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Name Shuffle

DESCRIPTION: A fun way to learn names and experience the rhythm within language.



MATERIALS: CD Track 6. Dry-erase markers for everyone. Drums and beaters for everyone.

SET-UP: Circle seating in chairs or on floor.

CHANT:

All: *Name Shuffle*
 Name Shuffle
 (Spoken rhythm: long, short-short)

Leader: *We all got a name*
 No one's the same

All: *Name Shuffle*
 Name Shuffle

Leader: *Your name has a beat*
 It sounds so sweet

All: *Name Shuffle*
 Name Shuffle

Leader: *Just pick a new name*
 To play our game.



Name Shuffle

TEACHING SUGGESTIONS:

1. Each participant writes her first and last name on her drum with a dry-erase marker.
2. The leader demonstrates how to drum the rhythm of her first and last name. Nicknames work, too!
3. Go around the circle and have each participant say and play the rhythm of her name.
4. Drums are shuffled in the center (like shuffling cards but with the whole group helping) while everyone hangs on to their mallets. Start the chant and follow along with the cues.
5. When everyone has chosen a new drum, the leader starts a beat (or puts on one of the CD groove-starter Tracks 3 or 4) and all the children play the rhythm of the new name on their new drum.
6. The leader cues to STOP, and everybody reshuffles.

EXTENSIONS:

- After everyone has been jamming on a drum with someone else's name, play some music, or count to 10, and have everyone return the drum to its original owner. This becomes a great game for learning names.
- To simplify the game, invite each participant to lead the whole group in the rhythm of her name using the simplified chant:

Your name's got a beat,
It sounds so sweet,
You can play it on your drum,
Or tap it on your feet.

1, 2, Sound Shapes Will Do!

DESCRIPTION: A rhyming chant for timing, listening, following directions, and improvising.



MATERIALS: CD Track 9 (optional). One drum and beater for every participant.

SET-UP: Participants can be standing or seated randomly throughout the room. Some groups may do better seated in a circle or half circle so they can easily see the facilitator.

Rhyme

One, two, point to your shoe
Three, four, point to the door
Five, six, here's our sticks
Seven, eight, don't be late
Nine, ten, all play again!

Directions

Use stick to point to your own shoe.
Use stick to point to the door.
Hold up mallets.
Point to three people (one at a time).
Begin improvisation.

TEACHING SUGGESTIONS:

Everyone plays two strong, steady beats as they say the numbers, “one, two.” Follow the directions of the rhyme. No sound is played during the spoken section, “point to your shoe.” Continue in the same way for the remainder of the rhyme.

Improvisation happens at the end of the rhyme. This can be to recorded music (CD Tracks 3 and 4 would work well), or a leader or teacher can play a strong rhythmic pattern such as:

tap	tap	tap/rim	rim
1	2	3 and	4

The above one, two, and three beats are played on the drum, and the “and” of three and four are played on the rim.

EXTENSIONS: Change the last line to “Nine, ten, trade again!” Everyone will trade drums with someone and then improvise until a signal is given to repeat the rhyme.

Back for More!

DESCRIPTION: A rhyme that provides opportunity for playing the rhythm of the words and improvisation.



MATERIALS: CD Tracks 10 (colors) or 11 (shapes) (optional). One drum and beater for each participant.

SET-UP: Participants can be standing or seated randomly throughout the room. Some groups may do better seated in a circle or half circle so they can easily see the facilitator.

One, two three, four,
Play four steady beats as you say the numbers.

I'll keep coming back for more.
Play the rhythm of the words as you say the words.

Five, six, seven, eight,
Play four steady beats as you say the numbers; then put the mallet on your shoulder so everyone can hear the next line.