

Rise of the Drumpreneur “Unleashing Creativity Through Drum Circle Facilitation”



K. Michelle Lewis

DrumSmart LLC
Bloom Elementary
Indiana University Southeast

New Mexico Music Education Association In-Service Conference
January 10, 2019

michelle.lewis@jefferson.kyschools.us
drumsmart101@gmail.com
www.drumsmartllc.com
#drumsmartllc

Facebook: @DrumSmartLLC
Twitter: @jcpsbloommusic
Twitter: @drumsmartllc

Objectives:

Students will be guided to:

1. Establish and sustain a steady beat while playing the drum
2. Imitate and Explore playing rhythms on a drum
3. Improvise rhythms using speech
4. Practice applying creative skills to compose a piece of music
5. Collaborate on a project that utilizes a process of creating music that will bring awareness to a problem in our society

Teachers will be guided to:

1. Understand the various drum circle facilitation techniques
2. Develop composition activities that can be created from drum circle facilitation
3. Understand and brainstorm ways that student voice and choice is used in the drum circle and how this natural way of communicating can be transferred to formulating projects that will benefit their community

Learn:

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

1. Discuss how music was used to create a real-world impact.
2. Reflect on how creating music for a problem-based project is different from improvising.
3. Experience solving problems that are important to themselves and the community.
4. Assess musical products from multiple points of view.
5. Use feedback about their work to revise and improve it.
6. Present a music-inspired product beyond the classroom explaining the reasoning behind the choices they made.

“Student is not a
container you fill
but a torch you
have to light up.”

-Albert Einstein



Project-Based Learning Outline:

Project/Problem:

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

Driving Question:

How can we help Forest animals escape forest fires and bring them to safety?

Student Voice/Student Choice:

1. Students choose rhythms, time signatures, form, lyrics, melody, and instrumentation for their composition.
2. Students research and choose which community organization they want to support.



Reflection/Revision:

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

Product/Presentation:

1. Students will present their composition in a variety of ways. (Live audience, Youtube, WE Day 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.

DRUM CIRCLE FACILITATION PREPARATION

SET-UP

- Drum Set-Up
- Drums alternated with accessory percussion

BODY LANGUAGE

- Welcoming
- Confident
- Positive
- Eye Contact
- Listening
- Energetic
- Smile

CENTER OF THE CIRCLE

- Be in the center no more than 40-60 seconds
- Give short, quick directions and move out of the circle
- Connect to members using eye contact

FACILITATION STRATEGIES

I. Getting Started

- Hand Drum Class (Bounce the ball, Bass, Open Tones)

- Pain is not allowed
- Echo imitation
- Entrain Me

II. Establish the Steady Beat with the Bass Drum

- Role of the Bass Drum- Keeps the Steady Beat (1 beat keeper for every 20 people)
 - Beat One is a Must
 - Steady and consistent
 - Keep it simple
- a. Bass Drum Rhythm will hit the drum...**
- b.** on 1
 - c.** on 1 & 3
 - d.** on 2 & 4
 - e.** on 1 & 4
 - f.** on 1,2, cha cha cha
 - g.** on 1, clap, 3, clap
 - h.** on 1, clap, 3 & clap
- **Bass Drum and Number Games**
 - a. 1 through 4
 - b. 1 through 8
 - c. Choose 2 numbers
 - d. Add More Numbers
 - e. Layer in and play your own rhythm

III. Facilitator Shout Outs

- Boys/Girls
- Split the Circle
- Clap
- Knock
- Call/Response
- 1,2,3 Echo Me
- Birthdays
- Shirt Color
- Eye Color
- Favorite Color
- Favorite Animal
- Djembes play
- Tubanos play
- Accessory percussion play
- March
- Move to the groove
- Pass out percussion

IV. **Facilitator Signals**

- Crescendo
- Decrescendo
- Wiggle fingers (everyone does a roll)
- Cut-Off (4-3-2-1)
- Bring group back in (1-2 back to the groove)
- Beat with Foot
- The Wave
- Sectioning Off

- Keep Playing (roll hands in a circle)

STRATEGIES FOR CREATING A RHYTHM PIECE

I. Set parameters

- Time Signature
- Specific Rhythms
- Number of measures
- 1 and 2 syllable words
- 2 and 4 syllable words
- Instrument choices

II. Create an Introduction

- Layer in parts

III. Establish the Form of the piece

- A-B, AABA, ABA, etc.
- Number of repeats
- Improvisation section
- Verse/Chorus
- Call and Response

IV. Ending

- Layer out
- End Together
- Re-Cap the introduction

Forest Animal Safety Composition

Lesson Plan



Grade 1

Driving Question:

How can we help forest animals escape forest fires and bring them to safety?

Objective:

1. Students will learn to rap and drum animals in the book while keeping a steady beat.
2. Students will be able to count to 10 identifying numbers, etc.
3. Students will identify and demonstrate action verbs of the animals from the book, "Over in the Forest" Come and Take a Peek, using student created movements.
4. Students will create sounds for action verbs using instruments in the music room
5. Students will rap using music techniques such as call and response, echo, verse, and chorus.
6. Students will create a rhythmic ostinato using rhythmic building blocks using animals in the story.

Process:

1. Rap the story while displaying on the smart board.
2. Students will identify animals in the story.
3. In groups of 4, students choose and arrange animals in a 4- Beat pattern.
4. Students will use body percussion to say and play their rhythmic building blocks for the class.

5. Students will identify the amount of syllables used for each animal.

Next lesson:

1. Students will receive a group lesson on GarageBand or Soundtrap.
2. Students will experience a variety of composition activities.

3. Activities:

A: Students will choose a pre-made drum track and practice rapping the book.
(Assign different parts to different groups)

B: Practice the rhythmic building blocks that were created out of animals and add this to the drum track with pitches that the students have learned such as sol, mi, and la.

C: Students add steady beat movements to the animal verbs that they created.

D: Put everything together and be ready to share your movement, rap, drum track and rhythmic building block with the class.

E: Students fill in the blanks with sentence starters using pictures of animals and verbs creating a rhythmic ostinato. (SmartBook Resource below)

F: Students will create lyrics to their rap that follow a verse/chorus form and a rhyme scheme that tells the problem of forest animals that need assistance from forest fires. (Template is included in the resources section)

Extensions: Add Call and Response and Verse Chorus with all groups.

1st Grade Collaborating Classrooms:

Research organizations to support:

1. Animal rescue
7. Forest support
8. PETA
9. Forest Fires
10. Smokeybear.com
11. Forestry.ky.gov

Resource List

1. Bongo Boy Music, Inc. and L.C. Coaching, LLC
2. Drum Circle Facilitation Book Building Community Through Rhythm
by: Arthur Hull
3. Drum Circle Facilitators' Handbook Spiral-Bound
by: Arthur Hull and Nellie Hill
4. Together in Rhythm: A Facilitator's Guide to Drum Circle Music, Book and DVD
Paperback
by: Kalani
5. The Art and Heart of Drum Circles
by: Christine Stevens
6. Drum Circle Leadership: Learn to Create and Lead Your Own Transformational Drum
Circles
by: Jim Donovan
7. Buck Institute for Education: <http://www.bie.org/>
8. Over in the Forest: Come and Take a Peek
by: Marianne Burks

RUBRIC FOR SELF AND PEER-ASSESSMENT OF COMPOSITIONS

4	3	2	1
---	---	---	---

Includes rhyming words, steady beat, rhythms and pitches we have studied, an introduction and an ending, is in a clear form such as verse/chorus or call and response, uses voice and instruments	Includes 7 of the 9 elements listed in the first box.	Includes 5 of the 9 elements listed in the first box.	Includes 4 or less elements listed in the first box.

E.) SMART NOTEBOOK LESSON

Objective:

Students will create a rhythm piece using animals from a forest.

1. Students will click and drag animals into the blanks to fill-in the blanks of the sentence.



_____ run down trees.

_____ fly so high.

_____ scurry through the trees.

SMART Notebook®
Limited Mode

_____ crawl to safety.

2. Students will echo imitate each sentence on body percussion.
3. Teacher will section off each part of the drum circle to the assigned sentences.
4. Students will layer their parts one section at a time creating a rhythmic ostinatos.

F.) CREATE YOUR OWN LYRICS TO RAP

VERSE:

A _____

A _____
B _____
B _____

CHORUS:

Oak Tree Maple Tree
Standing in the forest fire
All the little animals
Hurry through the brier

VERSE:

A _____
A _____
B _____
B _____

CHORUS:

Oak Tree Maple Tree
Standing in the forest fire
All the little animals
Hurry through the brier



#drumsmartllc

PUBLISHING

HOW CAN I GET MY STUDENT'S MUSIC PUBLISHED IN A PROFESSIONAL MANNER AND BE PART OF A GROWING COMMUNITY OF SUPPORT FOR STUDENT CREATED WORKS OF MUSIC?

Follow the steps below and we will provide you with the support you need to make your student's dreams come true.

1. **Order the Kit:** (Kit includes creating templates, lesson plans, examples of student created works); Choose the type of piece you want to create; Choose the publishing timeline) COMING SOON!!!
2. **Get Creative:** Let your student's imaginations run wild.
3. **Publish Music:** Submit your completed kits and we will send a FREE teacher hard copy for the classroom/school along with ordered copies for parents, friends, and administrators.
4. **Celebrate:** Capture the smiles of your published composers and post to the DRUMSMART LLC Group page on Facebook with #drumsmartllc.
5. **Collaborate:** Join the DrumSmart LLC Community on Facebook, Twitter, and Instagram. Share lesson ideas for student created music, collaborations, and successes from the creating and publishing experience.

**Rise of the Drumpreneur:
Unleashing Creativity Through
Drum Circle Facilitation**



K. Michelle Lewis
DrumSmart LLC
Bloom Elementary
Indiana University Southeast

New Mexico Music Educators In-Service
January 10, 2018



www.drumsmartllc.com
drumsmart101@gmail.com
#drumsmartllc
@drumsmartllc
@jcpsbloommusic