

K.S. 2 Drum Kit Workshop (2 x1 hour sessions)

Learning Objectives

1. Develop understanding of how a drum kit works
2. Understanding and performing rhythmic patterns a) in unison b) in parts.
3. Exploring tempo, dynamics & timbre.
4. Developing control in instrumental playing and in use of voice.
5. Develop understanding of rhythm notation
6. Experience a performance of drumming skills.

Teaching Activities session 1

- Start with drum solo to demonstrate the kit.
- Hand out picture of drum kit. Starting with the bass drum play it and ask the children to describe and write down the sound it makes. Do this for the rest of the kit until each piece has a description.
- Start on second hand out which has the rhyme (*a Drip ,Drop,Drip, Drop, b Raindrops Falling On My Window, c Pitta Patta, Pitta Patta, Pitta Patta, Pitta Patta*) Matched up with the the notes they represent. Get the class to say the rhymes whilst pointing them out on a larger version of the hand-out.
- Split the class into three smaller groups and direct them to chant each individual part. *a, b & c* , then play them on small percussion instruments. Try to increase the tempo and dynamics in the rhyme each time it is said and played.
- Explain to the group we can also say this rhyme as numbers (*1,2,3,4. 1&2&3&4&. 1e&a, 2e&a, 3e&a 4e&a.*) Try this out with voices and instruments.
- Now get the groups to perform their rhythm patterns all at the same time, building up the layer starting with *a* then adding *b & c*. Practise all stopping at a given signal.
- Perform the patterns one after the other, accompanied by the drum kit on bass/snare/hi-hat.
- Play a short drum solo with the children keeping the pulse with clapping.

Teaching Activities session 2

- Play a short drum solo
- Move on to the kit and explain that to play the drums we have to be well co-ordinated as we have to play 3 different things at once. Demonstrate starting with the Bass, and then introducing Snare and Hi-hat. (*Ask the children to walk on the spot and rub their tummy and pat their head.*)
- Get the class to say the sounds of the three different instruments (boom for bass, ka for snare and T for hi-hat).
- Split the class into four groups. One for bass one for snare one for Hi-Hat and one for fill so they become a human drum kit. Give the sound patterns to the 4 groups. Explain that the bass drum is exactly the same as the drip drop and falls on the numbers 1,2,3,4. The snare drum is the same as drop and falls on beats 2 and 4 the Hi-Hat falls on 1&2&3&4&. and is the same as rain drops falling on my window. And the fill is the same as Pitta Patta and falls on 1e&a. etc. Practise chanting the sounds in separate groups to internalise the rhythms. Swap the rhythms around to different groups.
- Hand out the third sheet and get them to fill out the bass drum snare drum Hi-Hat pattern and fill as quickly as possible.
- Then split the class into 4 groups to come up and play Bass, Snare, Hi-hat a Fill. Get them to play three bars of rhythm with a fill on the fourth bar as demonstrated earlier.
- At the end play one final solo.

National Curriculum Programmes of study for Music KS 1 & 2

1a, 1b, 1c

4a, 4b, 4c

5a, 5b, 5c