

PERCUSSION PARADE

Utah Music Educators Association, 2024

Clinician: Artie Almeida, Ed.D.



Kids love percussion instruments, and you'll love these lessons that utilize hand drums and unpitched percussion, as well as non-traditional percussion instruments like Pop Toobs and Firestix. Our focus will be on the building blocks of music, including beat, rhythm, form and phrasing.

1. Hoop Groups: Play Percussion, a Parody of Alouette

Source: *Woods, Metals, Shakers, Skins!* (Publication by Almeida)

Focus: *Timbre, Form, Steady Beat*

Materials: *Projectable visual, a pointing device, non-pitched percussion instruments (W/M/Sh/Sk), four hula hoops for station organizers*

Process: Set up Hoop Groups: Woods/Metals/Shakers/Skins. I display the lyrics sheet for student viewing while I teach the song, and it helps if the children have previously learned *Alouette*. Analyze the Lyrics Sheet drawing attention to (1) the refrain - which is sung and played by all, (2) the cumulative Call & Response sections for the individual timbres, (3) the four-beat roll at the end of each verse on "Oh . . .". Conduct a *rallentando* and a rolled note at end.

2. Hoop Groups: I-M-P-R-O-V-I-S-E!

Source: *Woods, Metals, Shakers, Skins!* (Publication by Almeida)

Focus: *Timbre, Call & Response, Improvisation*

Materials: *Projectable visual, a pointing device, non-pitched percussion instruments (M/W/Sh/Sk), four hula hoops for station organizers*

Process: Set up Hoop Groups: Metals/Woods/Shakers/Skins (note the different setup order from that in the lesson above). The melody of this fun improvisation activity is the **Military Cadence** or **Cadence Call** (the call & response melody sung acapella by military personnel when marching or running). I have printed it in the score for you, but I teach this piece to the children from the Script, rather than displaying the Score. Analyze the structure of the piece with the students, discuss the components of a musically interesting improvisation, seat students at the Hoop Group Stations and begin. Finish the song with a "round" of instrument applause (playing a roll while moving instruments in a vertical circle in front of you).

3. Hoop Groups: Hungarian Dance #5 (Johannes Brahms)

Students love the challenge of this exciting piece and its blistering pace!

Source: *Woods, Metals, Shakers, Skins* (Publication by Almeida)

Focus: *Timbre, Form, Note Values*

Materials: *Recording of Hungarian Dance #5 by Brahms, visual, a pointing device, non-pitched percussion instruments (W/M/Sh/Sk), four hula hoops for station organizers*

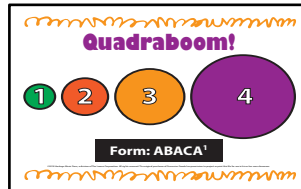
Process: Before distributing instruments, project the score and discuss details, using a laser pointer to guide students' attention. Details to address: Form, color-coding labels, time signature, tied notes, roll markings, block rests, combined timbres, and accent marks in the coda. Pass out non-pitched percussion instruments and begin the fun!

4. **Quadraboom: A Piece for Graduated Sizes of Hand Drums & Firestix**

Source: *Percussion Parade* (Publication by Almeida)

Focus: *Rondo Form, Rhythm Patterns.*

Process: This piece works well in your intermediate music class lessons, or as a performance piece for your ensembles. Prepare the piece with body percussion before adding drums. **I have included a score in the PPT visuals for you to study**, but I teach the parts to the students from the picture visual seen below – representing the four sizes of graduated drums. Consider using the round SHAPES DRUMS for this piece.



5. **Two is Company**

Source: The resource book *Playtime* by Shirley McRae. Modified: Almeida. Used w/Permission.

Focus: *AB Form, Note Values.* This wonderful hand drum activity is in one of my favorite resource books. Be sure to teach this thoroughly, with lots of practice time, before passing out drums.

Two-Partner Directions:

A Section: Speak these words (with drum held above head) while walking to find new partners: "Two is company, three's a crowd. Four on the sidewalk is not allowed!" Bring drums down and hold horizontally in front of partner, so both drums can be accessed.

B Section script: Yours-theirs-yours-clap. Yours-theirs-ti-ti-ta (ti-ti-ta is on your own drum). Repeat. Immediately begin the poem again and walk to find a new partner, holding drum above head until in front of a new partner.

Three-Partner-Directions:

A Section is same as above

B Section Script: Yours . . . to the right. Yours . . . to the left. Yours to the right, yours to the left, yours to the right, ti-ti-ta. Repeat. 3 children stand shoulder to shoulder for this.

The Grand Finish: All drummers stand in a circle to perform the "3s" pattern. Then increase tempo.



About the Clinician

Artie Almeida, Ed.D., recently retired after 38 years of public-school teaching. She was the music specialist at Bear Lake Elementary in the Orlando, Florida area, where she taught 1200 K-5 students. Her dynamic performing groups have performed for NAfME, AOSA, Walt Disney World, American Express International and on the NBC Today Show. Artie's accolades include Florida Music Educator of the Year, Runner-Up for Florida Teacher of the Year, International Educator 2006 (Cambridge UK Biographical Society), school level Teacher of the Year six times, Runner-Up for Florida Teacher of the Year & University of Central Florida Alumni of the Decade.

Artie was an adjunct professor of music education at the University of Central Florida, saxophone instructor at Valencia State College, Music & Movement instructor at Seminole State College and a saxophone performer and instructor. She performed early music on historical wind instruments with Ars Antiqua and the Halifax Consort. Artie presents music education symposia throughout the world and her 32 elementary music resource books celebrate innovative & dynamic delivery systems for K-5 music instruction. Artie's theme for teaching young children is ***Heavy Academics: Delivered Joyfully!***