

PRACTICE
MAKES
perfect

Junior Drummers





Stop, Look and Listen

To STOP → Put your sticks on top of your drum
“1... 2... 3... 4... STOP



To START → Listen to the teacher, they will count you in and then you drum
1... 2... 3... 4... BANG BOOM BUP BOOOOM



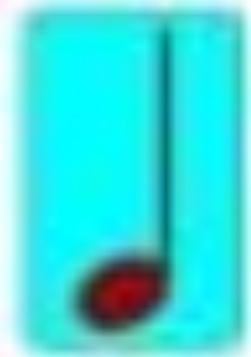
Be **FAST** to stop and put your sticks down, otherwise the drum police will take your sticks away!



Warm-up

Introduction to Rhythm Reading

Stage One



Ta



Ta



Ti - Ti



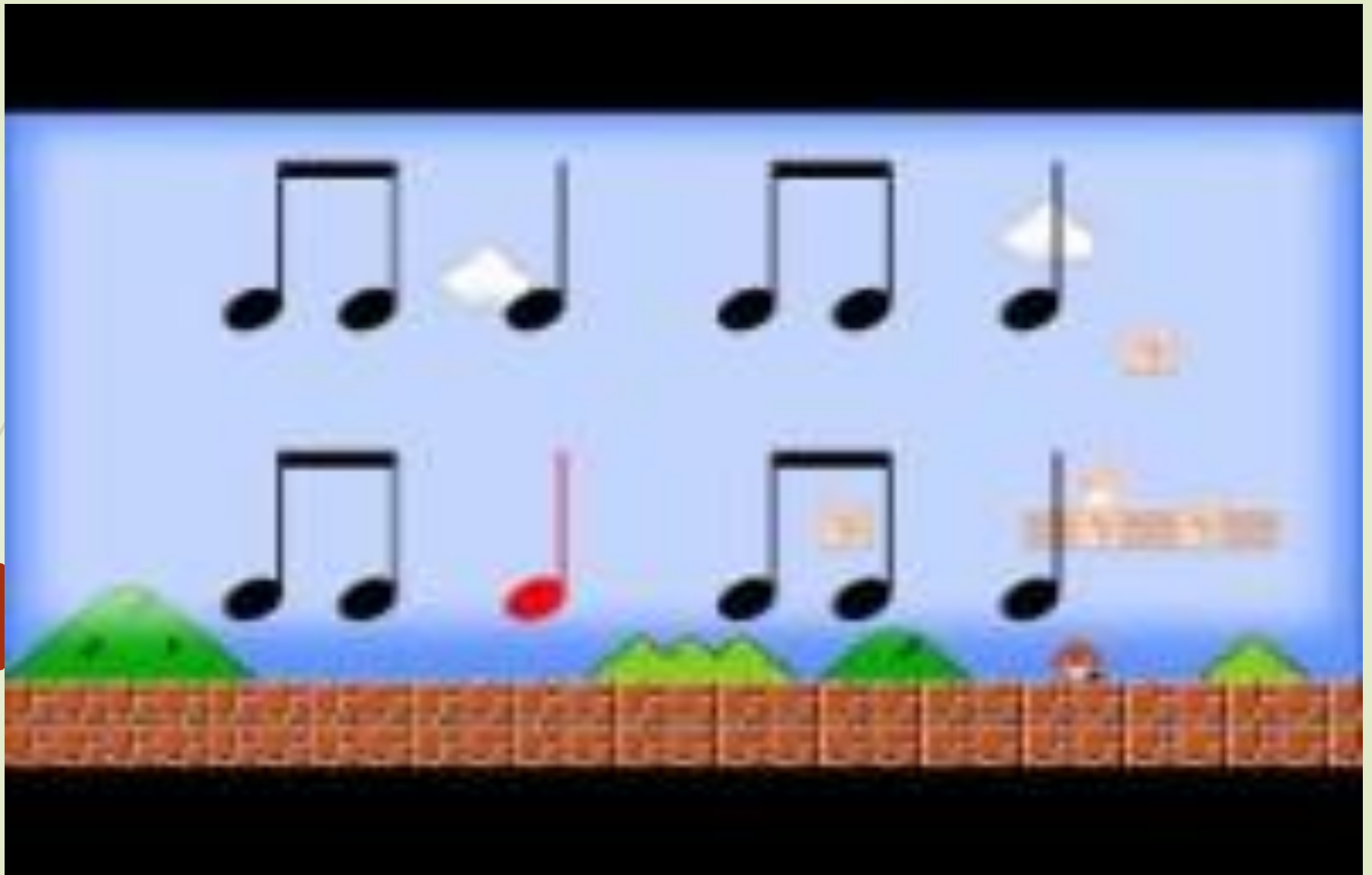
Ta

Visual Musical Minds

“Can’t Stop The Feeling” – Justin Timberlake

Rhythm Play Along - Easy





Happy!

Pharrell Williams' "Happy" Body Percussion!



clap



pat



snap



stomp



rest



ZA- Crotchet rest

Introduction to Rhythm Reading

**Stage
Three**



Shh



Ta



Ti-Ti



Ta

Visual Musical Minds

Two lines



low sound

higher sound

Click sticks together, snap fingers, or find a third sound from your instrument

The musical notation consists of three staves in 4/4 time. The first staff has four crotchets on the lower line, labeled 'low sound'. The second staff has four crotchets on the upper line, labeled 'higher sound'. The third staff has eight 'x' marks on the upper line, labeled 'Click sticks together, snap fingers, or find a third sound from your instrument'. The notation is divided into three measures by vertical bar lines.

DANCE MONKEY

Development and consolidation of [aural skills](#) by exploring the [elements of music](#), including:

- rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, , Z) pitch (explore a limited pitch set)
- ACAMUM080, ACAMUM082

- Students tap the sticks on the beat and can identify the beat as a crotchet or 'Ta'
- Students identify changes in pitch

Lesson One



Fast tempo



Bucket Beat #1

low sound

higher sound

Click sticks together, snap fingers, or find a third sound from your instrument

slow tempo normal speed

1 2



Lesson Two



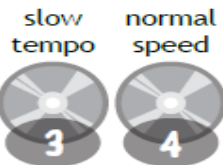
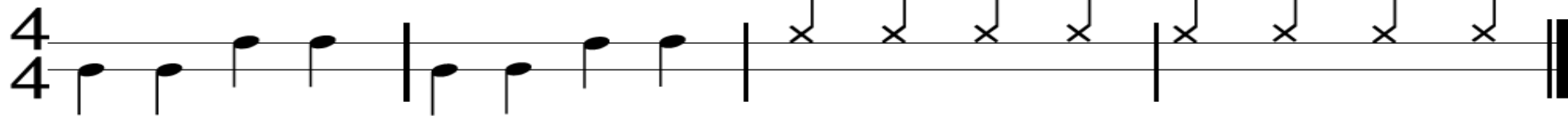
Bucket Beat #2



low sound

higher sound

Click sticks together, snap fingers, or find a third sound from your instrument



Lesson Three



Bucket Beat #3



4/4 musical notation on a staff. The first two measures contain eighth notes: quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter. The next two measures contain 'x' marks with downward arrows, representing a bucket beat pattern.

slow tempo 5
normal speed 6

Practical Music Lessons: Junk Percussion Printslide 3

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Lesson Four



Bucket Beat #5



4/4

A musical staff in 4/4 time. The first two measures contain a melody of quarter and eighth notes. The last two measures contain a percussion pattern of 'x' marks on a line, indicating a bucket beat. The staff ends with a double bar line.

x x x x x x x x

slow tempo normal speed

Two circular icons representing CD-ROMs. The first icon has the number '9' on it, and the second icon has the number '10' on it.

9 10

Lesson Five



Bucket Beat #6



A musical staff with a 4/4 time signature. The first four measures contain a melody of eighth notes: G4, A4, B4, C5, D5, E5, F5, G5. The last four measures contain a percussion pattern of eighth notes, each marked with an 'x' above the notehead, representing a bucket beat. The notes are on the G4 line.

slow tempo normal speed

Two circular icons representing CD-ROMs. The left icon has the number '11' on it, and the right icon has the number '12' on it. These likely correspond to the 'slow tempo' and 'normal speed' settings mentioned above.

Lesson Six



Bucket Beat #7



4/4 musical notation with notes and percussion symbols (X) on a staff.

slow tempo 13
normal speed 14



Assessment Pages





Tap our sticks to the music!

Warm up

Show me LEFT! Show me RIGHT!

Show me... DOWN!



Show me... UP!

LEFT- RIGHT

FRONT- BACK

CHANGE!!!

CLACK!

DOWN- UP

Development of performance skills (singing chants, songs and rhymes, and playing classroom instruments in tune and in time) ([ACAMUM082](#))

- Students copying teacher OR listens to what the class does and echos along
- Student plays on the beats or rhythms with the correct timing



Tap, tap, tap your sticks along and sing this song.

LISTEN- It's nice manners to be silent when someone is talking. Can you **STOP** as soon as the lady tells you to...

****Listen****

Assessment: Play instruments to improvise patterns and practise chants, songs and rhymes ([VCAMUM014](#))

- Playing on the beat
- Participating and enjoying themselves

Audience behaviour (being an attentive listener) during performances ([ACAMUR083](#))

- Students listen and respects participants



Listen to the beat of the song:

Does it change in tempo?

Does this beat go faster or slower?

Show me how you play faster to the beat of this fast song!

Show me how you play slower to the beat of this s-s-s-slllloowwww song...

Assessment: Development of aural skills by exploring the elements of music

- Student plays slow or fast when the music changes
- Students play 'getting faster' and 'getting slower' accents



Listen carefully! These singers are trying to trick you by telling you funny things to do. Can you keep listening and go along?

Assessment: Respond to music and describe features they observe, including likes and dislikes ([VCAMUR016](#))

- Visually enjoying themselves while they participate in the song

Development of [aural skills](#) by exploring the [elements of music](#), including Rhythm, tempo, pitch and dynamics to create music ([ACAMUM080](#); [ACAMUM082](#))

- Student plays with correct timing
- Student moves body and sticks according to the tempo and musical concepts heard
- Student keeps engaged in the content and listens and responds to the instructions