DRUM WITH A PASSION!

New Mexico Music Educators Association

Albuquerque, New Mexico Friday, January 12, 2018 1:45-3;15pm

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1. Drum Set UP/Warm Up Exercises

- **Drum Set Up**: be consistent with your drum set up.
- Exercises
 - o Tremolo's
 - o Echo Imitation
 - o Counting from one to eight. Reverse counting and add a clap to first beat. Then to beat 1 and 2, etc.
 - O Name games using the first and/or last name
 - Question and answer improvisation: 8 count question; 7 count answer w/rest on end

2. Drum with a Passion by Chris Judah-Lauder

Source: Drum with a Passion@2107 Beatin' Path Publication

All songs include a PPT and Keystone visuals. Visuals of all parts are provided in sequence as listed in this lesson.

A Section

- 1. Teach low floor drum.
- 2. Teach medium drum floor drum. Lower notes bass. Higher notes tone. Combine with low floor drum.
- 3. Teach cowbell part. Claves are optional.
- 4. Teach hand drum part. Combine with low floor drum.
- 5. Teach high floor drum part: play all notes on tones. Combine with high, medium & low floor drums and hand drum.

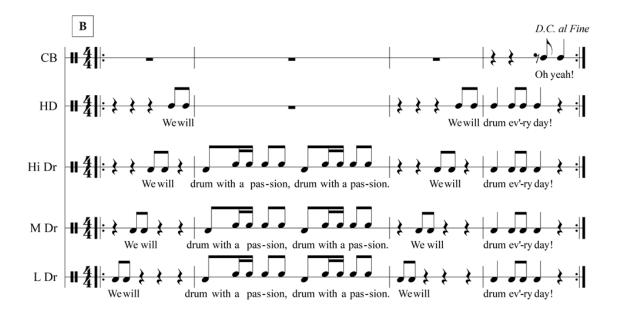
B Section: See Score

C Section:

• Students improvise eighth-beat question/answer phrases.

Final Form Suggestion

- A Section
 - Low floor drum (bass bass, rest rest)
 - Add hand drum ("bass bass", I've got this..)
 - Add med floor drum (We will always...)
 - Add Cowbell
 - Add high floor drum (Drumming on a Monday...)
- o **B Section (**We will, 4x, drum with a passion)



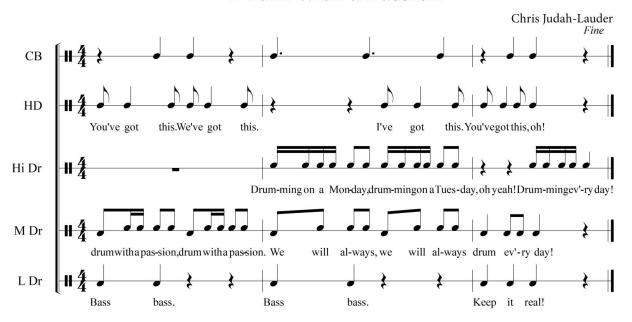
- o A Section
- C Improvisation
- \circ **ABA**

Extensions

- Add movement for each part. Hand drums and cowbells could work together playing in shared space.
- Create a C Section: Keep bass part, have players improvise question and answer or "call and response.



Drum with a Passion



SEE B SECTION on pg 2

3. La La by Chris Judah-Lauder

Note: This piece was created after my students came to class singing this little motif.

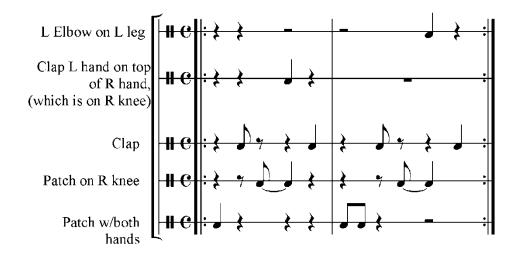
Grade Level: 4th +

Objectives:

- Teach barred orchestration with various ostinati.
- Sing and play melody on soprano recorder.
- Create a B Movement Section using 4 groups of 8 cts

Teaching Process

- Teach main melody by rote. Sing on "la".
- Teach orchestration in this order: BB, melody, BX, SX, maracas, conga Set instruments by removing F's and B's.
- •Combine with melody.
- Add melody on soprano recorder.
- Teach body percussion ostinato. See below. This part may be transferred to a conga.





• Create movement for La LA

• Discuss length of song: 4 groups of 8.

Students should have different movements for each group of 8 cts. Invite the entire class to help with this.

- Combine orchestration with movement.
- Create an interlude: use shakers to keep a steady beat.
- If desired; add the "Sponge Bob" speech poem, before orchestration enters.

(I found the words on the internet, but all of my 5th graders already knew the words!)

6. *In Motion* by Chris Judah-Lauder

Source: Drum with a Passion@2017 Beatin' Path Publ.

Equipment Needed

- Low, Medium and High Floor Drums
- Hand drums with soft mallets
- Cowbell

Starting position: Place tubano/conga drums in a semi-circle. Hand drum players stand in the space between the tubano/conga drums. Optional: hand drum players use a soft mallet.

Teaching Process

Exploration of sounds on Hand Drum.

Echo short ostinato using mallet; hit in the center, side, rim, etc.

A SECTION

- Provide visual of first two measures.
- Teacher keeps steady "open/closed" beat on cowbell.
- Teach parts in this sequence: Lo, Med, Hi, Hand drum, cowbell (director)

When hand drums enter, they dance in the middle of the semi-circle.

INTERLUDE

• Tubano mutes skin, while HD players move to stand in front of a tubano.

B SECTION

- Cowbell continues to provide a steady beat.
- •HD players improvise for 32 counts while tubano players move arms in air, in response to HD's movement.

C SECTION

•Create a vocal ostinato.

(chipmunk voice, nonsense syllables, rap etc.) During this vocal ostinato, hand drum players move back into starting position.

•Decide on length for this part: 8, 16 or 32 counts. Decide as a class. (OR HD and tubano players could switch places!)

FINAL FORM:

Cowbell player directs and cues the group.

A Section: layer in parts in this order

Lo drum ,+Hand drum ,+Med drum ,+Hi drum

Interlude: Tubano drums mute for 8cts while hand drum players move to stand in front of a tubano.

B Section: Tubano drum players drop out. Hand drum player stands in front of a tubano drum and improvises for 32 counts while tubano player creates movement to reflect HD player.

C Section: All participate in a vocal ostinato as determined by class. While speaking the vocal ostinato, HD players move back in "A" position.

A Section: All play

Interlude B Section C Section

A Section: Freeze on final note Extension: switch parts

