

Hand Drum Activities for Grades 1 - 8

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to drum

[drum] n.
a percussion
musical instrument

-- vi. to strike
with rhythm

Chris Judah-Lauder

I am ecstatic to present this second collection of hand drum pieces for grades 1-8 for two reasons. First, my students have played an integral role in the creative process. Second, the book includes extensive lesson plans with objectives, process, and extension possibilities; full scores are given for every activity along with suggested visuals. As a result, the book blends student interest and involvement with helpful teaching information.

It's Not Long, *Car Talk*, and *Poetry Group Activity* include cooperative learning activities. When students work in cooperative groups, keep the objectives and sequence of steps in full view of the students. Providing small sequenced steps will guide them to a successful musical outcome. You can offer extra challenge by suggesting groups add a round, invent a movement, or create a new contrasting section. I have offered suggestions under "Extension Possibilities."

Assessment and accountability are key factors in the learning process. Be sure to make time for students to show you their work. You should assess their work and encourage them to acknowledge their peers' work, thus sparking new possibilities.

I strongly recommend teaching these pieces first through body percussion. Use one hand as the hand drum, and play it with the dominant hand. This minimizes noise level, encourages focus, and allows you to easily assess the students' work. Also, students will work hard to earn the privilege of having a hand drum.

With the elementary pieces, *Two Little Sausages*, *Doctor Foster*, *Buckle My Shoe*, and *Popcorn*, the students should first listen as you perform the piece several times as recommended by John Feierabend.

Grade levels are suggested, but I encourage you to adapt and arrange these pieces as you find what works for you and your students. As an anticipatory set for each song, make your objectives clear. You might list them on the board, and at the completion of the piece, ask the class if they have met those objectives. If not, encourage the class to work through the piece until the objectives are met.

Movement and hand drums make a wonderful marriage. Movement makes the drumming come alive, becoming visually stimulating and exciting to play. For performance, consider using a variety of floor patterns (semicircles, lines, scattered, etc.) as you align the students.

Once again, I offer these pieces as models. Teach outside the box and allow your students to incorporate their own ideas. Give them permission, and their joy in ownership will increase their musicality and enthusiasm for the learning process. Allow for creative noise!

Finally, I would like to thank my loving husband, Paul Lauder, for his creative cover design and continued support in all that I encounter in life, both personally and professionally. I am also thankful for the collaborative efforts of Brent and Karen Holl in the making of this book.

Have fun with these pieces! Play, speak, drum, and dance the cooperative way!

- Chris Judah-Lauder, 2004

Enjoy your Preview of *To Drum*. Find more drumming resources for your music room at https://bppub.net/BPP_Drumming.

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Two Little Sausages

Materials Needed

- One 8" or 10" hand drum per student

Objectives

The learner will:

- Experience quarter notes and quarter rests.
- Identify and play AB Form.
- Perform accented notes.



Formation

- Students sit in two groups.

Teaching Process

- Explain that the song has two sections in an AB Form. Everyone plays together in the A Section and plays by drum size in the B Section.
- Teacher speaks the lyrics of the entire song while children listen.
- Teacher speaks the lyrics and claps the accented notes. Students identify the accented notes (Two, fry, One, "oth," went, bam).
- Discuss the changes in the verses.

Note: The Verse 4 lyrics are changed to numbers to help count the "hits."

- Students learn to say the words while clapping the accents.
- Transfer the claps to the drum.
- Arrange students in a circle with like-size drums next to each other.
- The "pops" are played by the 8" hand drum, the "bams" by the 10" hand drums.

Note: Teacher plays a steady beat on the gankoqui or cowbell to keep the group together.

Form

- A B (Refrain, verse)

Extension Possibility

- Divide the students into five groups, one group for the refrain and four separate groups to represent the verses. Ask each group to create simple movement to accompany their part.

Two Little Sausages

arr. by Chris Judah-Lauder

Refrain

Speech

1. Two lit-tle sau-sa-ges fry-in' in a pan. One went pop! The oth-er went bam!

2. Three lit-tle

3. Four lit-tle

4. Five lit-tle

8" HD

10" HD

Verse 1

9

8" HD

10" HD

pop pop bam bam pop pop bam bam pop pop bam bam pop pop

Verse 2

17

8" HD

10" HD

pop pop pop bam bam bam bam bam bam bam

Verse 3

25

8" HD

10" HD

pop pop pop pop bam bam bam bam bam bam bam bam

Verse 4

33

8" HD

10" HD

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

Car Talk

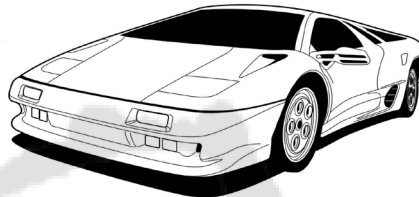
Materials Needed

- One 8", 10", 12", or 14" hand drum per student
- Paper and pencil for each student

Objectives

The learner will:

- Sight read rhythm notation.
- Learn to play layered ostinatos.
- Create new complementary ostinatos.
- Use accents as a rhythmic tool.
- Work in a cooperative learning setting.



Formation

- Students sit in four groups according to drum size.

Teaching Process

- Teach the song by imitation using a visual.
- Ask the students to clap the rhythm of the song. Use one hand as the hand drum, and play it with the dominant hand.
- Transfer the rhythms to hand drums.
- Divide the class into four groups and assign each group to play one of the four measures as following:
 - Group One (8" hand drum) plays measure one.
 - Group Two (10" hand drum) plays measure two.
 - Group Three (12" hand drum) plays measure three.
 - Group Four (14" hand drum) plays measure four.
- Each group should practice so they can play their assigned measure over and over without speeding up. Encourage them to use the text.
- Layer in one group at a time, starting with Group One. Each group plays their measure two times before the next group is added.
- Each group finds one place to add an accent. Give them practice time and then share with the class.
- Layer in one part at a time as before.

Note: To keep the group together, teacher plays steady beat on gankogui or cowbell.

Form

- Speak poem in unison.
- Play on hand drums in unison with no accents.
- Layer in one group at a time as described above.
- Play song in unison.

Cooperative Learning Activity

Note: Tell the students they will work in a small group, creating a composition that will include two complementary ostinatos using car names. One pattern will be four counts; the second will be eight counts.

- Students are encouraged to “call out” different types of cars or models. Use adjectives to make the list more rhythmically interesting. Write the ideas on the board in a list format.
- While teacher plays a steady beat on a gankoqui or cowbell, ask the class to rhythmically speak the list out loud.
- Instruct each student to write down four different types/brands of cars. Include one or two adjectives for each car listed. Write the adjective before or after the name of the car. If desired, include adverbs.
- Set up cooperative learning groups of four to eight students.
- Ask each individual to share their list with the rest of their group.
- Using these examples, the group will select several combinations to create two complementary ostinato patterns. One pattern must be four counts, and the second pattern must be eight counts. Transfer ostinatos to hand drums.
- Provide adequate practice time. Combine patterns to create one song.
- Add the steady beat on a shaker.
- Create a form.
- Each group shares with the class.

Car Talk

Chris Judah-Lauder

Big black Cad-il-lac, sil-ver Lam-bor-ghi-ni,

pur-ple bug, red Jeep, Mer-ce-des Benz.

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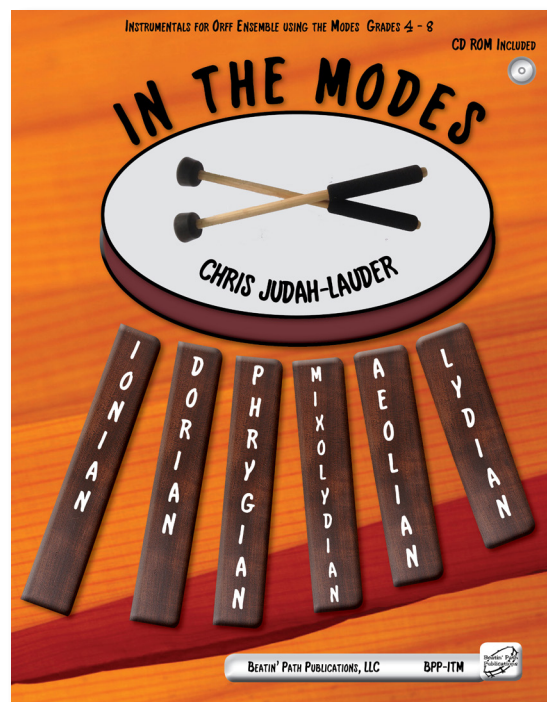
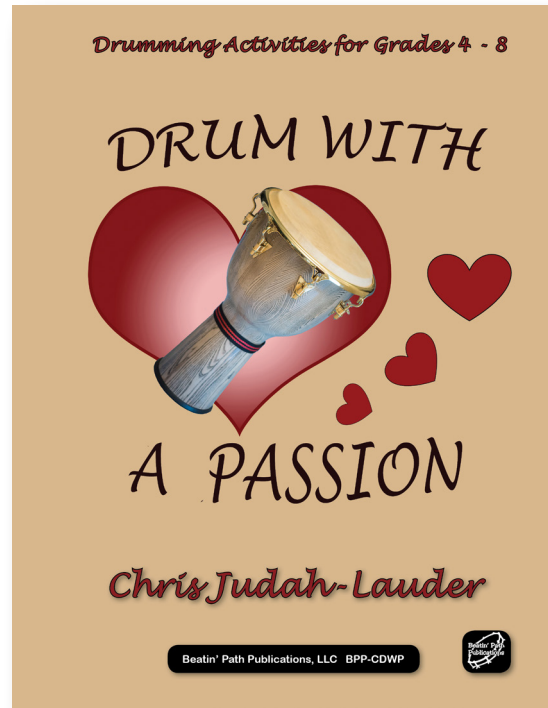
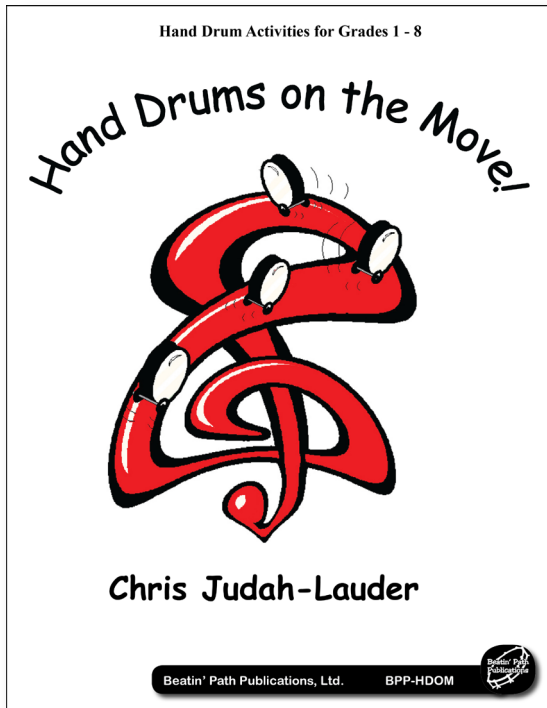
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