

DRUMBEATS: Catch the Beat! Unit of Study

Extensions, Resource Appendix and Bibliography

Extensions

1. Plan a pre/post visit to *Drumbeats: A Percussion Experience* exhibit at The Children's Museum of Indianapolis.
2. Listen to more tapes and CDs of African music: dance/drumming ensembles, "high life" music, *mbira* music, vocal music; watch videotapes about African culture, music, and dance; listen to additional tapes and CDs of African folk tales.
3. Explore additional web sites about African music, dance, geography and culture.
4. Learn more about the structure of African vocal music and have your choir sing African multipart songs using models from *Soweto Songs*, from the *Global Voices* CD-Rom series edited by Dr. Mary Goetze from Indiana University.
5. Play and sing more African play/game songs, such as stone-passing games, songs using body percussion, etc.
6. Learn African folk tales and proverbs; use them with African songs and games accompanied by African percussion instruments; and illustrate them with movement using a shadow screen.
7. Journal and discuss personal reflections and reactions to African culture and music (percussion).
8. Make African dance masks, rattles, ankle bells, jewelry, clothing, and other kinds of visual display to use with African folktale dramatizations and dance dramas.
9. Create a sculpture garden of paper mache African animals, plants, foods, tools, etc. and use it in folktale dramatizations and dance dramas.
10. Create a dance drama inspired by an African folktale such as *Zomo the Rabbit*, retold and illustrated by Gerald McDermott; play polyrhythms on African percussion instruments, use body percussion, call-and-response singing, African dance and visual displays.
11. Create and serve an African buffet for classmates, teachers, parents and friends.
12. Have your school bring in various African visiting artists and groups such as Prince Julius Adeniyi and *The Drums of West Africa* to perform African percussion, songs, and dance, and teach you about African music and culture.
13. Have a school-wide African cultural celebration that includes all of the African music, visual arts, language arts, social studies, and science activities you have participated in during your study of African culture.

Resource Appendix

Music Series Textbook Resources with References Linked to Africa

Focus and objectives from each lesson are cited directly from the two-book series in chronological order

Share the Music
McGraw Hill, 2000

Grade: Kindergarten

Umoja! (Work Together) poem, p. T284. Focus: Celebrations. Objective: Learn a poem, add movement and unpitched instruments.

Dima, p. T284, CD 6:21 with pronunciation on CD 6:22. Focus: Celebration of African harvest that can also relate to Kwanzaa, an African-American holiday. Objective: Learn call-and-response song.

Wonto Dwom (Let's Sing), p. T285, CD 6:23 and CD 6:24, A song from Ghana and the Akan People. Focus: Celebrations. Objective: Play on the beat with a call-and-response song.

Grade: One

We Are Going Down the Numbers, p. T50, Nigerian Folk song, CD 1:38. Focus: Steady beat. Objective: Reinforce steady beat and counting by singing a song from Nigeria.

Taa, Taa, Yee, p. T90, CD 2:31, Ghana Lullaby. Focus: Function of lullabies in Ghana. Objective: Reinforcement of long and short, high and low sounds. Call-and-response may also be sung. Recorded lesson with pronunciation, CD 2:32

Mwe (Counting Song), p. T120, CD 3:6, Tanzanian Counting Song. Song presented in Kipare, which is spoken by the Wapare tribe. Pronunciation for song, CD 3:7, Focus: Pitch, higher and lower. Objective 1: Move hands higher and lower to show the shape of a melody, Objective 2: Point to higher and lower tone bars on a picture of an instrument to identify higher and lower pitches heard.

Ndafua Edzin (Birthday Dance), p. T270, CD 6:1, Ghanaian Folk Song with recorded pronunciation on CD 6:2. Focus: Birthday celebrations. Objective: Sing a song about the days of the week, patting with the steady beat, then improvising movement.

Ifetayo (Love Brings Happiness), p. T297, CD 6:27, Yoruban. Focus: Celebration of Kwanzaa. Objective: Sing an African song that has lower and higher sounds and honors Kwanzaa.

Miwoe Nenyoye, p. T296-297, CD 6:28, Ewe Folk Song from Africa. Focus: Celebration of Kwanzaa. Objective: Move to an African song that is accompanied by unpitched instruments

Kum Ba Yah, p. T301, CD 6:32, Traditional African Song, Focus: Celebration of Martin Luther King Jr. Day. Objective: Sing a song that has beats in sets of three with drum accompaniment

My Head and My Shoulders, p. T309, CD 7:2, Zulu Singing Song in English. Focus 1: Rhythm/Beat, Objective 1: Tap to the beat. Focus 2: Dynamic. Objective 2: Plan and use dynamic variations.

Grade: Two

Kye Kye Kule, p. 20-21, CD 1:15, Ghana and Akan call-and-response song, recorded lesson, CD 1:16, Focus: Pitch — higher and lower. Objective 1: Choose to speak or sing a line from a song. Objective 2: Raise and lower hands to show higher and lower pitches (tested)

Sorida, p. 69, CD 2:28, Zimbabwe Greeting Song, three-tone scale, recorded lesson, CD 2:27. Focus: Pitch — higher, middle, lower (*so mi do*), Objective 1: Move to show aural recognition of higher, middle and lower pitches (*so mi do*) (tested). Objective 2: Signal to show aural recognition of the lowest pitch in a song (*do*) (tested)

Eh Soom Boo Kawaya, p. 130-31, CD 3:18, Nigerian Boat Song. Focus: tone color, unpitched instruments. Objective 1: Move to show aural recognition of sounds from each unpitched instrument family (tested). Objective 2: Choose and play unpitched instruments to create an accompaniment for a song.

Tue Tue, p. 245, CD 5:22 and CD 5:23, song from Ghana, pentatonic scale. Focus: Reinforcement of: *do re mi so la* (page 237) and speaking, singing, game from Ghana — page 23

Grade: Three

Jambo Means Hello, p.12, CD 1:8-10. A greeting song written by Ella Jenkins using African, Spanish and Japanese. Focus: Beat/Rhythm. Objective 1: Change from patting with the steady beat to clapping the rhythm of the words (tested). Objective 2: Gesture to show beats on which there is silence. Objective 3: Perform a four-beat rhythm pattern while listening (tested); Bonefish, Bluebird, p. 13; and The Name Game and Stone Passing Game, p. 14-15. Activities to strengthen sense of beat in preparation for the lesson on p. 16-17.

Bo Asi Me Nsa, p. 16-17, CD 1:11, from Ghana; Akan pronunciation lesson CD 1:12. Focus: Beat/Rhythm: Objective: Play the rock-passing game using the four-beat rhythm pattern.

Stone-passing game using *Bo Asi Me Nsa*, p. 28-29. This game teaches cooperation and coordination that is stressed by society in Ghana.

Ema, Ma, p. 346, CD 8:18, Central African Republic Pygmy Dance Song, Pygmy Song poem. Focus: Celebrations of Spring. Objective: Identify accompaniment.

From Morning Night to Real Morning, p. 347, CD 8:19. Focus: Spring. Objective: Identify and imitate rain forest sounds in a spring listening selection

Dance of the Animals, p. 347, poem. Focus: Spring. Objective: Create contrasting movements for three sections of a poem.

Grade: Four

Tina Singu, p. 158, CD 4:2, Pronunciation: CD 4:3. Focus: Duration (short long short). Objective 1: pat and clap with the beat and rhythm of the words of a song that includes the short-long-short pattern (tested). Objective 2: Clap the rhythm of a phrase including the short-long-short pattern (tested)

Take Time in Life, p. 206, CD 5:3 Liberian folk Song, Focus: 3-4 Meter. Objective 1: sing a song while repeating four-beat movement patterns. Objective 2: Perform a three-beat body-percussion pattern with a song in 3-4 Meter.

Allunde, Alluia, p. 376, CD 9:13, Pronunciation CD 9:14, African Lullaby/Prayer. Focus: African Lullaby. Objective: Perform call-and-response and improvisation.

Grade: Five

Ev'rybody Loves Saturday Night, p. 28-29 (unison version), CD 1:20, pronunciation, CD 1:21, p. 30-32 (two part), CD 1:22. Links to the curriculum, 33A-33B, Orff arrangement in *Orchestrations for Orff* p. 6. Focus: Pitch. Objective 1: Move arm to show melodic direction (tested). Objective 2: Sing a simple harmony part of a song. Objective 3: Sing a song from staff notation with pitch letter names – FGA (tested),

Drum Montage, p. 68 – CD 2:16- drumming from different parts of the world: United States, Nigeria, Japan, North India, South America. p. 71A-B. Links to the curriculum. Focus: Rhythm. Objective 1: Clap a song with a syncopated rhythm (tested). Objective 2: Clap the Pattern eighth, quarter, eighth, quarter (rest) (tested)

Funga Alafia, p. 69, CD 2:17, A greeting song from West Africa, pronunciation lesson in Yoruba, CD 2:18. Song is used as an informal assessment for previous lesson on rhythm beats and patterns.

Baamulijja, p. 251, CDm5:37, Uganda Play Song, lesson on rhythm/meter using the *amadinda*, a traditional 12-wooden-slab, log xylophone from Uganda, Baganda people. Focus: Rhythm/ Meter. Objective 1: Perform from notation the patterns four 16th notes and two 16ths and an eighth. Objective 2: Clap a rhythm accompaniment in 3-4 meter from notation

The Music Connection
Silver Burdett Ginn, 2000

Grade: Kindergarten

My Head and My Shoulders, Zulu children's game song, p.18, CD 1:8. Focus: Naming the parts of my body. Objective: Demonstrate awareness of the parts of the body while responding to fast and slow tempo.

Ya, Ya, Ya, p. 52, Lullaby from Zaire. Focus: Lullaby from Zaire. Objective: Develop awareness of the special feeling of a lullaby.

The Animals Find Water (story) p. 136, A folk tale from Africa, CD 3:33, Big Book, p. 21. Focus: A Folk tale from Africa. Objective: To dramatize animal sounds and movements.

Grade: One

Obwisana, p. 60, CD 2:8, Ghana. Focus: Fast and slow. Objective: Coordinate movements with different tempos. Rock-passing song and game. CD 1:8 steady beat; and CD2-9 faster beat.

Sorida, p. 140, CD 3:30 and CD 3:31 performance track, motions included, Gantu (Zimbabwe). Focus: A friendly singing game that says "Hello". Objective: Play a singing game with a new way of greeting each other.

Tat's Coming, p. 323, CD 7:38, Zairian Lullaby. Focus: *La* with *so-mi*. Objective: Practice *so-mi*, quarter and paired eighth notes, quarter rest; prepare "la".

Grade: Two

se Oluwa, p. 37, CD 1:33, Yoruba folk song from Nigeria. Focus: Alone and together. Objective: Melody and harmony and characteristics of Nigeria music.

Kee-Chee, p. 56, CD 2:22, Game from Zaire. Focus: Getting Faster. Objective: Respond to tempo getting faster.

Abiyoyo, p. 71, CD 3:1 vocal, Kenya, folk lullaby from Africa, CD 3:2; Performance track, CD 3:3 story by Pete Seeger. Focus: Improvising melodic patterns. Objective: Improvise repeated melodic patterns

Che Che Koolay, p. 167, Ghana, CD 5:30 performance track, CD 5:31 practice tempo, CD 6:1 contemporary African. Focus: Moving by imitation. Objective: Follow the leader music game in call and response.

Grade: Three

A Ram Sam Sam, p. 88, CD 3:29, Folk Song from Morocco, Africa. Focus: two-part round. Objective: Create harmony three ways.

Lifikile Evangeli, p.103, CD 4:9, Song of Faith South Africa, sung in Zulu language. Focus: Call-and-response singing. Objective: identify voice timbres.

Before Dinner, p. 261, CD 8:38, Folksong from Zaire. Focus *La*. Objective: Read notation containing *la*.

In the Forest, p. 286, CD 9:5, Melody from Africa, words by Jill Trinko. Focus: Pentatonic scales. Objective: Interpret letter names into staff notation.

Grade: Four

Onchinmbo, p. 178, CD 7:17, African Folk song from Kenya. Focus: Song from Kenya. Objective: Perform a group-leader song with instrumental accompaniment.

Ewe Dance, p 178, Dance-performance track

Ewe Dance, p. 178, CD 7:20 practice tape

Drum Duet, p. 179, CD 7:18, Malenka Tribe

African Proverbs, p. 179

Johnny, My Boy, p. 270, CD 10:3, Folksong from Ghana. Focus: *Fa*. Objective: Introduce pentachordal and hexachordal scales; emphasize *fa* in performing a round.

Grade: Five

Kum Ba Yah, p. 114, Traditional song from Africa. Focus: three-part harmony. Objective: Sing a song in three-part harmony.

Banuwa, p. 116, Folksong from Liberia. Focus: Texture. Objective: Create a piece using layers of sound.

Marimba Ensemble, p. 130, CD 6:3, Ensemble from Zimbabwe. Focus: Percussion ensembles. Objective: Create a piece for percussion instruments.

Kokoleoko, p. 294, CD 11:42, Folksong from Liberia. Focus: Phrase form. Objective: Complete a piece in a given phrase form.

Everybody Loves Saturday Night, p. 313, CD 12:19 Folksong from Ghana. Focus: Melodies with triplets. Objective: Notate patterns that contain triplets.

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African Rhythms and Instruments. Leydi, Roberto. Vol. 1. Lyrichord Stereo. LLCT 7328.

African Village Folktales. Vol. 1. Kaula, Edna, Mason. Caedman CD51309.

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Note: The recordings, resources and catalog files of the suggested web sites below include many of the most current recordings of African music. Please refer to each web site for information about ordering.

CD-Roms:

Microsoft Musical Instruments. Microsoft Corp. and Dorling Kindersley Ltd, 1993.

Four Swazi Songs, Global Voices In Song Interactive CD-Rom Series. Dr. Mary Goetze and Jay Fern, 2000. www.GlobalVoicesinsong.com

Selected Web Sites:

<http://www.nationalgeographic.com> — *Map Machine*, online political satellite and atlas maps of Africa, country flags, and profiles

<http://www.dancedrummer.com/index.html> — Ewe dance/drumming ensembles (Ghana), polyrhythms

<http://www.amadinda.fsnet.co.uk> — Playing, teaching the *amadinda* (Uganda), polyrhythm chart, song entitled, *Mwana Wange*, drum *Baakisimba*

<http://www.coraconnection.com/> — *Cora Connection* — the kora, ngoni, Mandinka balaphone (Guinea), cultural information

<http://www.rhythmweb.com> — *Drum circles at Rhythmweb, The Djembe Page, The Homemade Percussion Page*, drum circle resources

<http://www.tiac.net/users/smurungu/home.html> — *The Mbira Page, mbira, Shona*, Ndebele culture (Zimbabwe), kinds of *mbira, chimurenga* style, resource guide

<http://www.ChildrensMuseum.org> — *Drumbeats: A Percussion Experience* exhibit web site from The Children's Museum of Indianapolis

<http://www.coraconnection.com/> — *Cora Connection* — the kora, ngoni, Mandinka balaphone cultural information

<http://www.cnmat.berkeley.edu/~ladzekpo/Foundation.html> — *Foundation Course in African Drumming* (This web site is a terrific resource for teachers, but the reading level of the text is too difficult for elementary students)

<http://www.si.umich.edu/CHICO/MHN/enclpdia.html> — Stearns Collection, University of Michigan, *Online Instrument Encyclopedia*

<http://www.AfricaOnline.com> — *Africa Online* — African cultural information

<http://artsedge.www.kennedy-center.org/aoi/resources.vpa.html> — *African Odyssey Interactive* — excellent catalog of web sites on Africa: visual arts, dance, music, literary arts/storytelling, theater/performance arts, film/media

<http://www.africanmusic.org> — *African Music Encyclopedia: Glossary of African Styles of Music and Terms, Bookstore* — Glossary of African styles of music and terms, African resource bookstore

<http://www.africandrumbeat.com> — *African Drum Beat* — West African dance/drumming ensembles, polyrhythms to play

Choral Songs:

Adzinyah/Akrofar Choir. *Wonfa Nyem*. Danbury, Conn.: World Music Press.

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