



Learning experience

Learning how to play Jambo Bawna

Unit: Relationships & Me

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Subjects: English as an additional language , Drama, Dance, IB Music , Music

Learning intentions

1. Know the basic rhythms and patterns used in the song "Jambo Bawna" and identify the most frequently used beats.
2. Understand how individual and group expressions through music can enhance our understanding of different cultures and contribute to community building.
3. Create and perform their own rhythmic patterns using clapping and instruments, reflecting their individual interpretation of the music.

Learning experience description

First: listen to the song "Jambo Bawna" and engaging in a guided movement session where students respond to the music through dance and body percussion, mimicking traditional African music responses as detailed in our resources. Explain how African stories were told using music and drums.

Second: introduce the concept of **call-and-response** found in many African songs, as explained in "Oleo". Help the students internalize the rhythms and understand their repetitive nature.

Third: distribute simple instruments such as drums and shakers. Demonstrate how each instrument can mimic sounds from the song. Allow students to experiment with creating sounds that reflect the emotions and stories in "Jambo Bawna." **Play their own patterns with the music and ask which work best. Write the rhythms on the board.**

Finally: divide the students into small groups and challenge them to compose their own music pieces inspired by "Jambo Bawna." They should use the rhythms they've practiced and try to incorporate their own calls and responses. Encourage them to think about how their music can tell a story or convey a message, just as African music often does.

If time: Conclude the experience by having each group perform their compositions. Reflect on the different ways music can express individuality while also bringing people together, reinforcing the unit's central idea about community relationships.

Resources

 [Oleo \(performance track\)](#)

 [jambo bawna](#)

 [In my backpack \(performance track\)](#)

 ["STOP and THINK" song_|_Making_Good Choices / Self Control song for Preschool & Kindergarten](#)

Learning goals

Subject Standards

Drama, Dance, IB Music

Responding

Music

- listen to music and create their own work in response

Creating

Music

- play untuned percussion instruments in time with a beat
- participate in performing and creating music both individually and collectively

Music

Listening

Listen to a range of live and recorded music.

- Identify a repeated rhythm pattern.

Performing

Play tuned and untuned instruments musically.

- Listen to and repeat rhythmic patterns on body percussion and instruments.

Singing

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

- Sing a song together as a group.

Musical Theory

Use and understand the stave/staff and other musical notations.

- Read simple rhythm notations.

Targeted lines of inquiry

1. Our differences make us special.
2. Sports, music and other activities help bring people together.

Targeted concepts

Connection

Targeted learner profile attributes

Caring