

Making African Instruments : DT : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and analyse African musical instruments.	Children will listen to and appraise some traditional African music and discuss the music as a genre. They listen to the music to identify the types of instruments they can hear before moving on to researching and analysing a selection of African instruments and how they make their sounds.	<ul style="list-style-type: none"> • Can children name a variety of traditional African musical instruments? • Can children investigate and analyse a range of African instruments? • Can children present information about African instruments in a clear and detailed way? 	<ul style="list-style-type: none"> • Slides • Variety of African instruments • Music Appraisal Sheet 1A • Picture Cards • Question Cards • Worksheet 1A/1B/1C • Challenge Card 1A/1B (FSD? activity only) • Instrument Facts Template (FSD? activity only)
Lesson 2	To explore kalimbas, how they work and how they can be recreated.	Children begin by exploring and discussing a kalimba in more depth. They are asked to look at the keys of the instrument and discuss how the length affects the sound they will make before testing and proving their ideas using lolly sticks. They investigate the best material to make the keys for their own kalimba and include this in their designs.	<ul style="list-style-type: none"> • Can children identify suitable materials to make the keys of a kalimba? • Are children able to generate success criteria based on previous research and observations? • Can children identify how a kalimba makes sound and how the pitch is changed? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C/2D • Test Questions 2A/2B • Metal hair grips, lolly sticks, paper clips, cotton buds
Lesson 3	To select suitable tools and materials to create a kalimba.	Children are challenged to identify areas of a kalimba that need to be strong and secure to make a successful replica. They follow their designs making sure they consider the decorations for their instrument as well as making it functional.	<ul style="list-style-type: none"> • Can children follow a design to create a kalimba? • Are children able to select appropriate materials and tools to create a kalimba? • Are children able to offer suggestions and alternatives when faced with a challenge when making a kalimba? 	<ul style="list-style-type: none"> • Slides • Kalimba Method Sheet 3A • Construction materials: Paper bowls, corrugated card, lolly sticks, PVA glue/glue gun*/staple gun*, children's chosen key materials. • Wire cutters • Decorating materials: paint, tissue paper *appropriate risk assessments and adult supervision need to be undertaken for glue gun and staple gun use.
Lesson 4	To investigate and design a strengthened body of an African percussion instrument.	Children look in more detail at the percussion instruments: shekeres and djembe drums. They think about how they make their sounds and the materials that these traditional instruments are made from. Taking into consideration which parts they need to be strong, the children design their own djembe drum or shekere using recycled materials or construct the main base for their instrument.	<ul style="list-style-type: none"> • Can children describe what a percussion instrument is and how it is played? • Are children able to identify areas in which a design will need to be strengthened or reinforced? • Are children able to suggest different methods to strengthen or reinforce their designs? 	<ul style="list-style-type: none"> • Slides • Example drums and shekeres • Worksheet 4A/4B • Recycled construction materials* • Instruction Sheet 4A/4B (FSD? activity only) • Masking tape (FSD? activity only) • Papier mâché materials (FSD? activity only) • Bowls to support balloons (FSD? activity only) • Paper cups (FSD? activity only) • Balloons (FSD? activity only)
Lesson 5	To create an African-inspired percussion instrument.	Children will construct and decorate their percussion instruments following their design from the previous lesson. They will need to think carefully about the decorations that they want to achieve and plan this into their method accordingly.	<ul style="list-style-type: none"> • Can children use existing examples of percussion instruments to draw inspiration? • Are children able to follow their designs to make a functional instrument? • Can children create an effective overall decoration for their African-inspired instrument? 	<ul style="list-style-type: none"> • Slides • Recycled construction materials • String • Beads • Materials to make the skin of a drum e.g. cling film, paper, balloons, foil, fabric • Picture Cards 5A
Lesson 6	To use our products in a performance and evaluate their effectiveness.	Children will evaluate their product against a set of success criteria that they have generated themselves. They have the opportunity to perform using their instruments in order to complete a rich evaluation, based around the functionality of their products.	<ul style="list-style-type: none"> • Can children evaluate a performance based on the functionality of the instruments? • Can children evaluate their overall end product? • Can children consider the views of other when evaluating their product? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Children's instruments • Worksheet 6D (FSD? activity only)