the Drum Kit with the correct force, attack, and release
- Being able to move the right and left hands smoothly from the Hi Hat, Ride Cymbal, Snare Drum and Toms
- Striking the Bass Drum with the correct foot position with minimum effort
- Learning the principles of the separate 4 beat groove
- Learning the principles of the One/Two groove
- How Grooves and Fills work separately and combined
- Performing with and without an audible accompaniment: Presented by the tutor, the other drummers in the group and with backing tracks
- Being able to perform with accuracy in rhythm and with good synchronisation with and without an audible accompaniment
- Developing a good grounding in terms of Aural template
- Being able to compare own renditions with exemplars to determine how accurate own renditions are
- On the basis of the above, being able to make suggestions on how to improve own renditions to match the exemplars and use set criteria to determine to the extent to which own renditions are accurate and with a good sense of 'Feel'

Musicality

Warm-Ups

- Using RH and LH separately to move around the Toms after being given an example copying using Crotchets, Quavers, Semiquavers
- Using RH and LH together to copy Semiquaver patterns and Split Fill pattern using Quavers on the Bass Drum and Semiquavers on the Snare Drum/Toms
- Being able to listen to a given warm up and become skilled in musically responding promptly, and in tempo using crotchets and quavers
- Consolidating with the 1st Semiquaver (left hand) on the 1st (High) Tom within the Semiquaver pattern
- Learning to Groove using the Hi Hat, Snare Drum and Bass Drum concurrently (Rock Groove) whilst listening carefully to each given rhythm above and copying promptly and in tempo: With children who have developed more advanced ability

Grooves

- Learning how to play the separate 4 beat groove: 4 x Hi Hat RH, 4 x Snare Drum LH, 4 x Bass Drum then 4 x fill: Linear using the Hi Hat and Ride Cymbals

- Learning how to play the separate 4 beat groove: Using the RH on the Floor tom and as above
- Learning to play the One/ Two Groove: Block Grooves
- For children who are developing more advanced skills: To learn the concept of the Paradiddle technique and how to use this within a Groove
- Being able to alternate the left hand between the Snare Drum and Toms within the new 4 Beat Groove
- Being able to play all of the above-mentioned Grooves with a backing click or a full backing accompaniment in tempo with a good sense of synchronisation

Fills

- Consolidating on various Fill patterns using Quavers and Semiquavers and being able to apply them to the basic 4 beat, Pop and Rock Grooves, **Paradiddle Groove for children who are developing more advanced skills.**
- Being able to apply the various Fill patterns to the Hi Hat, Ride Cymbal and Floor Tom Grooves and learning to move from each Groove smoothly between each other
- Being able to incorporate the Fills with a rhythmic accompaniment and rhythmic distraction to the Hi Hat, Ride and Floor Tom Grooves
- Being able to play a range of Fills with the various Grooves as listed above with and without a click track and / or backing accompaniment
- With children who are developing more advanced skills: Learning to apply the first Semiquaver beat left hand on the 1st (High) Tom with both hands alternating back on the Snare Drum as part of the Fill routine to the Hi Hat, Ride and Floor Tom Grooves as well apply the right hand on the 'off' beat 4th Semiquaver as part of the Fill routine to the Hi Hat, Ride and Floor Tom Groove

Extending Learning after this Work

Warm-Ups

- Introduce the concept of Grooving whilst listening to a given warm up and then copying it with accuracy in rhythm, pulse and synchronicity
- Increasing the level of difficulty in the warmups by alternating RH and LH on the Toms
- Increasing the level of difficulty in the warmups by introducing split fills, flam fills

Grooves

- Introduce the Paradiddle technique
- Introduce how to use the Paradiddle as part of a basic groove with alternating Bas Drum patterns
- Introduce the full 16th beat Groove maintaining Bass Drum on beat one but alternating the Snare Drum on beat 5 using the Toms

Fills

- Alternate the incorporation of different fills using Crotchets and Quaver beats
- Develop Fills using a range of RH and LH accents on the various Toms