

Electric Drums

Knowledge Organisers



Electric Drums: Lite Level 1 KS1

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.

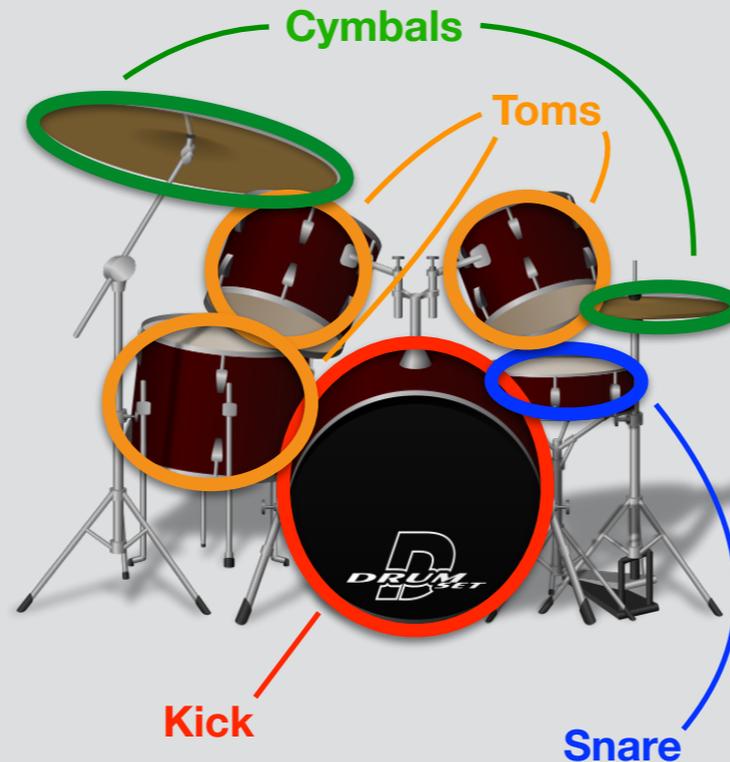
1. Pupils know that a drum kit is a musical instrument.
2. Pupils understand what the word tempo means.
3. Pupils can play simple rhythms on a drum kit.
4. Pupils know that drums are a percussion instrument.
5. Pupils know that crotchet and quavers are examples of music notation.
6. Pupils know how to read and play a drum grid.
7. Pupils can play rhythms using word phrases.
8. Pupils can name all 4 parts of a drum kit.
9. Pupils can play a drumbeat at a steady tempo.
10. Pupils can play a drumbeat with a partner at the same time.

Course Overview

Course overview: This course is aimed at teaching pupils a brand-new musical instrument, the electric drums. They will look at why rhythm is important when playing the drums, as well as all the parts of the drumkit they are going to be using. Slowly becoming comfortable, they will learn how to read drum grids in order to play different types of drumbeats, have a go at creating their own, with a final goal of playing along to piece of popular music.

Learning Outcomes for the course: Over this course the pupils will be able to name the different parts of a drum it, understand what the word tempo means and how to use word phrases to practice their rhythms. They will be able to read and create drum grids, improve their dexterity and multi-tasking skills, and make decisions on different sounds they can use. A final performance will see them use all the skills they have acquired to play along to a song whilst thinking about tempo, accuracy and timing.

Drum Kit



Drum Grid

| | | | | |
|----------|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| A |  |  | | |
| B | | |  |  |

Vocabulary Bank

| | |
|----------------------------|--|
| Drum Kit | <i>A rhythmic musical instrument made up of drums and cymbals.</i> |
| Percussion | <i>A musical instrument that must be struck or hit.</i> |
| Kick, Snare, Toms, Cymbals | <i>The 4 main parts of a drum kit.</i> |
| Drumsticks | <i>Two sticks used to play drums on a drum kit.</i> |
| Tempo | <i>How fast or slow a piece of music is.</i> |
| Word phrases | <i>Phrases attached to rhythms to help remember them.</i> |
| Drumbeat | <i>A repeated pattern of drums played on a drum kit.</i> |
| Drum Grid | <i>A visual tool used for reading and playing drumbeats.</i> |



Electric Drums: Lite Level 2 KS1

Course Evaluation Criteria

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.

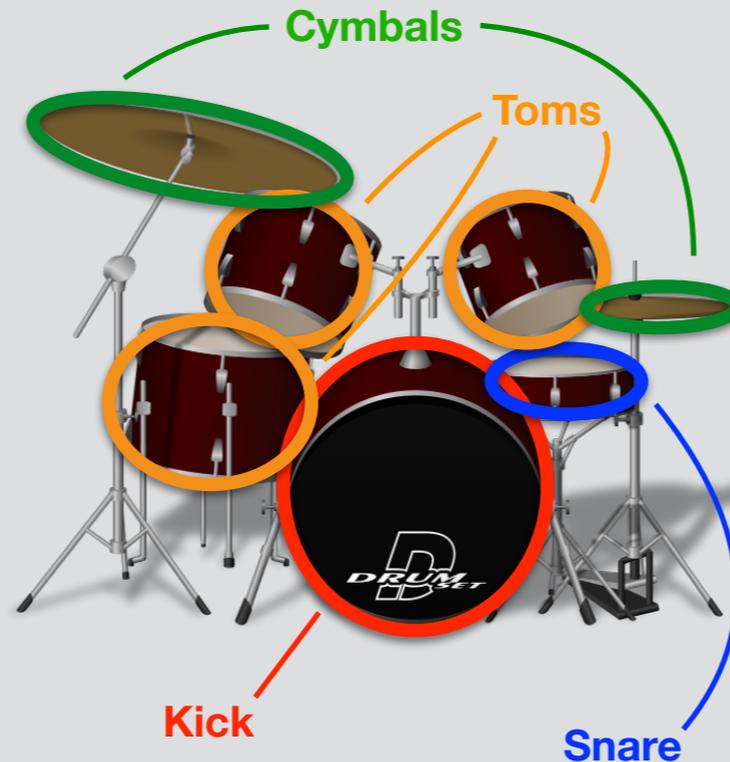
1. Pupils understand that the drums all have a different timbre.
2. Pupils can describe the different sounds of the different parts of the drum kit.
3. Pupils can read and play following a drum grid with confidence.
4. Pupils can play drum simple drum beats following rhythmic notation.
5. Pupils can play a duet in front of others on the drum kit.
6. Pupils understand how drums are used in different styles of music across the world.
7. Pupils can compose simple drum beats.
8. Pupils know what a drum beat fill is.
9. Pupils can play a simple drum beat.
10. Pupils can play drum beats with accurate timing.

Course Overview

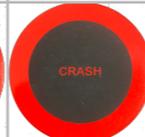
Course overview: This course is a continuation from Electric Drums Lite Level 1. Pupils will build on their existing knowledge of the drum kit as an instrument and develop their confidence in percussive performance. Pupils will have the opportunity to perform as solos, duets, small groups and as a whole class. Pupils will learn new techniques to play more complex rhythms and create more exciting performances.

Learning Outcomes for the course: Over this course the pupils will be able to understand what the word timbre means and how to describe sounds using words. They will learn about different types of duets and how to perform them as well as different types of drums around the world. A final performance will see them use all the skills they have acquired to play along to a song whilst thinking about tempo, accuracy, and timing.

Drum Kit



Drum Grid

| | | | | |
|----------|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| A |  |  | | |
| B | | |  |  |

Vocabulary Bank

| | |
|----------------------------|--|
| Drum Kit | <i>A rhythmic musical instrument made up of drums and cymbals.</i> |
| Percussion | <i>A musical instrument that must be struck or hit.</i> |
| Kick, Snare, Toms, Cymbals | <i>The 4 main parts of a drum kit.</i> |
| Drumsticks | <i>Two sticks used to play drums on a drum kit.</i> |
| Tempo | <i>How fast or slow a piece of music is.</i> |
| Word phrases | <i>Phrases attached to rhythms to help remember them.</i> |
| Timbre | <i>How a note, sound or tone is perceived. The quality of the sound.</i> |
| Fills | <i>A short musical phrase used to keep the listener engaged between musical phrases.</i> |



Electric Drums: Level 1 KS2

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 a drum kit is made up of different types of drums and cymbals.
2. Pupils know a crotchet is worth 1 beat and a quaver is worth 1/2 a beat.
3. Pupils understand that different genres of music use different drum beats.
4. Pupils know the difference between standard and half time.
5. Pupils are able to use the kick drum whilst playing a drum beat.
6. Pupils can perform a drum beat in time as pairs.
7. Pupils can create a drum beat using at least 4 parts of the drum kit.
8. Pupils are able to play the drums along to a piece of music.
9. Pupils can play double kick hits in time as part of a drum beat.
10. Pupils are able to play all three parts of a drum beat as soloists instead of pairs.

Course Overview

Course overview: This course is aimed at teaching pupils a brand new musical instrument, the electric drums. They will learn about the history, types and evolution of the drum kit, as well as the correct techniques used when playing one. With an in-depth dive into different musical genres, drum beats and technical aspects of the instrument, pupils will build up their skill and dexterity with the aim of performing along to popular styles and songs.

Learning Outcomes for the course: Over this course the pupils will be able to play steady drum beats using three different sections of a drum kit, either as soloist, pairs or an ensemble. They will be able to compose their own musical parts by utilising different drums and cymbals across their drum kit, as well as sight read rhythms composed by other groups.

Drum Kit



= Kick Drum



= Snare Drum



= Hi Hats

Vocabulary Bank

| | |
|---------------|--|
| Percussion | <i>A musical instrument that is hit or struck.</i> |
| Pedal | <i>Used to play a kick drum by stepping on it.</i> |
| Standard Time | <i>A drum beat where the snare is played on beats 2 and 4.</i> |
| Half Time | <i>A drum beat where the snare is played on beat 3.</i> |
| Off Beat | <i>When a rhythm is played on the "and" counts of a bar.</i> |
| Genre | <i>A specific musical style or type</i> |

Drum Beats

| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| | 1 | + | 2 | + | 3 | + | 4 | + |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Notes

| | |
|--|--------------------------|
| | = Crotchet (1 Beat) |
| | = Quaver (1/2 Beat) |
| | = Crotchet Rest (1 Beat) |



Electric Drums: Level 2 KS2

Course Evaluation Criteria

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 basic history of the drum kit.
2. Pupils can explain the difference between a Standard Back beat and a Jazz drum beat.
3. Pupils know that a semiquaver lasts for 1/4 beat.
4. Pupils know what a time signature is.
5. Pupils can play a drum beat in 3/4.
6. Pupils know what drum beats look like when they are notated on a stave.
7. Pupils know the three ways a high hat pedal can be used.
8. Pupils know the three ways a high hat pedal can be used.
9. Pupils know what a rudiment is.
10. pupils can play a rudiment.

Course Overview

Course overview: This course builds on the pupils existing knowledge of the electric drums and introduces more complex theory and playing techniques. They will learn about how to identify swung rhythms, different time signatures as well as how to read drum notation on a stave. With a more in-depth look into rudiments and pedal techniques, pupils will build up their skill and dexterity on the drums and perform in pairs, as an ensemble and even soloists.

Learning Outcomes for the course: Pupils will learn more advanced drum techniques and will be able to aurally recognise the difference between different drumming styles. They will understand how to read stave notation in order to play popular drumbeats, as well as compose their own by utilizing different techniques such as rudiments and semiquavers. They will understand the relationship between the hi-hat pedal and the other parts of the drums, as well as confidently play through a final performance whilst keeping a steady beat.

Drum Beats

| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| | 1 | + | 2 | + | 3 | + | 4 | + |
|  |  |  |  |  |  |  |  |  |
|  | | |  | | | |  | |
|  |  | | | |  | | | |

Drums



Vocabulary Bank

| | |
|------------|--|
| Percussion | <i>A musical instrument that is hit or struck.</i> |
| Pedal | <i>Used to play a kick drum by stepping on it.</i> |
| Fill | <i>A short musical phrase used to keep the listener engaged between musical phrases.</i> |
| Rudiment | <i>The most common type of practise for drums that develop technique.</i> |
| Paradiddle | <i>One of the basic patterns used for technique, coordination and stick control.</i> |
| Comping | <i>When other parts of the drum are added randomly to the beat.</i> |

Notes

| | |
|---|--------------------------|
|  | = Crotchet (1 Beat) |
|  | = Quaver (1/2 Beat) |
|  | = Crotchet Rest (1 Beat) |
|  | = Semiquaver (1/4 Beat) |



Electric Drums: Level 5 KS3

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.

10.

Course Overview

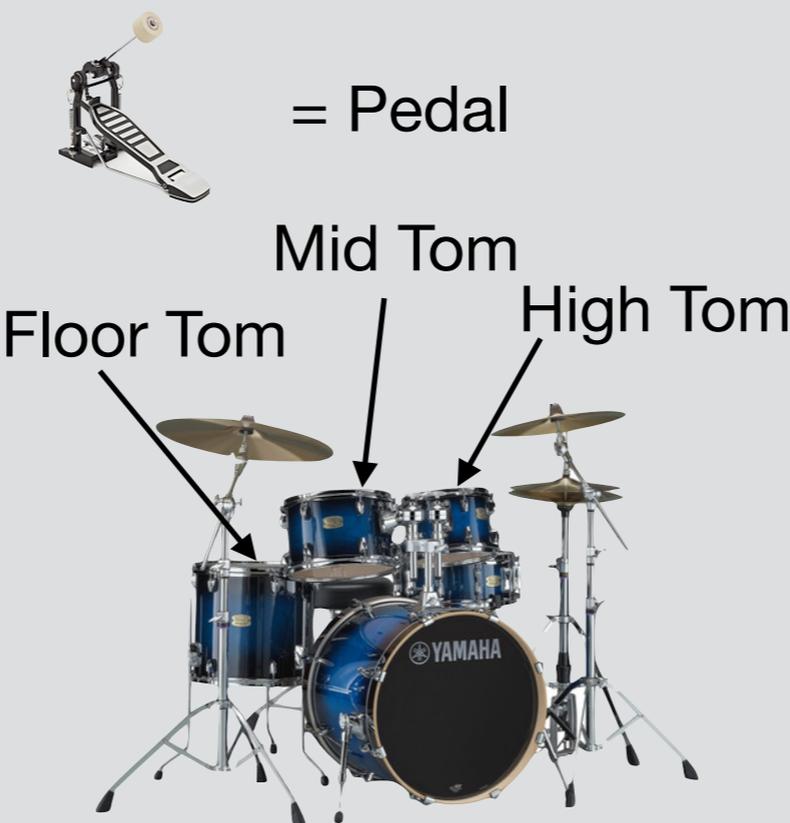
Course overview: This course introduces KS3 pupils to a brand-new instrument, the electric drums. They will learn about the history and evolution of the drum kit, the different types of drum kits available to use, as well as how to play it one themselves. With an in-depth dive into different musical genres, drumbeats and technical aspects of the instrument, pupils will build up their skill and dexterity on the drums and perform in pairs, as an ensemble and even soloists.

Learning Outcomes for the course: Pupils will be able to use rhythmic techniques to play steady drumbeats following 3 separate musical parts. They will understand how to read drum grids in order to play popular drumbeats, as well as compose their own by utilizing different drums and cymbals across their kit. They will understand the relationship between the kick pedal and the other parts of the drums, as well as confidently play through a final performance whilst keeping a steady beat. KS3 pupils will begin to understand how drum notation looks and works.

Drum Beats

| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| | 1 | + | 2 | + | 3 | + | 4 | + |
|  |  |  |  |  |  |  |  |  |
|  | | |  | | | |  | |
|  |  | | | |  |  | | |

Drums



Vocabulary Bank

| | |
|--------------------|--|
| Percussion | <i>A musical instrument that is hit or struck.</i> |
| Pedal | <i>Used to play a kick drum by stepping on it.</i> |
| Fill | <i>A short musical phrase used to keep the listener engaged between musical phrases.</i> |
| Rudiment | <i>The most common type of practise for drums that develop technique.</i> |
| Paradiddle | <i>One of the basic patterns used for technique, coordination and stick control.</i> |
| Playing techniques | <i>The different ways of holding drumsticks and playing the drums</i> |

Notes

| | |
|---|--------------------------|
|  | = Crotchet (1 Beat) |
|  | = Quaver (1/2 Beat) |
|  | = Crotchet Rest (1 Beat) |
|  | = Semiquaver (1/4 Beat) |