

Explo at Wellesley

Workshop Lesson Plans

5 class meetings per session

65 minutes per class

Workshop: W533 – Non-Traditional Percussion

Instructor: Max Guttman

PCA: Elliot Targum

Day 1 Monday

Essential Question(s)

- How can we use everyday objects as percussive instruments?

Objectives

- Students will be able to learn each others' names and begin exploring everyday objects and percussive instruments.

Materials, Tools and Resources

- "Instrument collection"
- Large easel pad
- Markers
- Painter's tape
- Slips of paper with sounds written on them

Today's Prep Work

- Make slips of paper with sounds
- Create designated areas for instrument types (using painter's tape, to make parking spot-type areas)
- Make Chalk Talk papers

Activities:

1. Free jam (5 minutes)
2. Sort materials (10 minutes)
3. Create a drum set (15 minutes)
4. Chalk Talk (5 minutes)
5. Clean up (5 minutes)

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Hook

Name Game (15 minutes): Have each student draw a slip of paper from a hat; each slip will have the name of a type of sound (ex. thunder, rain, wind chimes, wind blowing,). Have students experiment with the instruments for 2 minutes and find something that makes the sound they have (they can use a pair from the pile of drumsticks as well). Then, have the students find the other person in the group with the sound related to theirs (ex. thunder and rain, wind and wind chimes). Then, regroup into a circle; go around the and have each student introduce themselves (name, where they're from, background music experience, favorite kind of music), and the sound they had (and demonstrate a bit with their partner) – ex. a tin lid: “I’m Naomi and I’m from Maryland. I play guitar, trombone, and drums, and I like folk, ska, and rock music. I had the sound of rain, so I took this tin lid because if you do a drum roll on it like *this*, it sounds like rain. [Partner introduces themselves, then we do our little demonstration together.]

Procedure

1. Students will explore the class materials and the ways they can be used as percussive instruments by having free time to play. The instructor gives a beat for the students to work off of; reset the beat and the students every 3 minutes. Really give them a chance to just “make some noise” and play around. Encourage them to change instruments at least twice per round.
2. Designate four areas – High, Medium, Low, and multiple. Have students experiment with the materials and work together to put the instruments in the proper area based on the type of sound(s) they make. Once they are done, discuss as a class the attributes of each category – both the literal sounds they make, as well as the emotional responses we have to them.
3. Students will be able to use the materials available to make their own version of a drum set, either individually or in groups, depending on class size. 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

- Students will be addressing one another by name.
- Students will have considered and shared their observations about the tonal qualities of at least two non-traditional percussive instruments.
- Students will be able to experiment and participate in a jam session with the instruments that will be available to them over the course of the week.
- Students will have created their own “drum sets.”

Closing

Chalk Talk (5 minutes): Using the question sheets I have made on sheets of large easel paper,

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students will respond to two questions: “What did we notice in our own and each others’ instruments?” and “What did we notice when people played them?” (Depending on the size of the class, half of the class may answer each question at a time.) We will then sit in a circle and talk about what we see people have said on each sheet of paper. I will put the papers up on the wall after we are done as a reminder of our observations.

Clean up (5 minutes): The students and I will put the drum sets in a place in the room (e.g. a corner) where they will not be bothered by other classes using the room and put all other materials away.

Filler Activities

Moving in partner pairs, students will be allowed to try out their classmates’ drum sets for a minute at a time.

Lesson Plan Citations

N/A

Day 2 *Tuesday*

Essential Question(s)

- How can we use everyday objects as percussive instruments?
- How can we combine different percussive sounds to make a cohesive musical piece?

Objectives

- Students will be able to learn about rhythm and create their own beats.

Materials, Tools and Resources

- “Instrument collection”
- Large easel pad
- Markers
- Rhythm counting handout
- Pencils

Today’s Prep Work

- Create counting poster
- Make Chalk Talk papers

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Activities:

1. Free jam sessions (10 minutes)
2. Rhythm lesson (5 minutes)
3. Rhythm creations (15 minutes)
4. Rhythm performances (10 minutes)

Hook

“BAM” (5 minutes): Students stand in a circle facing each other. One student starts off by pointing their clasped hands at another person and saying “BAM”; that person then passes the BAM to another person in the circle (similar to the “Wah” game). Start them off by just passing the BAM; then, clap a beat and have them pass it to a beat. Reset and start with a new beat every minute or so.

Procedure

1. Give a beat and give 1-2 minutes per jam; change up the beat each time. Each student can play their instrument from yesterday or use individual parts that are not being used in the drum sets.
2. Have a poster showing “|| 1 e and a | 2 e and a | 3 e and a | 4 e and a ||” (spell out “and” in smaller letters as some students who do not know English especially well will not understand + or &). Explain the breakdown of a beat and what these sounds mean in the context of rhythm. Encourage students who already have a background in music to help explain. Set a tempo and clap out each beat. Gradually take out beats by covering them up with a sticky note, one or two at a time.
3. Students will work either individually or in pairs to create their own rhythm using smaller versions of the Rhythm Lesson poster, given an emotion as a springboard (ex. angry, excited, sad, peaceful).
4. Have students exchange rhythm sheets. Each individual/pair will practice and then perform the rhythm they have received for the class.

Assessment

Students will have created a rhythm of their own and have had their classmate(s) perform it.

Closing

Chalk Talk (5 minutes): Using the question sheet I have made on a sheet of large easel paper, students will respond to the question: “Think about the rhythms you just heard. What are the parts that stuck out to you as really interesting or ‘working’? Why do you think they were so notable?” We will then sit in a circle and talk about what we see people have said on each sheet

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of paper. I will put the paper up on the wall after we are done as a reminder of our observations.

Clean up (5 minutes): The students and I will put away all the day's materials so that the classroom is the way we found it.

Filler Activities

Students will partake in jam session similar to the ones they have done earlier in class, but this time solely with body percussion methods.

Lesson Plan Citations

N/A

Day 3 *Wednesday*

Essential Question(s)

- How can we use everyday objects as percussive instruments?
- How can we combine different percussive sounds to adapt an existing song to include non-traditional percussion?

Objectives

- Students will be able to explore body percussion

Materials, Tools and Resources

- "Instrument collection"
- Large easel pad
- Markers
- Laptop
- Speakers
- Chalk for chalkboard

Today's Prep Work

- Make Chalk Talk papers

Activities:

1. Body percussion activity (15 minutes)

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2. Four jam sessions (15 minutes)
3. Chalk Talk (5 minutes)

Hook

Intro to Body Percussion (5 minutes): Students will go around a circle and make up a short rhythm using only their body, and everyone will copy them.

Procedure:

1. Still in a circle, I will demonstrate some other methods of body percussion not demonstrated in the warm-up, and the students will copy for mastery. If students come up with other methods as we are learning, they will be encouraged to share their ideas with the group and teach us. *Methods:* different ways of clapping hands/legs/stomach/chest, snapping, stomping
2. Half of the class will play their constructed instruments or other materials from the classroom; the other half will play using body percussion methods. Do two jam sessions with said arrangement, then have the students switch.
3. Using the question sheet I have made on a sheet of large easel paper, students will respond to the question: "What methods of percussion and body percussion work well together?" We will then sit in a circle and talk about what we see people have said on each sheet of paper. I will put the paper up on the wall after we are done as a reminder of our observations.

Assessment

- Students will be able to participate in jam sessions using both their created instruments and body percussion techniques.
- Students will have been able to select song(s) for a final project.

Closing

Chalk Talk – looking forward (10 minutes): Ask students what song(s) they would like to play for our final performance. Remind them that they will be playing the percussive beat along with whatever song is chosen, and so to consider songs with drum beats that might be interesting or of a proper level of difficulty for the class. Take a class vote on the songs that are written and choose one or two. Have a computer available to look songs up on YouTube if necessary.

Deconstruct drum sets and clean up (10 minutes): as appropriate – generally, having the instruments available for use individually allows for more creativity/flexibility in usage, but sometimes the students really like the combination they've constructed and it works for the group as a whole

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Filler Activities

Once the song(s) has/have been chosen, have the students listen and start to pick out the rhythms they can hear. Let them write said rhythms on the chalkboard and teach their classmates the rhythms via clapping; help out as necessary, but try and let the students teach each other as much as possible.

Lesson Plan Citations

N/A

Day 4 *Thursday*

Essential Question(s)

- How can we combine different percussive sounds to adapt an existing song to include non-traditional percussion?

Objectives

- Students will be able to apply what they have learned to adapt a song/songs of their choosing into a non-traditional percussion performance.

Materials, Tools and Resources

- "Instrument collection"
- Large easel pad
- Markers
- Laptop
- Speakers
- Chalk for chalkboard

Today's Prep Work

- Figure out and write down rhythms for the song(s) the students have chosen

Activities:

1. Final song (20 minutes)
2. Practice final piece(s) (30 minutes)

Hook

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Build up jam session (10 minutes): Have students pick an instrument or body percussion method. Have students decide the order in which they should start based on the tonal qualities of their instruments – start with the lowest, then build up to the highest. Once they decide an order, give a beat and cue students in one at a time, giving a few measures between each introduction of a new instrument.

Procedure

1. Listen to the song(s) that the students have chosen to play. Ask students what rhythms they hear; let them write said rhythms on the chalkboard and teach their classmates the rhythms via clapping; help out as necessary, but try and let the students teach each other as much as possible. Have students pick what instrument/method they are going to use to perform at Community Meeting, encouraging them to consider what they have learned about the tonal and emotional qualities of each instrument and the song itself as they choose.
2. Run through the song, practicing transitions, specific parts, and/or making adjustments as necessary. Emphasize the importance of visual appeal in their performance – encourage them to come up with some kind of choreography or to simply be animated (depending on the collective personality/ability of the group).

Assessment

Students will have a performance in preparation using non-traditional percussion methods with a song/songs of their choosing.

Closing

Clean up (5 minutes): The students and I will put away all the day's materials so that the classroom is the way we found it. We will keep the materials we are using for the performance all together so they are easier to find the next day.

Filler Activities

Chalk Talk – group name: Have students brainstorm ideas for a group name Chalk Talk-style, and then discuss/vote for one.

Lesson Plan Citations

N/A

Day 5 Friday

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Essential Question(s)

- How can we combine different percussive sounds to adapt an existing song to include non-traditional percussion?

Objectives

- Students will be able to apply what they have learned to adapt a song of their choosing into a non-traditional percussion performance.

Materials, Tools and Resources

- “Instrument collection”
- Laptop
- Speakers

Today’s Prep Work

- None

Activities:

1. Practice final piece (50 minutes)

Hook

Blocking (5 minutes): Finalize the onstage organization of the students for the performance.

Procedure

1. Make adjustments as necessary. Encourage students to continue to develop their visual appeal; if one student shows some real enthusiasm for it, encourage them to teach the rest of the class.

Assessment

Students will have prepared a performance using non-traditional percussion methods with a song/songs of their choosing.

Closing

Logistics (5 minutes): Let the students know the details they’ll need to know to perform at

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Community Meeting.

Clean up (5 minutes): Put away all the class's materials, keeping out only the ones necessary for the performance.

Filler Activities

Circle up and talk: What was something that surprised you in this class? About percussion? About yourself?

Lesson Plan Citations

N/A