



Drum Magic Study Guide

This program is presented as a part of the Arts in Education Program, which is funded and jointly sponsored by the Hillsborough County School District and The Arts Council of Hillsborough County.

What will happen in your classroom?

Your classroom will be transformed into a community drum circle. Everyone participates with various drums and hand percussion provided by the facilitator. There will be explanations of the instruments used, the history of the instruments and the regions of the world the instruments come from. The children will then be directed into a rhythmic song that will be facilitated by Jana. Each child and teacher receives his/her own instrument to play. If the students have made their own instruments from the following supporting activities, they will be encouraged to try them in the circle. A community drum circle in your classroom teaches important skills in teamwork, self-expression and communication. You can expect much laughter and smiling as well as concentrated effort being made to *belong* in the rhythmic creation of the class.

Jana Broder: Drum teacher and facilitator

Jana Broder, founder Drum Magic, is an enthusiastic drum circle facilitator whose passion is to create fun, engaging, and powerfully transformative community drumming events where anyone, regardless of experience, physical abilities, age or talent can participate. Jana sees community drumming as a unique, engaging, physical, and primal vehicle for fun, learning, self-expression, and team building. She is deeply inspired to continue to bring this experience to the community. Jana, an active member of the Tampa, Florida community, is currently teaching ongoing classes and facilitating drum circles with a variety of groups and agencies, such as The Life Enrichment Center, Project Return, and Camp Good Days. The Hillsborough County Arts Council, a major supporter of Drum Magic's efforts, is sponsoring Jana to bring regular drumming programs to senior center, schools and many other special interest groups in need throughout the county.

Why Drumming?

Children's drumming is used for expression. Most children really do have the urge to bang on something and in this safe environment, children are encouraged to learn patterns and play together in a group. Without many choices on where children may release anger, drumming suits those needs. Children find a sense of belonging in a drum circle. They belong to the band for that space in time and are challenged in a healthy way to discover this form of expression



www.DrumMagic.net
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Supporting Activities

How to make a shaker

Gather up your shaker ingredients

- a can (soup, tuna, or something otherwise)
- some duct tape... preferably colorful
- some rice
- some dried peas, or lima beans, or something similar

Clean the can, remove the label, and remove any jagged edges from the lid

Fill it up with rice and beans (1-2 cm deep). You'll get the feel for the right amount as you practice.

In general, there's more rice than beans.

Make an "x" with duct tape on the lid

Fasten the lid to the top of the can

Tape around the side of the can. This is for looks, so make it look good. Feel free to use multiple colors of duct tape and/or make stripes. Shake, rattle and roll

"Rhythm is the soul of life. The whole universe revolves in rhythm. Everything and every human action revolves in rhythm." - Olatunji

How to make a Rainstick

Materials

Cardboard tube (from paper towels, wrapping paper, fabric, mailing)

straight pins (for thin tubes like paper towel or wrapping paper)

nails (for thick tubes - nails should be shorter than the diameter of the tube)

popcorn, seeds, beads for filling

hammer (if using nails)

masking tape

materials for decorating the outside (fabric, colored masking tape, paper mache', paint)

Instructions

- 1) Insert pins or nails into the side of the tube in a spiral pattern. Cover the nail or pin heads with tape to keep them in place.
- 2) Close off one end by taping on a circular piece of cardboard.
- 3) Pour in filling (Try different ingredients for different sounds)
- 4) Close off the other end of the tube.
- 5) Decorate the outside of the tube with colored tape, fabric, markers, paint or paper mache'.

Glossary of Terms:

Djembe (Malinke), Sanbanyi or Yembe (Susu) - traces its heritage to the caste of blacksmiths that occupied the former Mali Empire by at least the 12th century and its shape to the mortar used to pound millet. Carved from a single piece of wood with goat or antelope skin stretched across the open top, the three primary notes it produces cover a large sonic spectrum making it both a solo and accompaniment instrument. Although fast becoming one of the most popular percussion instruments in the world, the djembe originates from the present day countries of Guinea, Mali, Ivory Coast, and Burkina Faso

ASHIKO:

Ashiko is a Yoruba word that means drum. Refer to long straight-sided drums originally carved from a single piece of wood, and headed using tacks or pegs.

Djabara are gourd rattles; dried gourds of the right size, seeds and pulp removed, covered in a woven net of cord and seed pods or plastic beads. There are various techniques for playing them, the most common is to hold them in the right hand and strike onto the left leg (for down strokes) and up into the palm of the left hand (up strokes).

Ksink Ksink

Come in a set of three, the Ksink Ksink are placed around the djembe head and provide a shaker-like sound while playing your drum. The Ksink Ksink are representative of the shields that were used to protect drummers during battle as they oversaw the battlefield and drummed messages to the soldiers.

Agogo Bell - Popular in Brazilian samba rhythms, agogo bells are made up of 2 attached conical shaped bells, one slightly lower pitch than the other. They are played with a stick and some can also be pressed together to create an additional rhythm when the bells meet.

Bongos - These drums are of Cuban origin. In Latin music they are typically played sitting down, held between the knees. In pop settings they can be seen played on a stand. Traditionally they are made of wood but can also be found in fiberglass. The small head is known as the "Macho" (male) and the large head is known as the "Hembra" (female).

Clave Sticks - These are 2 short wooden sticks that are struck together to give a sharp crack. The African style clave usually has one thicker stick with a scooped out center that allows for sound variation. They can be made of exotic woods or synthetic materials. Clave is a fundamental sound in most Latin music. The rhythm associated with these sticks is also known as the "clave" and is in a 3/2 or 2/3 feel.

Conga Drum - With its origin in African & Cuban tradition, Conga drums are probably the most popular hand drums today. They come in a variety of woods as well as fiberglass, and are available in different sizes and contours. The Superquinto or Requinto is the smallest, usually 9" in diameter, the Quinto 11", the Conga 11 _" and the Tumba 12 _". These sizes are standard but other sizes can be found.

Frame Drums - There are many different origins for frame drums, from Celtic to Native American. They are all similar in that they are all single headed hand drums, like large tambourines (w/o the jingles). The "Bodhran" is of Irish origin, made with a traditional goatskin head, hardwood cross braces, laminated hardwood shell and played with a wooden beater.

Rainstick - Rainsticks are traditionally made of cactus but can be found made with different materials including plastic. There is a series of toothpick like spines inside the cactus that criss-cross, throughout the length of the rainstick causing the enclosed pebbles to bounce when rotated, giving off a rain like sound effect.

Bibliography/Discography:

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Thunderdrums 1990 Nature Recordings/World Disc Productions, Inc.

Drum Prayer Steve Gordon 2002 Earth Vision Music, Inc.

Drum Circle Spirit Arthur Hull 1998 White Cliffs Media, Inc.

Sunshine State Standards:

The Arts Grades 3-5 Standard 2 (MU.A2.2) Music Skills and Techniques. The student performs on instruments, alone and with others, a varied repertoire of music.

Cultural and Historical Connections Standard 1 (MU.C.1.2) The student understands music in relation to culture and history.

Applications to Life Standard 1 and 2. The student understands the relationship between music, the other arts, and disciplines outside the arts (MU.E.1.2) The student understands the relationship between music and the world beyond the school setting. (MU.E.2.2)

The Arts Grades 6-8 Standard 2. The student performs on instruments, alone and with others, a varied repertoire of music. (MU.A.2.3)

Cultural and Historical Connections Standard 1. The student understands music in relation to culture and history. (MU.C.1.3)

Applications to Life Standard 1 and 2. The student understands the relationship between music, the other arts, and disciplines outside the arts (MU.E.1.3) The student understands the relationship between music and the world beyond the school setting. (MU.E.2.3)

Social Studies Grades 3-5 History Standard 1. The student understands historical chronology and the historical perspective. (SS.A.1.2)

Geography Standard 2. The student understands the interactions of people and the physical environment. (SS.B.2.2)

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Geography Standard 2. The student understands the interactions of people and the physical environment. (SS.B.2.3)