

Steel Pans

Knowledge Organisers

Steel Pan: Lite Level 1

Course Evaluation Criteria

Y1: We would expect all children in Y1 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y2: We would expect all children in Y2 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

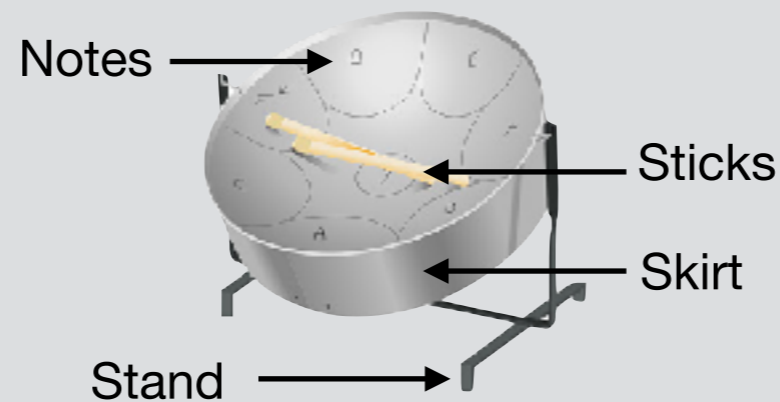
1. Pupils can name the parts of a Steel Drum.
2. Pupils can play at least one of the percussion instruments.
3. Pupils can find and play all the notes on the Steel Pan.
4. Pupils know some information about the Carnival in Trinidad and Tobago.
5. Pupils can identify key characteristics in Mambo and Reggae music.
6. Pupils know where the Steel Drum originates from.
7. Pupils can play a percussion instrument in time with the Steel Pan music.
8. Pupils can play part of a song in time with the rest of the class.
9. Pupils can play the Steel Pan confidently using the up-down and flick technique.
10. Pupils can play a piece of music from start to finish without mistakes.

Course Overview

Course Overview: During this course the students will explore the Steel Pan and its origins, from the instrument it originated from, to its common use within festivals and carnivals. The students will learn a number of different hits to perform on the Steel Pan and they will also take part in a number of different musical numbers. Each week they will look into a different genre that uses the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear at the end of the course.

Learning Outcomes: To have gained a greater understanding of the Steel Pan instrument. To know its background and the culture surrounding it. Students will also be able to perform a number of different skills on the instrument and play a number of songs.

Drum Diagram



Hits

Up-Down: This is used for any of the notes in the middle of the drums. In the case of the Junior Jam Steel Pans this is used for the higher octave 'g' and 'F#'.

Flick hit: This is used for any of the notes around the edge of the playing surface.

Vocabulary Bank

Pannist

Someone who plays the Steel Pan.

**Tambo
Bamboo**

A Caribbean instrument that came before the Steel Pan.

Sticks

The wooden beaters we use to hit the notes on our Steel Pan.

Skirt

The side of our Steel Pan which we do not hit.

Rhythm

The placement of sounds in time.

Percussion

Instruments that make sound when they are hit or shook.

Map



Songbank

Beginner Bossa

Twinkle Twinkle Little Star

Lazy Day Reggae

Hammock Holiday

Sunshine Soca

Steel Pan: Level 1

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

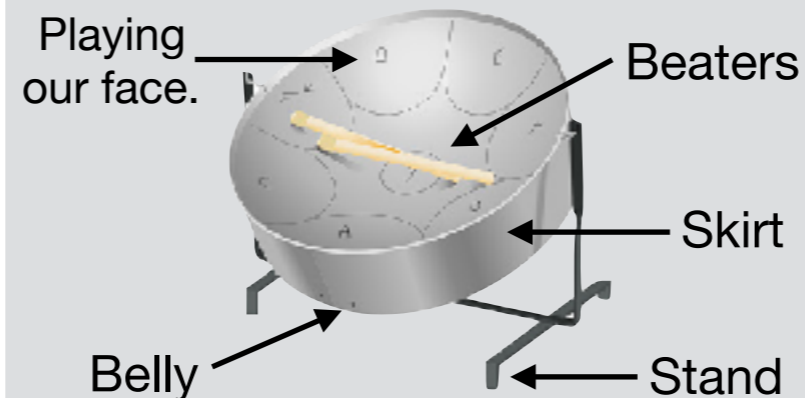
1. Pupils know the origin of the Steel Pan and can name the different parts.
2. Pupils know about Calypso music and aspects of Carnival in Trinidad.
3. Pupils can play part of a song on their own.
4. Pupils can find and play notes on the Steel Pan using their left or right hand.
5. Pupils can play together in a small ensemble.
6. Pupils will be able to play the G major scale using both hands.
7. Pupils can play a piece of music from start to finish without mistakes.
8. Pupils can play complex rhythms, and follow instructions from the instructor while playing.
9. Pupils can combine two or more notes to construct chords.
10. Pupils can compose and perform pieces of music in small groups.

Course Overview

Course Overview: During this course the students will explore the Steel Pan and its origins. The students will learn a number of different hits to perform on the Steel Pan and accompanying percussion instruments. Each week they will look into a different genre that uses the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear at the end of the course. As well as developing their aural skills, participants will be introduced to more advanced playing techniques and work as a class ensemble to perform pieces that gradually get more complex rhythmically and musically.

Learning Outcomes: To have mastered different playing techniques for the Steel Pan and percussion instruments. To have developed a good understanding of the instrument and the associated cultures and genres. Students will also be able to perform a number of different skills on the Steel Pan and the accompanying percussion instruments.

Drum Diagram



Hits

Up-Down: This is used for any of the notes in the middle of the drums. In the case of the Junior Jam Steel Pans this is used for the higher octave 'g' and 'F#'.

Flick hit: This is used for any of the notes around the edge of the playing surface.

Roll: This is a drum roll like sound that is produced by repeatedly hitting the same note to create a continuous sound.

Map



Vocabulary Bank

Pannist

Someone who plays the Steel Pan.

Tamboo Bamboo

A Caribbean instrument that came before the Steel Pan.

Calypso

A type of folk song primarily from Trinidad.

Mambo

A style of music that originates from Cuba which has been influenced by Jazz.

Reggae

A music genre that originated from Jamaica.

Rhythm

The placement of sounds in time.

Scale

A set of eight notes where we go up one note at a time.

Percussion

Instruments that make sound when hit or shaken.

Songbank

Beginner Bossa

Don't Worry Be Happy

Lazy Day Reggae

Under The Sea

Hammock Holiday

Day O

Sunshine Soca

When The Saints Go Marching In

Twinkle Twinkle Little Star