Lesson Title: Reason for Rhythm
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Grade Level: Grade 6

Lesson Time Frame: Three 45 minute sessions

Description:
The students will read an information handout on World Drumming from Will Schmid’s book of World Drumming. They will have a discussion over the handout and answer a questionnaire on their knowledge of the subject. (the questionnaire will be made up by the students after they read the article from the book or from the net) The students will then listen and compare 3-6 examples of World Music (Global Transmissions is a great one), highlighting the percussive nature of the music and reflecting the given cultures. After studying and discussing, the students will then create their own world rhythm instruments from materials brought from home or gathered from the school. (a good time to clean rooms) The students will then perform with the music that was shared on their homemade percussion instruments. (It is a good project to display the instruments or perform for parents on open house night or parents night)

SBI Numbers:

Social Studies 6 Standards

Standard 4 – Sociology Anthropology
Analyze the influence of cultural factors (e.g., customs, traditions, language, media, arts, architecture) in developing pluralistic societies and how these factors contribute to both conflict and interdependence among groups, societies, and nations.
Social Studies 6 Benchmark:
6.4.1 Explain how culture is expressed differently through language, literature, the arts, architecture, and traditions throughout the world.
   6.4.1.1 Compare similarities and/or difference between two or more cultures

Vocal Music 6 Standards
Standard 9 – Interrelationships
Formulate relationships between music, the other arts, and disciplines outside the arts.
Grade 6 Vocal Music Benchmark:
6.9.2 Interpret music in relation to culture
   6.9.2.2 Identify and describe roles of music and musicians in various musical settings and cultures.
Objective: 6.4.1.1 The students will listen and compare the drumming process in world music, then demonstrate how drumming is used to communicate within and among cultures by creating and using their own percussion instruments.

Assessment:

Summative: (end product or project)

- **Description:** Students will create original percussion instruments that will then be played to accompany a world music CD. Students will also get into groups and write a three paragraph paper explaining three main reasons that world drumming is so important to all cultures and how it connects all cultures.
- **Task Prompts:** Students will be given materials to make percussion instruments, (and/or bring materials from home). Students will be given a world drumming handout with historical and cultural facts from Will Schmids Book on World Drumming or from information on the web. The students will listen to the samples of world music from suggested CD called Global Transmissions.
- **Performance Standard:** Rubric/Scoring Guide
- **Student Exemplars:** Performed at a distinguished level

Formative: During the lesson, the teacher may need to adjust the time for the lessons due to the conversations that the students can get into with this subject matter. The students will need plenty of time for conversations/discussions concerning the world drumming and how it is such an important part of all cultures, even today. Many lessons can grow out of this lesson. The students’ comprehension can be measured by the quality design, and functionality of their final instruments and how they choose to use them in the performing stage of the lesson. The main points of world drumming can be measured in their reflective papers.

Materials:
Pencils
Paper
CD’s to listen to from other cultures
Materials to make the percussion instruments
Access to the Web
Poster Board and drawing materials
The CD Global Transmissions – [www.narada.com](http://www.narada.com)

Resources:
All Hands On by Jessup (Introduction to West African Percussion Ensembles)
Dr. Dennis Rogers at MWSC – Sticks of Thunder – Artistic Director and Director of Percussion Studies at MWSC in St. Joseph Mo.
Classroom History Books
Music History Resource Books
Music Appreciation Books
Music Appreciation Resources on the Web
Cultural History on the Web
www.VH1.org
www.IAJE.org
www.MENC.org
Many Available World Music CDs
Will Schmid’s World Drumming Books

**Daily Lessons/Activities:**

**Day 1:**
Give the students a handout with information regarding the art and history of world drumming in many cultures.
Have a classroom discussion about world drumming and how it affects the cultures and how there are similarities and differences.
Brainstorm using the web technique to show the similarities and differences.
Have the students listen to the different examples and write down what they hear regarding the percussion and its function. Repeat the web exercise to compare.

**Day 2:**
Have the students discuss what instruments that they are going to make and do research on the web, or in their books, or by interviewing someone from another country, or from their given information to construct their designs.
Have the students construct their designs on poster board, tell about the country their instrument is from, the original materials the instrument is made of and what it is used for in that certain culture, and why they chose this particular instrument.
Give the students materials, or have them bring them from home, or gather from school, to make the percussion instruments
Assist them in designs and their constructions. (Show examples)

**Day 3:**
The students will write a 3 paragraph paper in groups to show their knowledge of the assignment.
The students will then display and perform on their instruments, with the world CDs. They will explain their choices and designs on the poster boards.
** This a great project to display in the school or room and show for parent or back to school night.
Author’s Reflection: I am sure that this lesson will be a fun one to pursue. I know that most students enjoy and are curious about percussion instruments and enjoy making and playing them. It is a great way to teach that all cultures can and do have aspects in common, especially in the arts and the area of communication.

Content Knowledge: To teach this lesson, the teacher needs to be familiar and comfortable discussing world cultures and their music, especially the history of drumming. This is not a discussion or lesson about racial issues, but cultural similarities/differences. The teacher needs to be familiar with the types of percussion instruments that are from certain countries and how they look, so the students can replicate them. The students should be familiar with the concept of drumming and percussion instruments. They also can use this as a follow-up lesson in Social Studies after discussing other cultures.

Strategy Descriptions:
Pair – Share
Listening Lesson Format
Round Robin
Brainstorming
Webbing
Kagan
Orff Strategies for practicing rhythms

Adaptations:

- All levels of abilities can make the instruments
- Visually Impaired can use larger parts to make instruments
- Everyone can play the instruments
- Everyone can move to a certain extent to the music and express their opinions

Appendix A: follows
### APPENDIX A

#### 6.4.1.1

<table>
<thead>
<tr>
<th>Category</th>
<th>Distinguished</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and awareness of similarities and differences</td>
<td>Can list the similarities and differences of the world cultural drumming of two or more cultures 100% of the time</td>
<td>Can list the similarities and differences of the world cultural drumming or two or more cultures 50% or more of the time</td>
<td>Can list the similarities and differences of the world cultural drumming of two or more cultures 50% or less of the time</td>
</tr>
</tbody>
</table>

#### 6.9.2.2

<table>
<thead>
<tr>
<th>Describe the use of the world drumming in two or more cultures</th>
<th>Can describe and/or list the proper uses of world drumming in two or more cultures 100% of the time</th>
<th>Can describe and/or list the proper uses of world drumming in two or more cultures 50% or more of the time</th>
<th>Can describe and/or list the proper uses of world drumming in two or more cultures 50% or less or the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the proper design and use of the chosen percussion instrument.</td>
<td>Demonstrates the proper design and use of the instrument 100% of the time</td>
<td>Demonstrates the proper design and use of the instrument 50% or more of the time</td>
<td>Demonstrates the proper design and use of the instrument 50% or less of the time</td>
</tr>
</tbody>
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