PROGRESSION DOCUMENT – AFRICAN DRUMMING YEAR 5 and 6

MOST CHILDREN WILL BE ABLE TO:	SOME CHILDREN WILL BE ABLE TO:	SOME CHILDREN WILL HAVE PROGRESSED FURTHER AND BE ABLE TO:	BROADER EXPECTATIONS:
• Play the bass, tone and slap strokes with the correct hand position, and with good posture. • Keep a steady beat. • Maintain their own rhythm in a piece using more than one part, whilst following a leader. • Sing a number of different songs with confidence, including maintaining their line in a 2 or 3 part song whilst following a leader. • Be able to improvise a simple 4 beat rhythm without support. • Work as part of a small group to create their own rhythm piece. • Notate their own rhythm piece. • Understand and use basic dynamics in their playing. • Understand and follow a simple notated rhythm. • Play a number of named pieces. • Display a developing aural awareness in their control of pulse, rhythm, tempo and dynamics.	• Play the bass, tone and slap strokes with some reminders about correct hand position and posture. • Keep a steady beat whilst watching a leader. • Maintain their own rhythm with support from a leader. • Sing single part songs with confidence, but will need extra support to sing songs with more than one part. • Improvise a simple 4 beat rhythm with support. • Work as part of a small group to create their own rhythm piece with support from the teacher. • Follow a simple notated rhythm with support. • Play a number of named pieces with some reminders.	• Play all 3 strokes with the correct hand position and posture without reminders. • Lead a group in keeping a steady beat. • Lead a group in their part in a 2 or 3 part rhythm. • Sing as a soloist with a good sense of the shape of the melody and with good projection. • Sing as a leader in a 2 or 3 part song. • Improvise a more complex rhythm. • Act as a leader when working in a small group to create their own rhythm piece. • Read notated rhythms reliably and with confidence. • Perform with accuracy, fluency and expression and display a good sense of aural awareness. • Talk about their performances with clear musical understanding using musical language and suggest how they can improve their playing.	• Children will learn to work together as a team. • They will gain confidence in performing together and will respect others' contributions to the ensemble. • Their concentration will be improved and they will be highly motivated. • They will develop greater self -esteem.