

Percussion That Pops



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New Mexico Music Educators In-Service
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Objectives:

Students will be guided to:

1. Establish and sustain a steady beat while playing percussion instruments
2. Imitate and Explore playing rhythms on percussion instruments
3. Create Rhythmic Ostinatos to be used as an accompaniment to a familiar tune
4. Create an arrangement of a piece of popular music for buckets
5. Perform a popular piece of music on percussion instruments

Teachers will be guided to:

1. Explore a variety of ways to teach percussion techniques
2. Arrange a popular piece of music for buckets and percussion instruments
3. Understand and brainstorm ways that student voice and choice is used in the composition activity and how this natural way of communicating can be transferred to formulating projects that will benefit their community or their music program

Learn:

At the end of the project, students will be able to:

1. Discuss how performing popular music is similar or different to performing folk music.
2. Reflect on how creating a percussion arrangement for a pop tune is different from improvising.
3. Assess musical products from multiple points of view.
4. Use feedback about their work to revise and improve it.
5. Publish a piece of music they arranged that can be sold and purchased as a fundraiser for their music program.

Project/Problem:

Establish a Driving Question that addresses a problem that students will be able to research and resolve.

Driving Question:

How can we create and publish our own music to help inspire other students and help raise money and awareness for our music program?

Student Voice/Student Choice:

1. Students choose the pop tune, instrumentation, and rhythmic ostinato for their arrangement.
2. Students research community organizations or non-profits who would be willing to support their creative projects and the school's music program.

Reflection/Revision:

1. Students will provide a self-assessment and peer assessment of their arrangements using a provided rubric.
2. Students will revise their arrangements using suggestions from their peers and teacher.

Product/Presentation:

1. Students will present their composition in a variety of ways. (Live audience, Youtube, Community Event, Twitter, and Facebook.)

National Standards:

MU:Cr1.1.5 Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Cr1.1.5 Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5 Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship , and explain connection to expressive intent.

Lesson Plan

Process:

1. Students simultaneously imitate steady beat movements to a pop tune.
2. Ss echo basic rock pattern on body percussion (Use visual aide)
3. Teach procedures for how to hold sticks (Grip)
4. Teach rest, ready, and set positions
5. Teach the rebound stroke
6. Teach Parts of the Bucket (Use visual aide)
7. Echo parts of bucket as warm-up
8. Echo 3 parts that come from the "Party in the USA"
9. Listen to the music at a slower tempo on Youtube. Students will simultaneously imitate movements.
10. Students will echo imitate parts while keeping a steady beat.

Extension Lessons:

1. In groups, students will select a popular tune of their choice to use to create a bucket arrangement.
2. Students will notate the bucket arrangement on Notation software or staff paper.
3. Students will create a percussion accompaniment that will go along with the bucket arrangement they created.

Activities:

- A: Students will use the composition template provided in the resource section to organize their thoughts and record their first draft of the bucket arrangement.
- B: Students will use the percussion accompaniment guide to explore and create an accompaniment that fits the bucket arrangement for the selected pop tune.
- C: Students improvise a 4-beat rhythm pattern on the buckets for the class to echo.
- D: Student groups practice the bucket arrangement and percussion accompaniment for peer presentations and assessments.
- E: Student groups perform their arrangements for an audience.

Extensions:

1. Publish student created arrangements for FREE, with the purchase of ordered copies by friends, family and administrators. (Go to: www.drumsmartllc.com publishing to learn more.)

Resource List

1. Little Kids Rock: Music Education Charity, <https://www.littlekidsrock.org/>
2. DrumSmart LLC Publishing, www.drumsmartllc.com

RUBRIC FOR SELF AND PEER-ASSESSMENT OF COMPOSITIONS

4	3	2	1
Includes 4 different parts of the bucket, steady beat, rhythms we have studied, includes rests in the accompaniment patterns, and uses 4 different percussion instruments for the accompaniment.	Includes 4 of the 5 elements listed in the first box.	Includes 3 of the 5 elements listed in the first box.	Includes 2 or less elements listed in the first box.

CREATE YOUR OWN BUCKET ARRANGEMENT

Directions:

1. Choose your favorite pop tune.
2. Using the top, side, rim of the bucket, create an arrangement for each part of the tune. (i.e.-Verse, Chorus, Introduction, Ending)
3. Record your work onto notation software or on staff paper.
4. Perform your arrangement for an audience.
5. Receive peer feedback for the arrangement and make revisions.

Title: _____

Buckets

Composer: _____

Arr. by: _____

Rim _____
Top _____
Side _____

Rim _____
Top _____
Side _____

Rim _____
Top _____
Side _____

Rim _____
Top _____
Side _____

Rim _____
Top _____
Side _____

Rim _____
Top _____
Side _____

Rim _____
Top _____
Side _____

Bucket Accompaniment

Directions:

1. Choose 4 Non-Pitched Percussion Instruments.
2. Create a 4-beat rhythm pattern for each of the 4 non-pitched percussion instruments. (i.e. There will be 4 contrasting 4-beat rhythm patterns for each of the percussion instruments)
3. Notate the parts on music notation software or staff paper.
4. Explore how well the parts fit with each other and with the bucket accompaniment. (the accompaniment parts should also follow the form of the music)
5. Present your accompaniment to the class for feedback.
6. Revise your accompaniment.
7. Perform the accompaniment with the Bucket piece for an audience.

Bucket Accompaniment Design Template

Instrument 1 _____

Instrument 2 _____

Instrument 3 _____

Instrument 4 _____

Instrument 1 _____

Instrument 2 _____

Instrument 3 _____

Instrument 4 _____

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