

ME 3, ME 2

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Teachers work in many meters when delivering lessons to students. Often, we tend to use meters that are comfortable for us, such as duple meter. This session will present material aimed at providing more confidence working in triple and mixed meters through drumming, instrument playing, movement, and speech. *This session is being sponsored by Peripole Music.*

The music below is inspired by *10 Short pieces for dancing, p.16, #2; Music for Children, Volume III*

- Walk pulse in simple duple meter (2/4) while teacher plays hand drum (rhythm of text in 2).

Play the Drum

Drum, play the **drum** when you want to feel the pow - er.

5 Drum, play the **drum** when you want to have **fun!**

The musical notation is in 2/4 time. The first staff shows a melody starting on a middle C, with notes for 'Drum,' (quarter), 'play' (quarter), 'the' (quarter), 'drum' (quarter), 'when' (quarter), 'you' (quarter), 'want' (quarter), 'to' (quarter), 'feel' (quarter), 'the' (quarter), 'pow - er.' (half). The second staff starts with a measure rest, then continues with 'Drum,' (quarter), 'play' (quarter), 'the' (quarter), 'drum' (quarter), 'when' (quarter), 'you' (quarter), 'want' (quarter), 'to' (quarter), 'have' (quarter), and 'fun!' (half).

- Learn text through imitation, stomping on accented words (in bolded font) drum and fun and clapping the rest of the words.
- Transfer to tubanos and or hand drums, buckets, etc. Unpitched woods play accents.
- Repeat the process above with the text in $\frac{3}{4}$ meter.

Play the Drum

Drum, play the **drum,** when you want to feel the pow - er.

5 Drum, play the **drum,** when you want to have **fun!**

The musical notation is in 3/4 time. The first staff shows a melody starting on a middle C, with notes for 'Drum,' (quarter), a measure rest (quarter), 'play' (quarter), 'the' (quarter), 'drum,' (quarter), 'when' (quarter), 'you' (quarter), 'want' (quarter), 'to' (quarter), 'feel' (quarter), 'the' (quarter), 'pow - er.' (half). The second staff starts with a measure rest, then continues with 'Drum,' (quarter), a measure rest (quarter), 'play' (quarter), 'the' (quarter), 'drum,' (quarter), 'when' (quarter), 'you' (quarter), 'want' (quarter), 'to' (quarter), 'have' (quarter), and 'fun!' (half).

- Repeat the process above with the text in mixed meter with the additional text (*little, just*).

Play the Drum

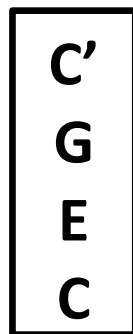
Drum, play a lit - tle drum when you want to feel the pow - er. Just

drum play a lit - tle drum when you want to just have fun!

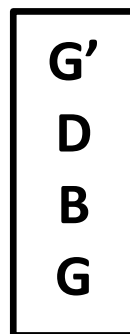
- Phrase B: Using unpitched percussion (larger metals on accented words), and/or recorders, decide how to speak the following phrase (duple, triple, or mixed meter).

*I just love to play together with **all my friends** it's **awesome!***

- Transfer to metals, accented words are played by large metals (cymbals, cowbells, or other chosen metals)
- Options:
 - Create a dance to accompany, one group for each part A and B
 - Play piece on barred instruments:
 - Learn chord change on body percussion, solfege, roman numerals, body movement, etc. BX and CBB can play the root of the chord on the strong beats of each measure. Play rhythm of the words to the A section, improvising melodies using the chord tones.
 - Play piece on recorders:
 - Students improvise a melody playing the C and G chord tones, to the rhythm of the A section of *Play the Drum* (in duple, triple, mixed meter), as students are able.



I tonic **C chord**



V dominant **G chord**

Drum, play a little drum if you want to feel the power. Just

C C G C G

drum, play a little drum if you want to just have fun.

C C G C