

1

AFRICAN AIRS



- 1 Listen to the song *Shosholoza*. What does this music make you think of?
- 2 Which families do the instruments in the picture belong to?
- 3 In some parts of Africa, children learn about customs and traditions through the songs their parents sing. Do you think this is important? Why?



Time to sing

JAMBO JAMBO



Music is part of everyday life in Africa. Singing and playing music in groups gives people a sense of identity and belonging.

African music uses **percussion** and **voice** to create rhythms.

1 Listen to *Jambo jambo*. Learn the song.

A

Join in! Let us sing in African.
Don't be shy, let's jump and sing!

B

Jambo jambo.
Watoto wanawika, hey!

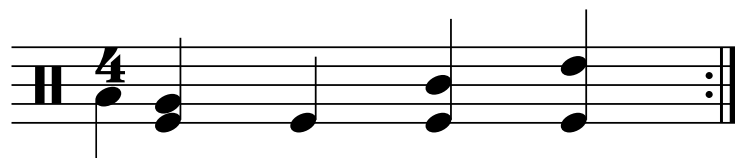
C

Nafurahi kukutana nawe.
Kwa heri tutuimamba.

2 Practise playing the rhythms with body percussion.

A

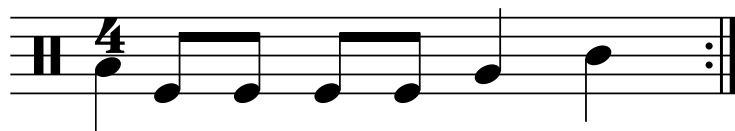
fingers
hands
knees
feet



Repeat 8 times

B

fingers
hands
knees
feet



Repeat 8 times

C

fingers
hands
knees
feet



Repeat 8 times

3 Sing *Jambo jambo* and accompany it with the body percussion you have practised.





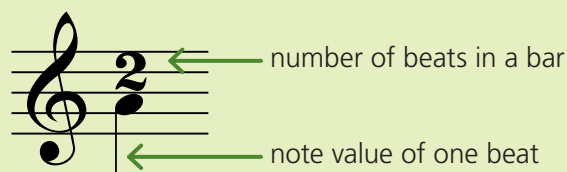
Discover

TIME SIGNATURE AND METRE



Written music is divided into **bars**.

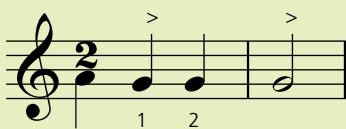
The **time signature** indicates how many beats are in each bar. It appears at the start of the score, after the treble clef, and consists of two parts.



There are different time signatures for different **metres**.

Duple metre

(two beats per bar)



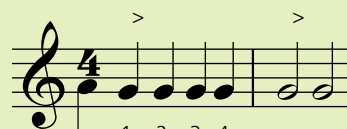
Triple metre

(three beats per bar)



Quadruple metre

(four beats per bar)

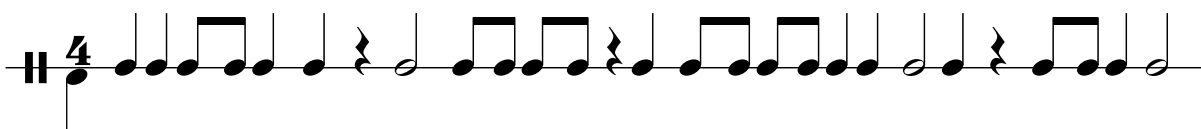


The first beat in each bar is stronger than the rest. It is called the **downbeat** (>). In quadruple metre, the third beat is also stronger, but not as strong as the first.

REMEMBER

note	rest	length
minim		2 crotchets
crotchet		1 crotchet
quaver		1/2 crotchet

- 1 Copy in your notebook. Add bar lines and mark the downbeats.



- 2 Clap the rhythm in activity 1. Stamp your feet to mark the downbeats.



- 3 Listen. Write the rhythm in your notebook.



Discover

ORFF INSTRUMENTS

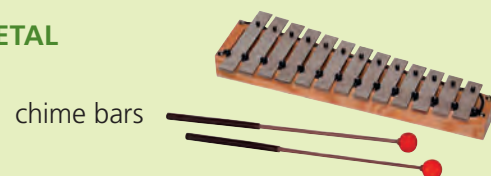


Orff instruments are percussion instruments. There are two types: keyboard percussion instruments and small percussion instruments.

Keyboard percussion instruments

They produce sound when we hit their bars. They are made of metal or wood.

METAL



chime bars



metallophone

WOOD



xylophone

Small percussion instruments

They produce sound when we hit or shake them. They are made of metal or wood. Some have skins.

SKIN



hand drum

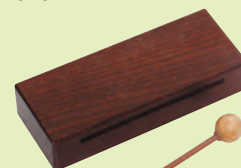


bongos

WOOD



güiro



wood block

METAL



cymbals



bells

DID YOU KNOW?

Carl Orff was a famous 20th century composer. One of his most famous pieces is *O Fortuna* from *Carmina burana*.

He also created a method for using instruments in schools.



1 Listen and identify the instruments. Write the names in your notebook.



2 Ask an adult to help you. Look online to find information about Orff instruments (name and type). Find pictures and make a poster with your partner.

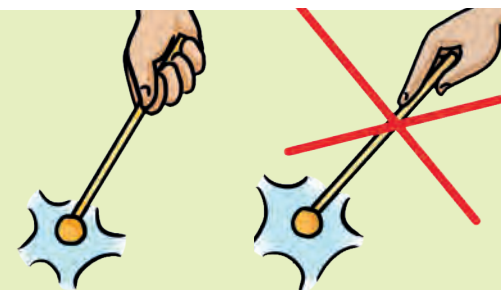
MALLET AND RECORDER TECHNIQUE



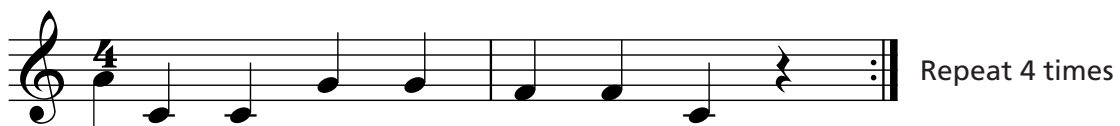
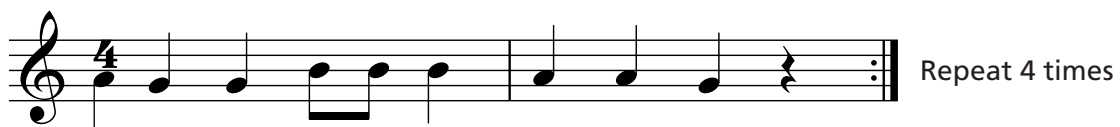
To play keyboard percussion and other percussion instruments, we hit them with sticks called **mallets**. They are usually made of wood and have a round ball on one end.

It is important to hit the centre of the bars. Always let the mallet bounce off so that the sound resonates.

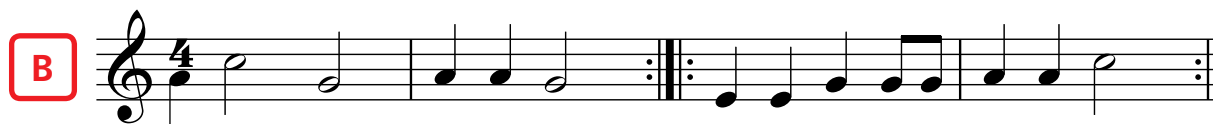
The pictures show how you should hold a mallet.



- 1 Play the melodies on a keyboard percussion instrument using mallets.



- 2 Play the melodies on the recorder by making the sound of the letter **t**.



REMEMBER

To play the recorder:

- Place the mouthpiece between your lips.
- Keep your back straight. Relax your shoulders and arms.
- Hold the recorder away from your body.



Sing RONDO



Rondo is a musical form in which the **main theme A** alternates with other themes called **couplets (B, C, etc.)**.

The structure of a rondo is **A B A C A**.

- 3 1 Listen to the rondo form of *Jambo jambo*. Which part is the main theme of the song? Which parts are the couplets?

A

Join in! Let us sing in African.
Don't be shy, let's jump and sing!

soprano xylophone

alto xylophone

bass xylophone

fingers
hands
knees
feet

B

Jambo jambo.
Watoto wanawika, hey!

recorder

soprano xylophone

alto xylophone

bass xylophone

fingers
hands
knees
feet

C

Nafurahi kukutana nawe.
Kwa heri tutuimamba.

recorder

soprano xylophone

alto xylophone

bass xylophone

fingers
hands
knees
feet

- 2 Practise and learn the parts for each instrument, body percussion and voice separately.

- 4 3 Perform the piece as a group.



Many African folk instruments are handmade.

We are going to make *bongoracas*, a combination of bongos and maracas.

MATERIALS

- two plastic or metal containers with lids
- rice
- masking tape
- coloured tape
- string
- scissors

1



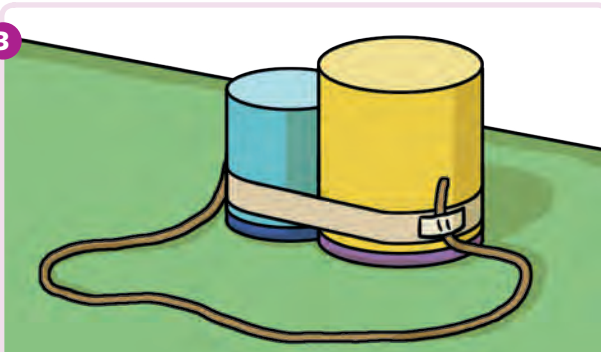
Put a small amount of rice into the two containers. Put the lids on.

2



Put the containers upside down on the table. Stick them together with masking tape.

3



Attach a piece of string to the sides of your bongoracas with masking tape.

4



Decorate your bongoracas with coloured tape.

1

Make a fact file for your bongoracas. Include:

- the materials used.
- how you made them.
- the instrument family they belong to.
- other information you think is important.

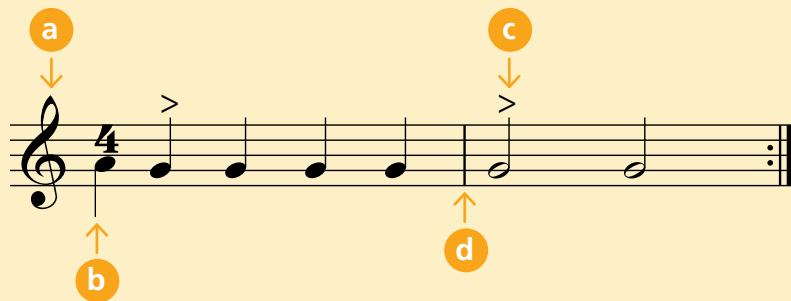
2

Take turns to improvise rhythms with your bongoracas. Together, repeat each improvised rhythm as an echo.

TALK ABOUT MUSIC

- 1 In your notebook, write true (T) or false (F). Correct the false sentences.
- Melody and wind instruments are very important in African music.
 - In quadruple metre, the third beat is the strongest.
 - The xylophone is a wooden keyboard percussion instrument.
 - The violin is not an Orff instrument.
 - Cymbals and wood blocks are small metal percussion instruments.
 - Rondo is a musical form in which the main theme A alternates with other themes called couplets (B, C, etc.).

- 2 Copy and name in your notebook.



- 3 Copy the rhythm in your notebook, then:
- add the bar lines and mark the downbeats.
 - count the number of bars.
 - write four more bars.



- 4 Which of your musical skills have improved in this unit?

USEFUL LANGUAGE

- My recorder technique has improved.
- My mallet technique has ...
- My sense of rhythm ...

- 5 Tell a classmate how you made your bongoracas.

USEFUL LANGUAGE

- First, I put rice ...
- Then, I stuck the containers ...
- After, I attached a piece ...
- Finally, I decorated it with ...

- 6 In small groups, share what you know about Orff instruments.



You can name keyboard percussion and small percussion instruments and say what they are made of.