

World Music Drumming in the CMEA Classroom

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Preparing yourself and your classroom for World Music Drumming activities.

Classroom setting:

- Create a circle or two semi-circles. Watching means everything while people are drumming.
- Handling Equipment: Use boxes, crates, tubs, etc. to keep smaller instruments organized. Stacking drums. Drum Stands*? Chairs?
- Sharing drums
- Instrument substitution: "What do I already have?"

Basic drumming skills: Starting right away!

- Proper tone production (high and low tones)
- Steady beat
- Imitation
- Echo patterns – "I say, you say." "I play, you play."

Activities

- Question/Answer: "What's your name?" "What's for dinner?"
- Expand the class's ensemble skills
- Rhythm games
- Create arrangements for other "non- World Music Drumming" curriculum songs

Constantly thinking... How does evaluation play into these activities?

- Formal Assessment (by the teacher; by the students)
- Informal Assessment (by the teacher; by the students)

Ensemble One from Unit 1 of World Music Drumming (on separate sheet)

- Keywords: Listen – Focus – Respect - Teamwork.
- Timeline – the guiding rhythm pattern for the instruments to play with.
- Complementary Rhythms – rhythm patterns are both independent and interdependent.

Song: *Give Light* by Greg Artzner and Terry Leonino

Using Ensemble One for other songs (arrangement on separate sheet)

Hot Cross Buns

- Recorder, Orff Ensemble, Percussion instruments

Primary level activities: Number and Alphabet Games

Why these activities?

- Helps students play in time together.
- Every child can do this and maintain a steady beat.
- Inclusive for all students.
- Keeps students thinking ahead as they plan to play the low tone for the change on the last number/letter.
- They must stay engaged in the activity and follow the sequence of counting.
- As many drumming ensembles do not rely on traditional measures with a feeling of "1," they must instead keep an ongoing beat without emphasis on beat 1.

Number Game - Primary (K & 1st grades)

Skills: counting; playing high and low tones on the drum

Process:

- Choose a student to pick a number (1-20; 1-100!).
- Play steady beat (high tones) and count aloud to number picked. Alternate hands!
- Play a low tone on chosen number and stop.

Evaluation: Observe students as they:

- play steady beat in time as they count to chosen number.
- play a low tone on drum to show they have reached the number; then stop and "not go on."
- alternate hands.

Extensions:

- play numbers in syllables
- make the number the solution to a problem (ex. multiplication review)
- greater than or less than (ex: a number greater than 27 but less than 37)

Alphabet Game – Primary (K, 1, 2)

Process:

- Played like the number game.

Extension: Perform as the Question/Answer activity:

- Leader says and plays: "What's your "m-word?"
 - Student says and plays: "money"
- Leader says and plays: "What's your "m-word?"
 - Next student says and plays: "milky-way"
- Continue until every student has had a turn.
- Choose another letter and continue.

Evaluation: Observe students as they:

say the correct words and play "answers" in time

Jump Band Activity (on separate sheet)

Ensemble One from World Music Drumming

Bell
(low edge tones)

Medium Drum
low low high low low high

Low Drum
low high low (hands off)

High Drum
(hands off) keep the rhy - thm go - ing

Double Bell (Gankogui)
high low high low

Rattle
she - ke - re shake

Excerpt From World Music Drumming - A Cross-Cultural Curriculum by Will Schmid

Song for Ensemble One: Give Light by Greg Artzner and Terry Leonino

Hot Cross Buns arrangement

featuring MD from World Music Drumming Ensemble 1

Soprano Recorder

Claves

Shekere

Conga Drums

Alto Metallophone

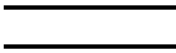
Alto Xylophone

Bass Xylophone


Jump Band activity (with Ensemble One)

Choose students to be “bouncers” and “jumpers”

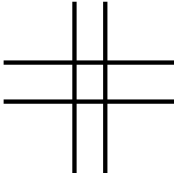
Three levels of difficulty:

Level 1 

- Bouncers are in groups of 2 with a jump band on each leg (as close a possible to their ankles. They should have their feet spread apart about shoulder width.
- Jumpers step into and out of bands: RF, LF, RF hop (on RF)...LF, RF, LF hop (on LF)

Level 2 

- Bouncers hop up and down in time: “apart-apart-together-together.”
- Jumpers do the same step as above, stepping into the “apart” bands.

Level 3 

- Create a crisscross with the jump bands and 4 bouncers.
- Jumpers do the same step as above but around the circle

Thank you CASMEC and West Music!

Come check out a World Music Drumming Professional
Development Workshop Summer 2025:

- Cedar Rapids, Iowa: June 22 – 27, 2025
- Valencia, California: July 14 – 18, 2025

For more information and other workshop dates, go to:
worldmusicdrumming.com