

MMEA
Saturday, January 30, 2016
9:00 - 10:00 AM
Paul Corbière, Clinician

"Drumming in the Elementary Music Room: something for the little guys."

1. Getting Started

- Proper tone production (high and low tones) and "Tune those Drums!!"
- Echo patterns – "I say, you say." "I play, you play."
- How does evaluation play into these activities?
 - Informal Assessment (by the teacher; by the students)

2. Mr. C's Really Cool Drum Games - number and alphabet games

Why these activities?

- Helps students play in time together.
- Every child can do this and still maintain a steady beat.
- Excellent with mainstreamed students and students who are in self-contained classrooms.
- Keeps students thinking ahead as they plan to play the low tone for the change on the last number.
- They must stay engaged in the activity and follow the sequence of counting.
- As many drumming ensembles do not rely on traditional measures with a feeling of "1," they must instead keep an ongoing beat without emphasis on one.

~Number Game - Primary (K - 2)

Skills: counting; playing high and low tones on the drum

Process:

- Choose a student to pick a number (1-20; 1-100!).
- Students will play a steady beat (high tones) and count aloud to the number that was picked.

- Alternate hands!

- When the students get to the number, they play a low tone and stop.

Evaluation: Observe students as they:

- play steady beat in time as they count to number.
- play a low tone on drum to show they have reached the number.
- alternate hands.
- stop and "not go on."

Extension: Have students choose numbers that are:

- greater than or less than (ex: a number greater than 27 but less than 37)
- the number could be the solution to a problem (ex. the square of 5 (= 25))
- play the syllables of the numbers

~Word Game – Primary (K – 2)

Skills: Students must know their alphabet, must understand words that BEGIN with that letter, must problem solve quickly. Again reinforces the drumming technique of one hit to one syllable.

Process: (Based on Will Schmid's Question/Answer activity - World Music Drumming, 1997)

- Choose a student to pick a letter from the alphabet.
- Students will play a steady beat (high tones) and count aloud to the letter that was picked. They will play a low tone on that letter (just like in the number game).
- THEN, add the following as you would perform the Question/Answer activity.
- Leader says and plays: “What's your “m-word?” (♪ ♪ ♪)
- Student says and plays: “money” (♪ ♪)
- Leader says and plays: “What's your “m-word?” (♪ ♪ ♪)
- Next student says and plays: “milky-way” (♪ ♪)
- Continue in this way until every student has had a turn.
- Choose a student to pick another letter from the alphabet and continue.

Evaluation: Observe students as they:

- say the correct words.
- play “answers” in time.

3. Stick Game: 2nd Grade

Lesson topics: rhythm, form, tempo; game

Materials: Rhythmically Moving CD #2 (Fjaskern - #9) and (Rakes of Mallow - #1); European Stick Passing Game (by Artie Almeida); classroom instruments

Use a song that is in AB form. Form a circle and have students place a rhythm stick in their right hand.

- A Section: To the beat, with one rhythm stick in the right hand: tap stick twice on left hand, twice on right hip, twice on left hand, and twice on the bottom of the left shoe. Repeat until...
- B Section: Tap the stick (still in right hand) twice on the floor then pass it to the person on your right. Take stick from person on your left and then switch it to your right hand (making the pattern - tap tap pass switch - beats 1 - 2 - 3 - 4)

To "kick it up a notch....."

- A Section: To the beat, with rhythm stick in the right hand, tap stick once on left hand, once on right hip, once on left hand, and once on the bottom of the left shoe.
- B Section as above. Repeat...

Extension 1: Review " Ensemble 1" (WMDing) - students create an AB form with the three drum parts.

- A Section: Play only the Medium drum part with bell and rattles.
- B Section – Play only the Low and High drum parts with bell and rattles.
- Perform the same movements as above for each section.

Then, set up the room:

Choose students to play Ensemble 1 in one group (5-7 students): Set up other groups (4-6 students) around a single drum

- A Section: To the beat, students each hit their rhythm stick on the drum in front of them: tap stick twice on drum, twice on right hip, twice on drum, and twice on the bottom of the left shoe. (you can also use the "kick it up a notch" version above) Repeat until...
- B Section: Tap the stick (still in right hand) twice on the drum then pass it to the person on your right. Take stick from person on your left and then switch it to your right hand (making the pattern - tap - tap pass switch - beats 1 - 2 - 3 - 4)

Extension 2: For large groups, choose additional students to play sound shapes or frame drums (or any kind of drum!!) when students in the circles hit their drums.

- A section: hit on beats 1 and 3 (use the "kick it up a notch" version! see above)
- B section: hit on beats 1 and 2
- Another option is to have students use the additional rhythm patterns above but play triangles for the A section and tambourines for the B section.

Extension 3: Early childhood modification:

Sit in circle with small frame drums/mallets, one in front of each child.

- Each child places the mallet in right hand.
- A section: tap the steady beat with mallet (1, 2, 3, 4)...left hand, frame drum in front on child, left hand, frame drum in front of child to the right. Repeat...until

B section: tap to the steady beat with the mallet.... Four beats on the drum in front of child, then pass mallet to child on the right, switching the mallet (now in the left hand) to the right hand. Repeat.

Sound Story: Bringing children's literature to life.

Using the instrumentation of the music classroom - drums, percussion, and Orff instruments - to develop a sound-based exploratory activities that reaches across the curriculum to include language arts, math, science, social studies, and art activities.

Laying the foundation:

Instrument exploration

- Name of instrument
- Proper technique
- Timbre: How do we describe what each sound does? (ringing, short, sustained, always the same? can the sound be controlled?)
- Musical concepts: high/low; fast/slow; loud/soft; rhythmic/random

Gestures and cueing

- Begin/End cue
- Crescendo/decrescendo
- Accelerando/ritardando

Exploring the story

- Read the story to the students - multiple times depending on age
- Check for comprehension: Who was it about? What happened? Why did things happen?
- Sequence and form of the story - what happened when

FORTUNATELY:

Written and Illustrated by Remy Charlip

Fortunately: Bell Tree

Unfortunately (whole phrase): Drum Rumble!!

Surprise Party: Xylophone - simple 2 beat pattern that repeats 4 times

Airplane: Kokiriko

Engine Exploded: Bass Drum (roll?) or tubanos and cymbals

Parachute: Slide Whistle Up

Hole in Parachute: Slide Whistle Down

Hay Stack: Shekere

Pitch Fork: Triangles

Missed it!: Glock gliss down

Missed Haystack: Maracas

Water: Ocean Drum and Rainstix

Sharks: Bass Xylo (E F E F E F E F E F)

Swim: Log Drum

Tigers: Tiger Drum

Run: Temple Blocks/Wood Agogo

Dig: Cabasa/ Guiro

Birthday: Everyone!!

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