

Grange Park Primary School Year 5 Summer 1 Music

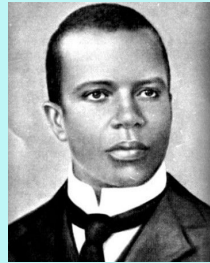
African and Samba drumming

Key composer, genre and instruments

Scott Joplin 1868-1917

Scott Joplin was born in Texas, USA in 1868 and died in 1917. He was an African-American composer and pianist. Joplin is also known as the 'King of Ragtime' because of the fame achieved for his ragtime compositions, music that was born out of the African-American community.

Joplin grew up in a musical family though they were all railway workers by trade. His love of music caused him to form a vocal quartet first then he also taught mandolin and guitar.



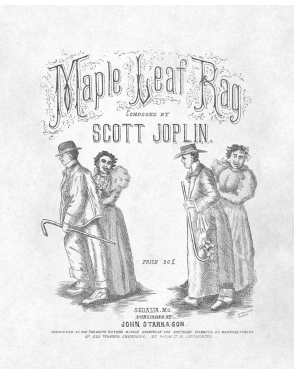
During the late 1880s, he left his job as a railroad labourer and traveled the American South as a musician. He went to Chicago for the World's Fair of 1893, which played a major part in making ragtime a national craze by 1897.

Famous works

The Entertainer, Maple Leaf Rag, Magnetic Rag, Ragtime Dance, Pineapple Rag.

Music genre

His music was known as 'ragtime' and after his death in 1917, it evolved into big band swing and jazz music.



Key Skills

Play musical instruments with increasing accuracy, fluency, control and expression.

Keep in time with the pulse.

Play basic and more complicated syncopated rhythms in an ensemble.

Appreciate, understand and review music from a wide range of customs.

Listen with concentration to music by great composers.

Read musical notations for drumming.

Explore and play different sounds on a drum: slap, tone and bass.



Key Vocabulary

djembe	One of many different kinds of African drum.
djun-djun	A straight-sided African drum.
ragtime	A style of music from the late 1800s brought to popularity by the composer and pianist Scott Joplin.
slap	A high sound on a djembe made by slapping the fingertips on the rim.
bass	A low sound made by slapping the middle of the djembe.
tone	A middle-high sound made by tapping the edge of the djembe.
carnival	A large colourful festival.
agogo bell	A metal percussion instrument used in samba drumming carnivals.

2c High and Low

A. Gleadhill

Count in 1, 2, 3, 4 2, 2, 3, 4



4f Repeat after me

A. Gleadhill

Count in 1, 2, 3, 4 2, 2, 3, 4

