

PERCUSSION SCORES



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Artie's Prep Talk

Here is the script I use to prepare students for this activity.

It's time for Hoop Groups, my friends, and you will notice that we have four different timbres of non-pitched percussion waiting for you in our hoops. Please read the timbre labels with me: (*pointing*) woods, metals, shakers, skins. *Pause and demonstrate proper playing technique for the instruments in each hoop, also discussing how the sound is created. I always do this before I send the children to their starting hoops.*

Today we will be exploring these four timbres as well as focusing on steady beat, echoing rhythm patterns, and improvising. Who remembers the definition of **improvise**? *Field answers. I stress the following points to encourage artistic and musically pleasing improvisations, adapting for the age level of the students:*

- Listen to the steady beat of the music and create music of your own that honors that steady beat.
- Don't play so loudly that you can't hear the others playing.
- Music includes sounds *and* silences, so be sure to include both notes *and* rests in your improvisation.
- Don't fall into the trap of just playing loud, fast notes. Be creative!
- Show the music in your body while improvising. Don't move so much that your playing is affected, but show the feel of the music while you play.

Display the visual. There is a poem for each timbre. We will always begin with me performing the poem, immediately after which all of you will speak it. Listen to what that will sound like (*spoken rhythmically*): First I say it, then your turn. Woods, woods, listen to the woods. Short sounds, crisp sounds, listen to the woods. *Children immediately respond with "Woods, woods, listen to the woods. Short sounds, crisp sounds, listen to the woods," reading from the visual.*

Then I will play four rhythms in a row. You will echo each one after me, so be prepared with great posture, instruments up and ready, and an attitude of energy in your body. Let's practice that part once together.

Teacher claps and speaks each four-beat rhythm, immediately followed by children echoing. For the quarter rests, gesture with your arms but do not make any sound. Feel free to use any rhythm patterns you wish! Below are the ones I use for the initial experience. In future repetitions I change the rhythm patterns.

$\frac{4}{4}$ ||: ♩ ♩ ♩ ♩ :||: ♩ ♩ ♩ ♩ :||: ♩ ♩ ♩ ♩ :||: ♩ ♩ ♩ ♩ :||
 Ta, ti - ti, ta, ta. Ti - ti, ti - ti, ta, ta. Ta, (rest) ta, (rest) Ti - ti, ta, ta, (rest)

Boys and girls, after we echo the four rhythm patterns, I will say, "Woods, it's time to improvise!" and the students seated at the Woods Hoop Group will improvise for four measures.

Let's practice four measures (16 beats) of improvisation, students. I'll play the steady beat for you on my wood timbre instrument, and help you count the four measures. You clap some interesting improvisatory patterns.

Continue in this fashion, practicing each of the four poems, then send students to the Hoop Group Stations and continue with step 3 of this lesson.

From Artie's publication:
Woods, Metals, Shakers, Skins
A book of "Hoop Groups"

Play Percussion!

A parody of Alouette

Play a steady beat while singing your part. (Do not play when you are not singing.)

REFRAIN:

All: Play percussion,
we will play percussion.
Play percussion,
we will play it now.

VERSE 1:

Teacher: Can you play the woods right now?
Woods Group: We can play the woods right now!
Teacher: Woods right now?
Woods Group: Woods right now!
All: Oh, oh, oh, oh!
(roll whole note on instruments)

REFRAIN

VERSE 2:

Teacher: Can you play the metals now?
Metals Group: We can play the metals now!
Teacher: Metals now?
Metals Group: Metals now!
Teacher: Woods right now?
Woods Group: Woods right now!
All: Oh, oh, oh, oh!
(roll whole note on instruments)

REFRAIN

VERSE 3:

Teacher: Can you play the shakers now?
Shakers Group: We can play the shakers now!
Teacher: Shakers now?
Shakers Group: Shakers now!
Teacher: Metals now?
Metals Group: Metals now!
Teacher: Woods right now?
Woods Group: Woods right now!
All: Oh, oh, oh, oh!
(roll whole note on instruments)

REFRAIN

VERSE 4:

Teacher: Can you play the skins right now?
Skins Group: We can play the skins right now!
Teacher: Skins right now?
Skins Group: Skins right now!
Teacher: Shakers now?
Shakers Group: Shakers now!
Teacher: Metals now?
Metals Group: Metals now!
Teacher: Woods right now?
Woods Group: Woods right now!
All: Oh, oh, oh, oh!
(roll whole note on instruments)

REFRAIN

*With rallentando, half-note roll,
and quarter-note strike.*



Play Percussion!

All

Refrain



Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

Teacher **Woods**

Verse 1



Can you play the woods right now? We can play the woods right now!

Teacher **Woods** **All**



Woods right now? Woods right now! Oh, oh, oh, oh!

All

Refrain



Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

Teacher **Metals**

Verse 2



Can you play the met - als now? We can play the met - als now!

Teacher **Metals** **Teacher** **Woods** **All**



Met-als now? Met-als now! Woods right now? Woods right now! Oh, oh, oh, oh!

All

Refrain



Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

Verse 3

22 **Teacher** **Shakers**

Can you play the shak - ers now? We can play the shak - ers now!

24 **Teacher** **Shakers** **Teacher** **Metals**

Shak - ers now? Shak - ers now! Met - als now? Met - als now!

26 **Teacher** **Woods** **All**

Woods right now? Woods right now! Oh, oh, oh, oh!

Refrain

28 **All**

Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

Verse 4

32 **Teacher** **Skins**

Can you play the skins right now? We can play the skins right now!

34 **Teacher** **Skins** **Teacher** **Shakers**

Skins right now? Skins right now! Shak - ers now? Shak - ers now!

36 **Teacher** **Metals** **Teacher** **Woods** **All**

Met - als now? Met - als now! Woods right now? Woods right now! Oh, oh, oh, oh!

Refrain

39 **All** *rallentando* *(roll) All strike:*

Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

Trepak

(A) *Play 4 times:*

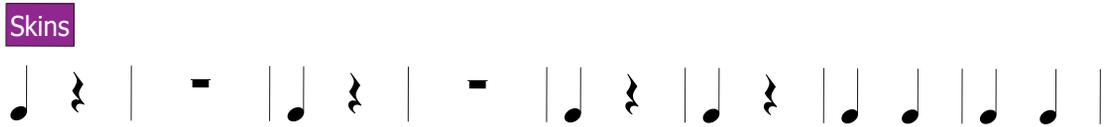
- 1x: Woods
- 2x: Woods Metals
- 3x: Woods Metals Shakers
- 4x: Woods Metals Shakers Skins



(B)



Interlude

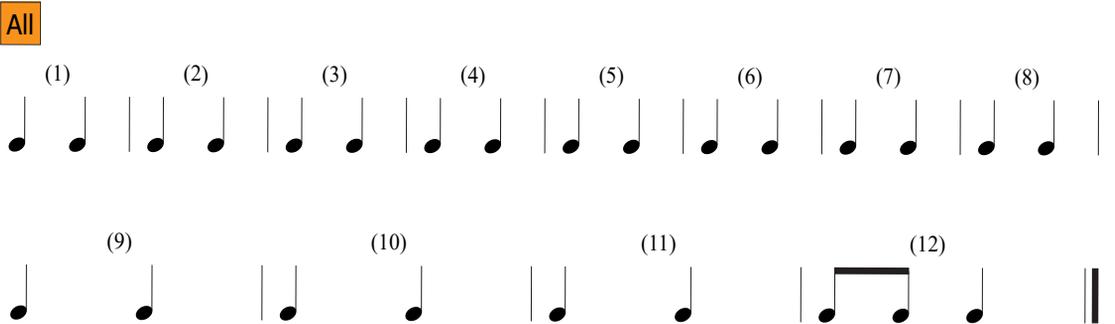


(A) *Play 2 times:*

- 1x: Woods Metals
- 2x: Woods Metals Shakers Skins



Coda





Quadraboom

A piece for four graduated sizes of drums

A Strike drum heads with mallet:

(highest drum) 1:
2:
3:
(lowest drum) 4:

1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4

B All drums play/move in unison:
First time: Clicking on shell, move drums **up** slowly...
Second time: Clicking on shell, move drums **down** slowly... Strike drum head:

1 and 2 and 3 and 4 and 5 and 6 and syn-co - pa ta.

A Strike head:

1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4

C

1 2 3 4 1 1 2 2 3 3 4 4 All

A₁

1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 All All All