

Expanding the Village (Drumming for K-1)
University of New Mexico, January 7, 2016, NMMEA
by Christine Strickland, Mike Anaya, and Paul Palmer

Ice Breaker: Mary Had a Little Lamb (Tribute to Stevie Ray Vaughn)

Tools:

What kind of drums? Tubano's (preferably tunable); djembes with stands, conga feet (tape to the bottom with black electrical tape), or LP Conga sound platforms; kid djembes with straps (for inexpensive alternative); cowbell on bass drum pedal for establishing pulse while playing drum; drum for every child preferably

Technique:

1. Verbal Rules: Play when its time to play, stop when its time to stop, no noodling
2. Language: Wake-up your drum, don't have a fight with your drum....don't hurt your hand or drum, what "practice" or making your drum "talk" looks like vs. noise, focal point on leader (don't bury head in drum because your drum is not going to run away)
3. Non-verbal cues: Folded arms when first go to drum, show me ten (to get hands off drum, on the count of three wipe your sound away "1 2 3 whoosh", stop hands (fists in front)
4. Exploring Sounds: bounce like trampoline or hop on your drum (avoid basketball analogy -creates floppy wrists), raindrops, scratching drum, wind

Activities

1. Introducing Bass Note using the Number game: Playing on bass and clapping on ending number- transfer to "Naughty Kitty Cat" and "Five Little Leaves"
2. Introducing Tone Note: Squirrel Hands transferring to "Hop Old Squirrel".
3. Creating Patterns with bass and tone notes: Spider (ti ti on tone notes) Bee (tah in bass notes) Pick one pattern and play 4 times
4. Call and Respond African Song: Kye Kye Kule (all tone except bass on Koom, hey hands come up stopping sound)
5. Using simple speech piece with book "Jungle Drums" by Graeme Base during 3 wishes. Magic lips (lip synch words to audiate). Younger students can join older students in performance by playing the basic rhythm pattern (Drumming in the Jungle). Older students can layer in more parts as their skills progress.

Room Set-up Picture:



Video Examples:

1. Video Rules and Number Game- kinder class



2. Video Five Little leaves- first grade class



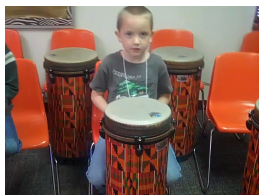
3. Video Hop Old Squirrel with Magic Lips- first grader



4. Recording Hop Old Squirrel of First Grader singing and playing



5. Video Spider Bee of student created patterns





Student:
Remo Tunable
Tubanos

Teacher:
Remo Ngoma



Teacher:
Lead Djembe
on stand



Teacher: Cowbell with Bass
Drum Pedal and hand held
cowbell



Other Auxiliary Percussion as students' skills progress:



Shekere



Gangokui (left)
Agogo Bell (right)



Djun Djuns



Lead Djembe on
slider strap

Jungle Drums

Written by Graeme Base

New York, NY: Harry N. Abrahms, Inc., 2004



Little Ngiri is the smallest Warthog in Africa. Tired of being teased by the bigger warthogs, he wishes things could be different. When Old Nyumbu the Wildebeest gives Ngiri a set of magic drums, he is sure his wish is about to come true. But all the animals of the jungle are in for a BIG surprise as Ngiri's wish is granted in a most unexpected way.

Cultural and Musical Objectives

Students will:

- learn rhythmic chants to go with the story
- sing a traditional African song at the end of the story
- transfer rhythms and the song to an African drum
- discuss the importance of respect for diversity
- learn about two geographical regions of Tanzania and locate them on a map

About the Author

Graeme Base, while working on *Jungle Drums*, journeyed with his family to Tanzania, Africa, where they camped in the Serengeti among giraffes, elephants, zebras, and of course warthogs. The trip helped Graeme bring the characters and landscape of the book to life. Graeme lives in Melbourne, Australia, with his artist wife, Robyn, and their three children.

Savannah (Serengeti) and Rainforests (Jungles) of Tanzania

Show pictures of African Savannah and Jungle, including pictures of the animals featured in the book. Talk about the differences between the two geographic regions, especially the amount of rainfall.

Ask children what differences they see in vegetation. Point out the scarcity of trees and abundance of grass on the savannah, the water holes, and the animals that live there. Talk about the dry season during which the water becomes scarce and grasses dry out. How do they think this affects the animals?



Lioness hunting in the Serengeti

“This land is justifiably famous for its huge concentrations of wildlife, especially the big cats, as well as being the stomping ground of the Great Migration, a massive accumulation of 1.5 million wildebeest, 200,000 zebras and 350,000 gazelles stretching their legs over 1,200 miles in an annual race to find enough water and green grass for their survival.”

<http://www.tanzaniaodyssey.com/northern-tanzania-safaris/serengeti.htm>

In contrast, the rainforest (jungle) is lush, with many trees, shrubs, vines, and other plants. Food and water are abundant for the animals year round in the form of fruits, seeds, leaves, insects, etc.

“East and South African rainforests are not as dense as the central African jungles, but there are rainforests in Ethiopia, Kenya, Tanzania, Mosambique and Zimbabwe. These forests contain chimpanzees, colobus monkeys, elephants, deer, antelopes, chameleons, olive baboons and mongooses.”

<http://www.rainforest-facts.com/african-rainforest.html>



Tanzanian Jungle



Map of Tanzania

Teaching Strategies:

1. Identify Africa (continent) and Tanzania (country) on the map. Discuss the two different landscapes in Tanzania that are represented in the book. (Serengeti-Savannah, Jungle-Rainforest). Explain how the author's inspiration for his book came from his journey to Tanzania, where he brought the animals and landscape to life in this fictional story.
2. Teach the students the chant "Drumming in the Jungle" (rhythm #4) so they can be musically engaged during the reading of the book. Use the Orff process to teach the chant by first using speech, then adding body percussion (claps on underlined words, pats on all other words). They will be able to transfer it to drums on the second lesson. The pats will become tone notes and the claps will become bass notes.
3. As you read the story, have the students make predictions of what Ngiri might have wished for and why. Each time Ngiri plays his magic drums, have the students chant rhythm #1 using body percussion. Insert other rhythms, as you feel appropriate for your level of students.
4. When Ngiri plays his solo at the end of the story, play the rhythm of "Sansa Kroma" on the djun djuns.

Rhythm patterns

African music is polyrhythmic/polymetric and can be too complex for the average elementary age American student. I chose to create simple patterns from the text of this book so the patterns are more familiar to the ears of American children. As teachers, we strive to start with the background knowledge of our students and branch out from there. "Sansa Kroma" is included to authenticate the experience and allow children to experience more complex syncopated patterns.

1. (Djun djun) Bass (B) is low drum, tone (T) is high drum.
B B T T B B TTTT

2. (Agogo bells)
Moon comes up x (high bell)
Jungle drums beat out (low bell)

3. (shakeres)
Spots stripes (tap hand)
Gorgeous plumage (shake)
Trunks necks (tap hand)
Impressive horns (shake)

**On the drum parts, bass notes are underlined and all other words are tone notes.*

- *4. (Low Drums)

Drumming in the jungle - all through the night
Making wishes - before daylight

- *5. (high drums)

Ma-king wishes can come true but not as you ex-pect them to

Ending: 4 Samba whistles- rumble/crescendo/bass- YO! Drummers arms up in "V" shape.

Movement suggestion: rumble with arms coming up, end in crouch position with both arms down on YO!

Jungle Drums

Strickland

Agogo bells

Shekere

High drums

Low drums

Djun Djun

Moon comes up jun-gle drums beat out Moon comes up jun-gle drums beat out

Spots stripes gor - geous plum - age trunks necks im - pres - sive horns

Ma - gic wi-shes can come true but not as you ex - pect them to Ma-gic wi-shes can come true but not as you ex-pect-them to

Drumming in the jun - gle all through the night mak - ing wi-shes be - fore day light

B B T T B B T T T T B B T T B B T T T T

Sansa Kroma A Game Song

From Ghana

Sah sah_ kroh mah nee nay awoo oh chi chi nikoh koh mmah

Sah sah_ kroh mah nee nay awoo oh chi chi nikoh koh mmah

Sah sah_ kroh mah nee nay awoo nikoh koh mmah

Sah sah_ kroh mah nee nay awoo nikoh koh mmah

(Pron.) Djun djun- Bass (B) is low drum, tone (T) is high drum. Bass tones are underlined.

Sahsa kroma mah nee nay woh a-chay chay ko ko ma (3x)

Sahsa kroma mah nee nay woh----- ko ko mah.

Playing Rubrics for African Drums

Skill Level	K/1 Task: Play a rhythmic pattern on an African Drum
4	Plays pattern independently and accurately while audiating words
3	Plays pattern accurately and is able to maintain an underlying pulse
2	Plays pattern accurately at least half the time
1	Plays non-rhythmic pattern

Skill Level	2/3 Task: Play a rhythmic pattern on an African Drum
4	Plays pattern independently and accurately while teacher plays the steady beat
3	Plays pattern accurately and is able to maintain an underlying pulse
2	Plays pattern accurately at least half of the time
1	Plays non-rhythmic pattern

Skill Level	4/5 Task: Play a rhythmic pattern on an African Drum
4	Plays pattern independently and accurately while teacher plays an opposing pattern
3	Plays pattern accurately and is able to maintain an underlying pulse
2	Plays pattern accurately at least half of the time
1	Plays non-rhythmic pattern

Related Resources

Children's Literature

Vega, Elizabeth Hayes. *The Laughing River: A Folktale for Peace*. Windsor, CA: Rayve Productions Inc., 1995

Lyrical folktale concerning two African tribes in conflict who are brought together by a melodious, laughing river.

Krebs, Laurie; Illustrated by Julia Cains. *We all Went on Safari (A Counting Journey through Tanzania)*. Cambridge, NA: Barefoot Books, 2003.

Arusha, MOsi, Tumpe and thier friends embark on an exciting counting adventure through the grasslands of Tanzania, discovering all different animals as they count from one to ten. Note: Included with the story is a section with facts about Tanzania, and information about each animal, the Maasai people and the Swahili language.

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Where to get authentic djembes locally:

NOMADES: At Home in the World 505.922.4966 shop@nomadesdesign.com
10700 Corrales road NW Suite C Corrales, NM 87114