

Name: Elizabeth Frasciello

Grade: 2

Title: Drum Passing 1620

**Musical Focus:** concepts/skills to emphasize

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Playing instruments | <input type="checkbox"/> Timbre              |
| <input type="checkbox"/> Singing                        | <input type="checkbox"/> Harmony             |
| <input type="checkbox"/> Melody                         | <input checked="" type="checkbox"/> Creating |
| <input checked="" type="checkbox"/> Rhythm              | <input type="checkbox"/> Movement            |
| <input type="checkbox"/> Expressive Qualities           | <input type="checkbox"/> Form                |

**Materials:**

**Thanksgiving (1620) Poem**

**Hand drums**

**Objective**

**Introduce Drum passing game, hand drum technique, coordination, leading up to improvising on hand drum**

**National Standard(s) Addressed:**

- Singing, alone & with others, a varied repertoire of music
- Performing on instruments, alone & with others, a varied repertoire of music
- Improvising melodies, variations and accompaniments
- Composing & arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music & music performances
- Understanding relationships between music, the other arts, & disciplines outside the arts
- Understanding music in relation to history and culture

**Assessment:**

- |  |   |
|--|---|
| <input type="checkbox"/> Written               | <input checked="" type="checkbox"/> Informal    |
| <input checked="" type="checkbox"/> Individual | <input checked="" type="checkbox"/> Performance |
| <input type="checkbox"/> Group                 | <input type="checkbox"/> Other:                 |

**Preparation:**

Sitting in circle

T has hand drum - T speaks poem and plays hand drum

What was my poem about? (Gather student ideas)

Speak and play again

What did you notice about how I played my drum? (looking for rhythm or technique responses)

Focus on Technique - The top of my drum is like a hot pot sitting on a hot hot stove. I don't want to burn myself, so I just quickly bounce off of the drum head.

**Sequence:**

When I pass, whoever is holding the drum gets a chance to play my rhythm. Then during the next line of the poem, you pass to person beside you.

Start poem - T plays first drum part modeling rhythm and correct playing technique

T passes - S with drum plays rhythm after next line of poem then passes to next S

Continue with poem and passing.

Map out 4 beats on board with empty spaces.

"Think in Ta's and TaDi's... what did my pattern sound like"

Ss responses to notate pattern.

Ask Ss to revise pattern by adding/removing Ta's, TaDa's, or rests.

Clap new rhythm with Ss.

"Think of you own Ta and TaDa rhythm!"

"Practice it in your hands"

- Hear Student examples -

"after every line, clap your own rhythm"

Repeat poem - Ss practicing their rhythm

"Wait for the drum!"

Read poem and T plays first improvised rhythm

Pass drum after each line - Ss play their rhythm

Repeat poem as needed.

**Lesson Critique:**