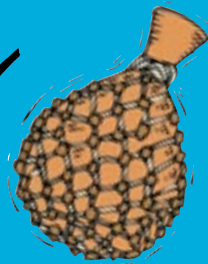
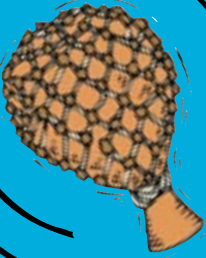


Conga Drum Activities for Grades 4 - 8

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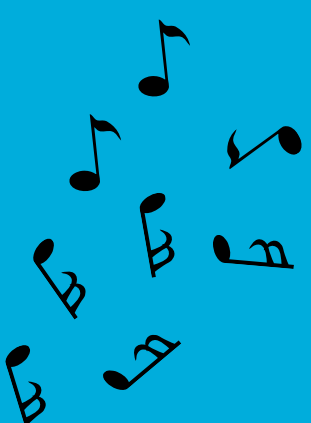


Includes Online Supplemental materials.

Chris Judah-Lauder

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Dessert



Equipment needed

- Visual: CCV_1 or CCV_2
- Low and High Drums
- Shakers, Cowbell, Woodblock

Teaching Process

- Teach the drum parts first using a visual.
- Teacher speaks all non-underlined words while students speak the underlined words. Switch parts.
 - » Transfer to patschen.
 - » Transfer to drums. Play underlined words on Low Drum using Bass Tones, others on High or Medium Drum using Open Tones.
 - » Add steady beat on Shaker.
- Sight-read the Woodblock and Cowbell part from the visual using rhythm syllables, then with body percussion (Woodblock = patsch, Cowbell = clap).
- Transfer to Woodblock and Cowbell.
- Combine Woodblock and Cowbell with drums and Shaker.

Final Form

Rondo:

- Introduction: Shakers, Woodblock, Cowbell
- A
- B
- A
- Break: unpitched percussion
- A
- B
- A

A

Des-sert, yes! Des-sert, yes!

What's your fav'-rite dessert? Who knows?

B

Blueberry pie, Chocolate cake,

Both sound good! What'll you take?

Extensions

- Arrange students into small groups of four to six.
- Create simple contrasting movements in self-space to accompany the A and B Sections. These movements may include body percussion and/or a variety of levels and body-facings.
- Practice and share.
- Combine with song.

Cowbell

Wood Block

Dessert

Chris Judah-Lauder

A

Maracas $\frac{2}{4}$ 

Cowbell $\frac{2}{4}$ 

Wood Block $\frac{2}{4}$ 

High Drum $\frac{2}{4}$ 
 Des - - sert, des - sert, what's your fav-'rite des - sert? Des -

Low Drum $\frac{2}{4}$ 
 Yes! Yes! Who knows?

5 *Fine*

Mrcs. 

C. Bl. 

W. Bl. 

H. Dr. 
 sert, des - sert, what's your fav-'rite des - sert?

L. Dr. 
 Yes! Yes! Who knows?

B *D.C. al Fine*

9 

H. Dr. 
 Blue-ber-ry pie, Choc'-late cake, What'-ll you take? What'-ll you take?

L. Dr. 
 Both sound good!

Flavors

Equipment Needed

- Visual: CCV_3 or CCV_4
- Low, Medium, and High Drums
- Shakers

Teaching Process

- Teach Low Drum using a visual. Speak the text, pat the rhythm of the text, transfer to drum.
- Teach Medium Drum using a visual. Speak the text, pat the rhythm of the text, transfer to drum. Combine with Low Drum.
- Teach High Drum using a visual. Speak the text, pat the rhythm of the text, transfer to drum. Combine with Medium Drum and Low Drum.
- Transfer underlined words to Bass Tones and all others to Open Tones.
- Add steady beat on Shaker.

Final Form

Rondo:

- Introduction: eight beats on Shakers, add Low Drum, a
- Break: Shakers and Low Drum
- All play refrain.
- Break: Shakers and Medium Drum
- All play refrain.
- Break: Shakers and High Drum
- All play refrain.

High Drum

Lime } Sherbet }

Would you like to try a little

Lime } Sherbet }

} Sherbet Lime?

Low Drum

Blue-berry, Blue-Berry Ice!

Extension

- On the refrain, Shaker players move into the center of the semi-circle.
- One student creates movements. Others mirror the student.
- On all the breaks, Shaker players move back to the outside of the semi-circle.
- Strike pose on the final beat!

Medium Drum

Chocolate, Peppermint,

Strawberry Cream.

Bubble-gum green,

Cookies and Cream.





Flavors

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High Drum

B T T T T T T T

Lime Sher-bet Would you like to try a lit-tle

Medium Drum

T T T T T T T B

Cho-co-late, Pep-per-mint, Straw-ber-ry Cream.

Low Drum

B T T B T T B

Blue-ber-ry, Blue-ber-ry Ice!

H.Dr.

B T T T T B

Lime Sher-bet Sher-bet Lime?

M.Dr.

T T T B T T T B

Bub-ble-gum green, Cook-ies and Cream.

L.Dr.

B T T B T T B

Blue-ber-ry, Blue-ber-ry Ice!

3

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Handy Tip: Adding Movement

When you add movement to a drum piece, students must be familiar with the drum piece so that the movement is reflective of the song. Specify phrase length and encourage students to create four- or eight-beat ostinato patterns using a variety of body facings and levels. A frozen pose on the final beat makes a very effective ending.



Dessert

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