

Explo at Wellesley

Workshop Lesson Plans

5 class meetings per session

65 minutes per class

Workshop: Drumming

Instructor: Max Guttman

PCA: Andy Smith

Day 1 Monday

Essential Question(s)

- How do drummers create rhythms?
- How does the design of an object affect its percussive sound(s)?

Objectives

- SWBAT reconstruct the sound of a drum.
- SWBAT arrange a drum beat within the context of a fully-instrumented song

Materials, Tools and Resources

- Large paper
- Markers
- Empty coffee cans
- Balloons
- Rubber bands
- Uncooked rice
- Scissors
- Drum sticks
- iPod touches/Chromebooks/iPads (anything with access to YouTube)

Today's Prep Work

- Get scissors from general supply
- Bring snare drum from School of Rock

Activities:

1. First Day Delay (10 mins)
2. Make a drum (15 mins)

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

3. Basic drum beats (20 mins)

Hook

Everyone sits in a circle. The instructor uses their name to start off a rhythm given the number of syllables in their name (ex. a baseline using “Max...Max...Max...Max”). A student next to the instructor will then add on to the rhythm using their own name (ex. “...Je-han...Jeh-han...Je-han...Je-han”). Going around the circle, each student will add their own beat to the collective rhythm using their name. (7 mins)

Procedure

1. First Day Delay (10)
 - a. Typically, the first day of workshops is about 10 minutes shorter due to first day attendance taking.
2. Make a drum (15 mins)
 - a. Show students a conventional snare drum (use the one from the drum set for School of Rock). Two at a time, let them play around with it for about 30 seconds each while their classmates watch. On a piece of chart paper, ask students to write down their observations about the sounds the drum makes and the structural elements that create those sounds.
 - b. Using empty coffee cans, balloons, rubber bands, and uncooked rice, students will make their own snare drum.
3. Basic drum beats (20 mins)
 - a. What are some beats in your favorite songs? Have students pair up by mutual interests in music styles/artists. Each pair will pick a song, and be given an iPod touch or similarly-capable device to listen to the song and arrange the beat for it using their newly-made drums. The pairs will then perform their beat along with the song for the class. The instructor can float around, helping specific groups pick out parts or play rhythms.

Assessment

Each student will have a playable snare drum that plays a mid-range tone.

Each student will be able to play along with a song of their choosing.

Closing

Clean up (3 mins)

Free jam (10 mins): They're going to want to play their drums as much as they can. Set a beat and let them loose, encouraging them to listen to each other as a collective ensemble, not just as individual drummers. Change up the tempo every few minutes.

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

Filler Activities

More free jams at different tempos

Lesson Plan Citations

N/A

Day 2 *Tuesday*

Essential Question(s)

- How do drummers create rhythms?

Objectives

- SWBAT orchestrate an original drumming performance.
- SWBAT choreograph visually exciting movement to accompany the performance.

Materials, Tools and Resources

- iPad with internet connection and camera/microphone
- Large paper
- Markers
- Students' drums from the previous day
- Painter's tape (to hang up Chalk Talk)
- Drum sticks

Today's Prep Work

- Make Chalk Talk paper

Activities:

1. Show video: Hot Scots (4 mins)
2. Chalk Talk (6 mins)
3. Create a cadence (40 mins)

Hook

Circle counting #1: Students will stand in a circle. They must count to ten, one student at a time,

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

without making eye contact or gestures. If two students speak at a time, they must start over. (5 mins)

Procedure

1. Show video: Hot Scots
 - a. On a laptop or iPad, show students the Hot Scots drum line 2011 video at <http://youtu.be/6iuD3pSgBcw>
2. Chalk Talk
 - a. On two different large pieces of chart paper, students will answer the questions: What made that performance exciting to watch? (ex. synchronization, funny dances, exaggerated movements, high energy) What made that performance exciting to listen to? (ex. wide dynamic range, variations in melodies, connecting sound with movements)
3. Create a cadence
 - a. Students create a cadence together as a class using the drums they made the day before, paying attention to both the music and the visual performance. When they have decided they're done, ask if you, the instructor, can record their performance so they can see what they look and sound like; if not, just record the audio so they can hear what they sound like.

Assessment

Students will have generated a list of effective elements of a performed percussion piece.

Students will have performed an original piece with their classmates that incorporates both musical and visual elements they have identified as effective in percussion performance.

Closing

Show the video/play the recording back to them; students will write down on a piece of large paper what “worked” and what could make their next performance even better. (10 mins)

Filler Activities

Students can perfect their cadence.

Lesson Plan Citations

“THE OFFICIAL Hot Scots drum line - 2011 - Nigel - Talent Show at LHHS” by YouTube user fernandiish. <https://www.youtube.com/watch?v=6iuD3pSgBcw>

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

Essential Question(s)

- How do drummers create rhythms?
- How does the design of an object affect its percussive sound(s)?

Objectives

- SWBAT reconstruct the sound of a drum.

Materials, Tools and Resources

- Laptop/iPad with internet connection
- Anything in the class supply bucket! (e.g. buckets, trash can, pans, pipes, drum sticks)
- Painter's tape

Today's Prep Work

- N/A

Activities:

1. Body percussion (10 mins)
2. Create a drum set (38 mins)

Hook

STOMP – "Just Clap Your Hands" (10 mins): Show clips of the video at <http://youtu.be/IOXdDKwFe3k> Brain bombs: What made that performance different than a conventional concert? What different methods did they use to create percussive sounds?

Procedure:

1. Body percussion
 - a. In partners: How many different sounds can you make using only your hands and feet? (*Note: students must keep hands, feet, etc. to themselves; partners are for generating ideas, not for drumming on!*)
2. Create a drum set
 - a. Students will be broken up into groups of two or three. Using the materials available, students will make their own version of a drum set. During this time, the instructor will float around and provide guidance for students as they need, especially regarding the variations of tonality that make up a drum set. Students

will then share their instruments by showing the different sounds they can make on them and playing for short amount of time (20 seconds to a minute, depending on the number of students).

Assessment

Each student will have a playable drum set including a bass tonality, a mid-range tonality, and a high-range tonality.

Closing

Free jam: Students can free jam using their drum sets, snare drums, and/or the body percussion techniques created and shared at the beginning of class. In addition to focusing on keeping the beat, encourage them to listen for a balance of tonalities. (10 mins)

Filler Activities

Allow students to rotate and try out one another's drum sets.

Lesson Plan Citations

"STOMP" and other trademarks, service marks, brands, product names, designs and logos related to "STOMP" and indicated on this website are owned, controlled or licensed by STOMP, LLC

Day 4 Thursday

Essential Question(s)

- How do drummers create rhythms?
- How does the design of an object affect its percussive sound(s)?

Objectives

- SWBAT orchestrate an original drumming performance.
- SWBAT choreograph visually exciting movement to accompany the performance.

Materials, Tools and Resources

- "Instruments"
- Laptop/iPad with internet connection (in case students choose to play along with a song and want to listen to it)

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

Today's Prep Work

- N/A

Activities:

1. Final performance preparation (55 mins)

Hook

What do we want to do for our final project?: Students will be given the choice if they would like to arrange the drum parts to a popular song or if they would like to arrange a series of cadence-based skits like STOMP. They will also be given the option to perform at Friday's Community Meeting. (10 mins)

Procedure

1. Final performance preparations
 - a. Students will spend the class period developing parts for whichever type of performance they choose.
 - i. If arranging a song:
 1. Brainstorm songs popcorn-style. Listen to clips to sample if needed.
 2. Play the song at least twice for the class. Each student can listen and write down any details they hear that they think are relevant—in particular, instrumentation, rhythms and blocking.
 3. Ask students how they want to divide these parts among themselves. Let each student work through their individual part for a bit; the instructor can float around helping individual students.
 4. Bring the group back together to begin playing through the song together. The instructor will act as the “conductor” of the ensemble, providing an external beat and ear.
 - ii. If writing an original piece
 1. Run a couple of one-minute free jams, encouraging the students to be mindful of particular rhythms or instrumentations that work. Bring out the Chalk Talks and Brain Bombs from the Hot Scots and STOMP videos so they can look over the aspects of other performances that they've found effective and fun.
 2. Circle up and ask each individual to share about what aspects they might want to build off of, while one student keeps a list. Once everyone has shared, they've got their ingredients: now they just need to put together the recipe! The instructor can facilitate

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

dialogue surrounding the composition or arrangement of the piece if needed, and provide input/further guidance as the students develop their performance.

Assessment

- Students have a basic plan for the performance including the type (popular song, STOMP-like, etc.) as well as the basic musical backbone like the primary rhythm, and each student's performance role.
- Students choose choreography that reinforces the tone, style, and cadence of the drumming rhythm planned.

Closing

Check-in: What do we need to do tomorrow to be ready to perform? How are we going to get there? (5 mins)

Clean up (5 mins)

Filler Activities

Students can continue developing ideas and preparations for their final performance.

Lesson Plan Citations

"STOMP" and other trademarks, service marks, brands, product names, designs and logos related to "STOMP" are owned, controlled or licensed by STOMP, LLC

Day 5 *Friday*

Essential Question(s)

- How do drummers create rhythms?
- How does the design of an object affect its percussive sound(s)?

Objectives

- SWBAT create strategies for maneuvering the unexpected nature of live performance.
- SWBAT create a techniques for solving performance errors.

Materials, Tools and Resources

- "Instruments"

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

Today's Prep Work

- If the students have requested any additional materials, obtain them
- Communicate performance decision to the Programming Office manager(s) in charge of Community Meeting

Activities:

1. Final project preparations (40 mins)
2. What if? (10 mins)

Hook

Check-in: What do we need to accomplish today? How are we going to do it? (Essentially, a reiteration of Day 4's closing) (5 mins)

Procedure

1. Final project preparations
 - a. Students will finish preparing their final performance project.
 - i. If arranging a song
 1. Conduct run-throughs of the song, encouraging the students to be particularly mindful of cohesiveness of sound as well as their stage presence.
 - ii. If writing an original piece
 1. Depending on the kind of piece the students have chosen to create, this may involve helping students create visual pieces, providing input for students as they work out kinks in their composition, or conducting run-throughs of the performance. Tell the students you are there for them as a resource: you're the ensemble's manager, but they're the ensemble themselves!
2. What if?
 - a. Students will come up with a plan to stay on beat and how to "find their way back" if someone loses their place during the performance. Have each group pick one member to mess up or lose their place during a run-through and practice their solution(s) for getting back on track.
3. Performance logistics
 - a. If the students are performing at Community Meeting, explain the logistics of what they will need to do in for their performance (2 mins)
4. Circle counting #2
 - a. Repeat the circle-counting exercise from Day 2's hook. The students, having worked with one another for the past few days, will be much more in-sync with

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

each other. Point out how far they've come as an ensemble! (3 mins)

Assessment

Each student group has at least two planned strategies for an unexpected performance problem.

Students practice an effective solution to a performance error like resting until the down beat, solo-ing, or playing a basic cadence.

Closing

Shakeout: get the students jazzed about all the work they've put in! Counting down from eight (8 7 6 5 4 3 2 1, 8 7 6...) and lowering the count by one number each time (8 7 6 5 4 3 2 1, 7 6 5 4 3 2 1), have students shake out each hand, foot, and then drum the air. Increase the speed as you get closer to 1; by the time you get to "1, 1, 1, 1, 1!" everyone will be breathless and laughing. (2 mins)

Filler Activities

Extra rehearsal time for the final performance OR an extra free jam.

Lesson Plan Citations

N/A