

## RHYTHMS AND INSTRUMENTS OF WEST AFRICA



### Prep - YEAR 6 – CURRICULUM GUIDES

#### AUSTRALIAN CURRICULUM

The incursion addresses these elements of the Intercultural Understanding Curriculum:

- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility

#### INTERNATIONAL BACCALAUREATE

PYP – Enhanced Framework Overview 2018  
IB learners strive to be:

- OPENMINDED we critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- CARING we show empathy, compassion and respect. We have commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### OBJECTIVE

Watch, listen, dance and learn about West African drumming and dancing

### RESOURCES

- Teacher laptop linked to interactive display screen, space for students to dance

### THE HISTORY OF THE DUNDUN - ⌚ 5 min

The dundun drum was adopted from the Mande from Mali. This set of drums used to be one of the royal drums of the Mande and the Wolof from Senegal, but now they are found in Mali and in the area along the upper reaches of the Gambia river. It then spread along the coastal regions of West Africa.



### TRY OUT SOME WEST AFRICAN DANCE MOVES - ⌚ 20 - 200 min

Use this link to watch and listen to [West African Dance- Sinte](#), filmed at Point Park University, Pennsylvania in 2016.

1. Ask students to comment on the performance, using prompts if needed:

#### Prep – Year 2

- What did you like?
- What kind of instrument accompanies the dance (drums)?

### Year 3 – Year 6

1. What musical elements stood out (tempo/speed, dynamics/volume etc)?
2. Format of the singing (call and response)
2. Play the video again, pausing at the cues below and ask students to try to work out these moves (which have been separated into 'arms' and 'legs' so that younger students can learn each separately and then put these together if needed).

Cue	Arms	Legs
0:03	Holding arms to side 4 beats L then 4 R	3 x side jumps fast fast slow 4 beats L then R
0:05	Swinging arms L - R	4 beats walking small circle facing front then back
0:06	Arms shoulder width with palms to ceiling and flick up from the elbow 2 beats L then R	While raising knee 2 beats L then R
0:16	Arms to side shoulder width 1 beat then pull up chest height 3 beats, lean slightly forward	L leg to side 1 beat then 3 steps on spot then repeat to R
0:24	Arms pulling down from above head	4 beats walking small circle facing front then back
0:33	4 beats hands fling side to side shoulder height	Whilst legs shoulder width and feet pivot L-R

3. Once students are comfortable with these 6 moves, work your way slowly through the other sequences of moves in the video to learn the entire dance with the class – this may take several lessons!
4. As the dance becomes more familiar, notice repetitions of moves that show changes in the music:
  - a. Introduction features moves mimicking the rhythms of the drums, also occurs in the middle and at the end of the dance
  - b. Dancers turning in a small circle at the end of a series of repeated moves
  - c. Drumming fills (patterns) that signal a change of section

**EXTENSION - 🕒 40 - 120 min**

**Prep -Year 2**

In groups of 3 – 5, students create a set of 4 different hand movements to perform with the drumming music from the dance video. These are then performed to the class.

**Year 3 - 6**

In groups of 3 – 5, students think of other dance moves to try using the drumming music from the dance video. These are then performed to the class.

**EXTRA RESOURCE**

Head to Sound Infusion <https://soundinfusion.io/> where there are 10 lesson plans for years 1 – 10 and students can explore instruments on an interactive map from over 100 countries before heading to the studio to create their own musical arrangements.