Drumming & Grooving!

A Collaboration of Learning!

2015 FMEA Conference
January 16, 2015

Created and presented by:
Nathaniel Strawbridge
Music Teacher, Crestwood Elementary
Hillsborough County Public Schools
nathaniel.strawbridge@sdhc.k12.fl.us
Workshop Objective:

Participants will learn strategies for engaging all students in positive and collaborative music making experiences through the implementation of several world drumming and world music ensemble pieces, as well as the use of multiple “ensemble building” activities.

Workshop participants will also:

1.) Experience and/or review basic drumming skills and techniques, as well as, gain strategies for implementing these skills and techniques;

2.) Gain strategies to enhance student engagement through the development of basic ensemble/group building skills among students in the general music classroom and ensemble setting;

3.) Be introduced to several “Multi-level/Multi-purpose” World Drumming pieces for K-5 drumming groups/advanced drumming groups, and/or general music class students;

4.) Experience the joy of collaborative, community drumming and music making!
**Session Overview:**

*Drumming & Grooving!: A Collaboration of Learning (Ensemble Pieces /Skills & Techniques)*

I. Rules and Expectations.

II. Postures & Positions:
- Sitting Positions/Resting & Playing Positions/ Proper hand and body position for playing.

III. Tone Production: Producing a Proper or “Great” Tone!

IV. Skills/Techniques/Beat Foundation/Group/Ensemble Building (NGSSS/Key Learnings: MU.5.S.3.2; MU.5.S.1.4; MU.5.O.3.2; MU.5.C.2.1; MU.5.C.2.2; LACC.5.L.2.3; LACC.5.SL.1.1 LACC.5.SL.1.3; MU.5.S.3.2; MACC.K12.MP.5; MACC.K12.MP.7)
- **Bouncing Beat/Alternating Beat Hands**
- **Beat Variation #1:** (High & Low)
- **Beat Variation #2:** (SSSS-DDDD)
- **Beat Variation #3:** (Single Low tones w/Improvised High tones)
- **Rumble- to-Cut off!**
- **Echo Patterns (Intermediate & Advanced)**
- **Simple Rhythm (Low-Low/ De-Ge -- De-Ge)**

V. World Drumming Ensemble Pieces: **Multi-level** (NGSSS/Key Learnings: MU.2.S.2.1; MU.2.S.3.2; MU.4.S.2.1; MU.4.S.3.2; MU.4.S.3.4; MU.5.S.2.1; MU.5.S.2.2; MU.5.S.3.2; MU.5.S.3.4; MU.5.C.2.1; MU.5.C.2.2; LACC.5.L.2.3; LACC.5.SL.1.1 LACC.5.SL.1.3; MACC.K12.MP.5; MACC.K12.MP.7; MACC.K12.MP.5; TH.5.H.1.2 MACC.K12.MP.5)

1.) **Ensemble #1 (Basic/Intermediate):** “Akom” & “Akom Advanced”

2.) **Ensemble #2 (Advanced):** “Drop the Beat” (Name created at Crestwood Elementary)

3.) **Ensemble #3 (Advanced):** “Merengue Mix”

4.) *Bonus Ensembles:* “Culture Mix”/”Ens #1”/“Hosisipa”/“Train Song”

VI. Workshop Wrap-ups and Conclusions!
I. Rules and Expectations:
Outlining the behavioral and performance expectations for the class.

*(Rules and expectations should be reviewed as OFTEN as NECESSARY!)*
Drumming & Grooving: “A Collaboration of Learning”

II. Postures & Positions
(Sitting and Playing)

II. Playing Positions: Proper hand and body position for playing.

a.) Elbows out; (But not too high)

b.) Fingers close together but not squeezed too tight;

c.) Shoulders relaxed

d.) Hands and wrists in one straight line.

e.) Hands matching your words!
Proper Playing Position
Is this Proper Playing Position? Why or Why not?
Is this Proper Playing Position? Why or Why not?
Is this Proper Playing Position? Why or Why not?
Is this Proper Playing Position? Why or Why not?
Is this Proper Playing Position? Why or Why not?
III. Producing a ‘GREAT’ tone:

- Bounce hands;
- Soft/warm tone, (play softly);
- Control your hands and body;
- Say the words!
- Hands matching the words.

*Remember Proper hand and body position for playing on the drum.*

  a.) Elbows out;  b.) Fingers close together;  c.) Shoulders relaxed;  d.) Arms and wrists in one straight line;  e.) Hands matching your words!
### Drumming & Grooving: “A Collaboration of Learning”

#### IV. Beat Specific Activities:

**a.) Bouncing Beat**

**b.) Alternating Beat Hands**

**c.) Beat Variations:**

#1. High and Low variations  
#2. Singles & Doubles (SSSS- DDDD)  
#3. Singles w/Improvised High Tones

**d.) Rumble to Cut-offs**

**e.) Clean Echo Patterns (Basic & Advanced)**  
*(Goal: Sound like one drum!)*

**e.) Simple Rhythms:** (Low-Low, De-Ge/De-Ge)  
*(I love to Drum)*

*Always remind students of proper tone and positions*: Bounce hands; soft/warm tone; control your body; elbows out; fingers together; shoulders relaxed; etc...
Basic & Advanced Ensembles
### V. “Multi-level” Drumming Ensemble Pieces:

<table>
<thead>
<tr>
<th>Basic/Intermediate Ensembles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) “Akom” &amp; “Akom Advanced” (Levels 1 &amp; 2)</td>
</tr>
<tr>
<td>Advanced Ensembles:</td>
</tr>
<tr>
<td>2.) “Drop the Beat”</td>
</tr>
<tr>
<td>3.) “Merengue Mix” (Palo)</td>
</tr>
</tbody>
</table>
Basic Ensemble #1:

“Akom” (Lvl.1)

Leader Drum Improv.

Low Drum

Middle/High Drum

Perc.

Perc.

Perc.

Nathaniel Strawbridge
Rhythm Gatherer/Contributor
Basic/Intermediate Ensemble

“Akom Advanced” (Lvl. 2)

Nathaniel Strawbridge
(Rhythm Gatherer/Contributor)
Ensemble #2: Advanced
“Drop the Beat” (A-SECTION)
(Named by the Drum Ensemble students of Crestwood Elementary)

comp/arr. Nathaniel Strawbridge

Middle Drums

High Drums

Low Drums

Feel the Latin rhythm, it's in the beat won't you.

Dance calypso, Dance the best you can!

Bass Tone Tone (Slap) Play on the drum-a-(Slap!)

Feel the Latin rhythm, It's in the beat now!

Dance calypso, Dance the best you can!
Ensemble #2: Advanced
“Drop the Beat” (A-SECTION)
(Named by the Drum Ensemble students of Crestwood Elementary)
comp/arr. Nathaniel Strawbridge
Ensemble #2: Advanced

“Drop the Beat” (B-SECTION)
(Named by the Drum Ensemble students of Crestwood Elementary)

comp/arr. Nathaniel Strawbridge

All drums play in unison, repeating the 4 measure phrase 3x’s.

Repeat phrase 3x’s before returning to the A-section.
Ensemble #2: Advanced

“Drop the Beat” (B-SECTION)

(Named by the Drum Ensemble students of Crestwood Elementary)

comp/arr. Nathaniel Strawbridge

All drums play in unison, repeating the 4 measure phrase 3x’s.

The B-section can incorporate several visually stimulating or “flashy,” teacher or student created, special movements that I call “flair moves.” These moves add variety and excitement to the pieces and can often be the highlight of the piece. The three quarter rests in the fourth measure act as the ideal aural break for the incorporation of “flair moves!”

Teacher or student created flair moves can be added to this measure.
Ensemble #3: Advanced
“Merengue Mix”
comp/arr. Nathaniel Strawbridge
Ensemble #3: Advanced
“Merengue Mix”

Tap on the side of the drum with stick!

Hand placement (sticking)

Feel the Latin Beat, ti-ka-ti-ka
To be played with a “swing feel.”

Rhythm #3 starts with the left hand.

Play the Spanish Beat! I Love to Me-ren-gue
R (Tap) (Tap)

Rhythm #4 can be broken into two separate parts.

comp/arr. Nathaniel Strawbridge
“Palo” (words)

Palo, Palo, Palo, Palo, Palo,
Po-li-to, Palo-eh,
Eh, Eh, Eh, Eh, Palo
Bo-ni-to Palo-eh!
Bonus Ensembles
*Bonus Ensembles*

**“Culture Mix”**

(An advanced original ensemble that can be used in class or for a world music drumming /ensemble group.)

comp/arr. Nathaniel Strawbridge
1st Grade Ensemble # 1
(Strawbridge Adaptation)

(Rhythm#1 from Will Schmid’s “World Music Drumming Curriculum” Ens. #1)

(Tap) (Tap) Du - De - Du - De (Tap) (Tap) Du - De - Du - De
2nd Grade Ensemble:

“Hosisipa”

Native American Game Song of the Sioux

*Ostinatos created by the Music Heritage Committee*
5th Grade Ensemble:
“Train Song” Notation and Ostinatos

Orff Schulwick, arr. Nate Strawbridge

Voice:

Mallets:

Perc:

Hear that train go click-ety clack! Toot-in' it's whistle and blow-in' it's stack! Hear that train go

D E F G I hear the train! D E F G I hear the train! D E F G

Hear that train go out the station. Hear that train go out the station. Hear that

click-ety clack! Goin' some-where ain't com-ing back!

I hear the train! I hear the train!

train go out the station. Hear that train go out the station.
“TRAIN SONG” (Orff Ostinatos)

Contra Bass Bar: ||

Whole 2 - 3 - 4

D D
Drum Ostinatos

Hear, That, train go out the Station!

I love the Train Song Front Back, Front, Back
“TRAIN SONG” (Orff Ostinatos)

Xylophones

I Hear the Train!

A A A A
D D D D

C D E F G A B C D E F
In conclusion...