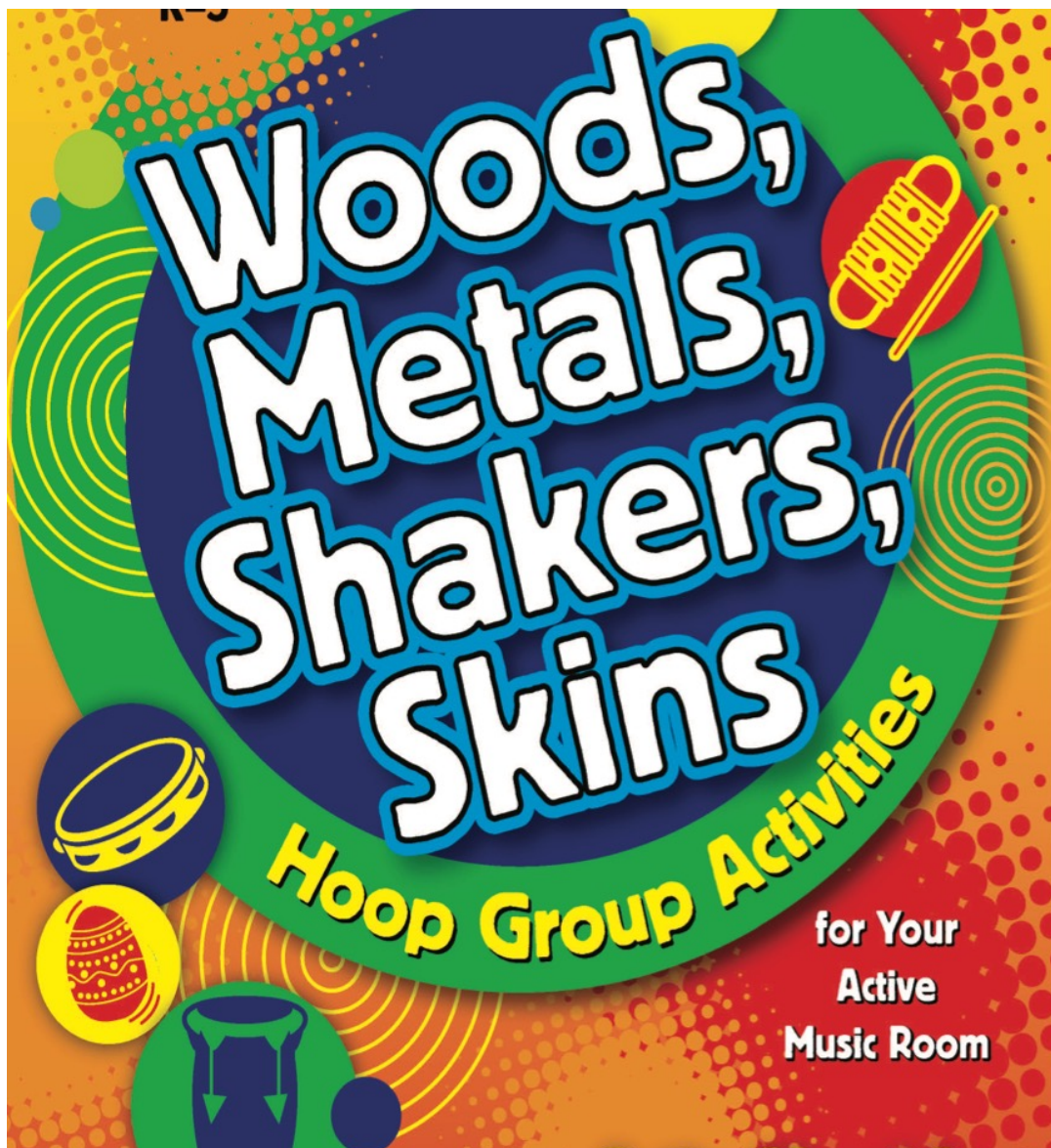


PERCUSSION PARADE



ARTIE ALMEIDA, CLINICIAN



You see children **playing instruments,**

I see:

Following directions

Teamwork

Choice-making

Joint attention

Listening skills

Engagement

Independence

Sensory input

Turn-taking

Fine motor skills

Gross motor movements

Basic concept learning

and much more!

#MusicTherapyGoals

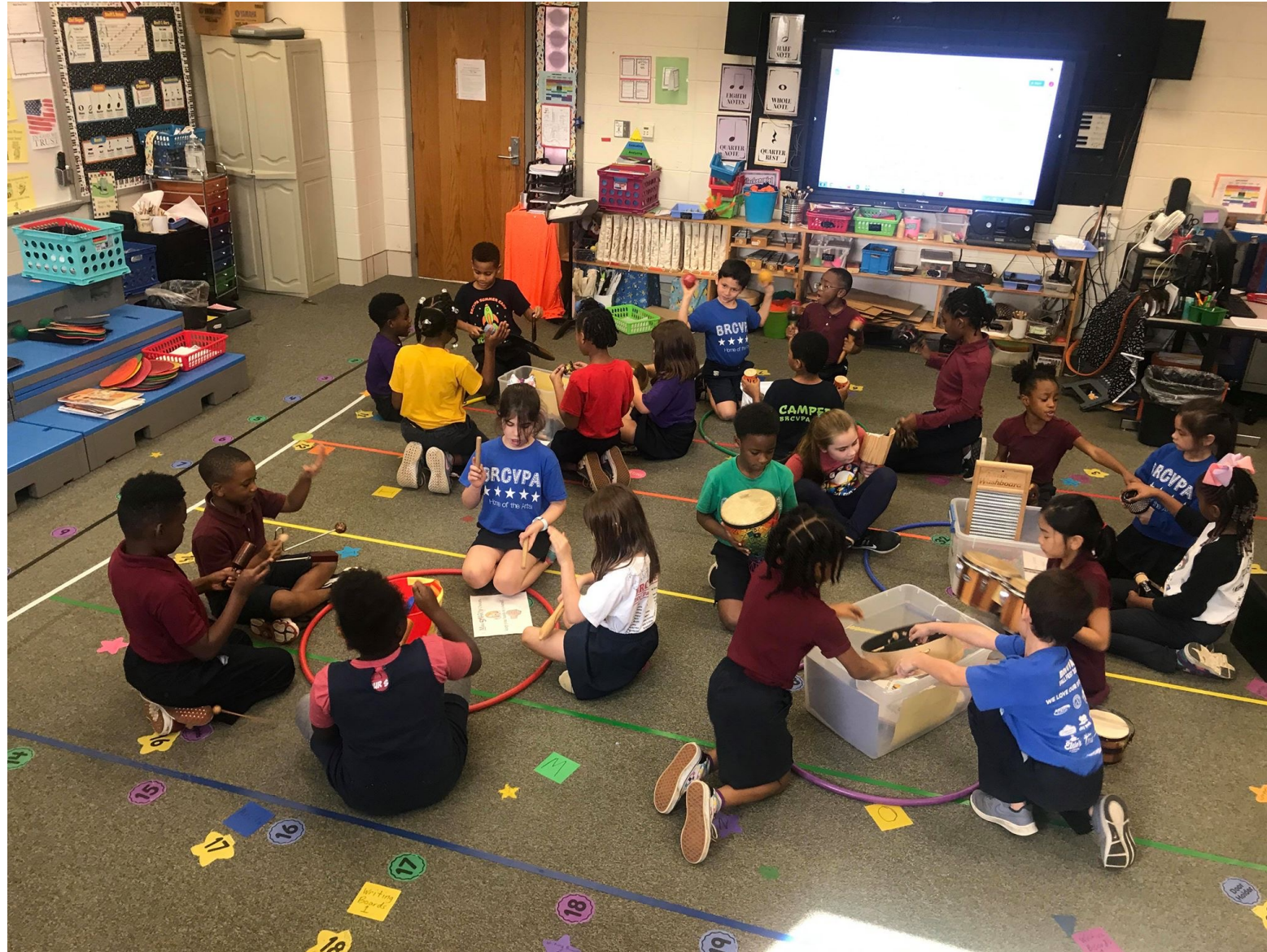
#AlliedHealthProfession

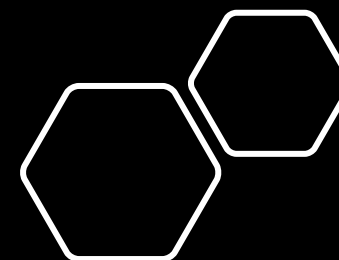
#BoardCertifiedMusicTherapist

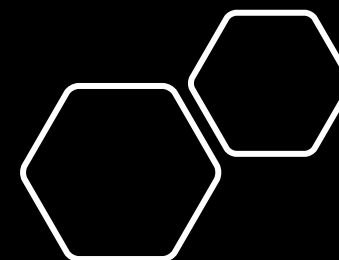
MusicTherapyEbooks.com







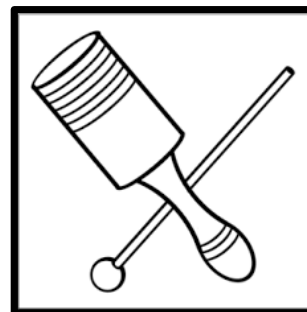






**BUCKET
LABELS
FOR
HOOP
GROUP
STATIONS**

WOODS



Instrument Bucket Label for Hoop Group Station #1

METALS



Instrument Bucket Label for Hoop Group Station #2

SHAKERS



Instrument Bucket Label for Hoop Group Station #3

SKINS



Instrument Bucket Label for Hoop Group Station #4

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:*

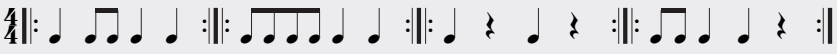
- Listen to the steady beat of the music and create music of your own that honors that steady beat.
- Don’t play so loudly that you can’t hear the others playing.
- Music includes sounds *and* silences, so be sure to include both notes *and* rests in your improvisation.
- Don’t fall into the trap of 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.

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.

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!

Refrain **All**




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

Verse 1 **Teacher** **Woods**




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!

Refrain **All**



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

Verse 2 **Teacher** **Metals**




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!

Refrain **All**



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

Verse 3

22 **Teacher** Can you play the shak - ers now? **Shakers** We can play the shak - ers now!

24 **Teacher** Shak - ers now? **Shakers** Shak - ers now! **Teacher** Met - als now? **Metals** Met - als now!

26 **Teacher** Woods right now? **Woods** Woods right now! **All** 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** Can you play the skins right now? **Skins** We can play the skins right now!

34 **Teacher** Skins right now? **Skins** Skins right now! **Teacher** Shak - ers now? **Shakers** Shak - ers now!

36 **Teacher** Met - als now? **Metals** Met - als now! **Teacher** Woods right now? **Woods** Woods right now! **All** Oh, oh, oh, oh!

Refrain

39 **All** Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now. *rallentando* (roll) All strike:

Let's change
Hoop Group Stations!
(Travel Poem)

1-2-3-4

Scout your bootie
'cross the floor

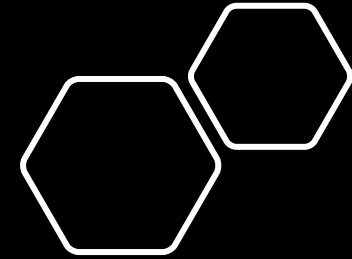
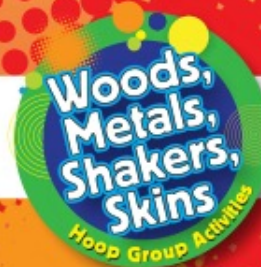
5-6-7-8

Hurry, don't be late!

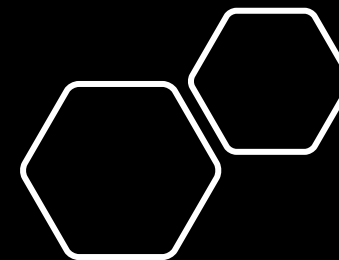


Artie's Prep Talk for the Hoop Group lesson ***IMPROVISE!***

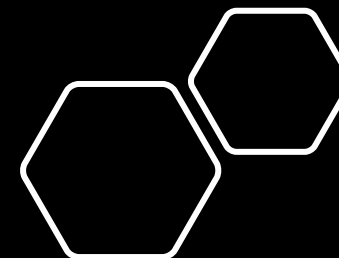
From the publication *Woods,
Metals, Shakers, Skins!*



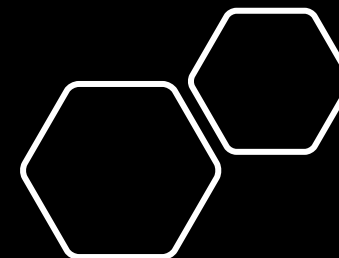
Listen to the steady
beat of the music and
create **music of your
own** that **honors** that
steady beat



**Don't play so loudly
that you can't hear
others playing**

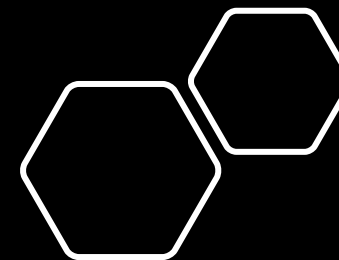


Music includes sounds
and silences, so be sure
to **include both notes**
and **rests** in your
improvisations

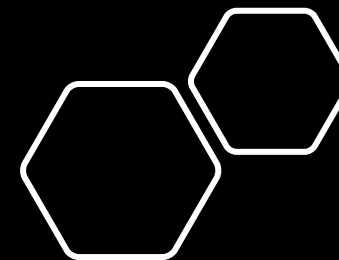


Don't fall into the
trap of just playing
fast notes . . .

be creative!



Feel free to **show the music in your body while improvising**, but don't move so much that the movement takes precedence over the music



I-M-P-R-O-V-I-S-E

Verse 1: (*Teacher leads; students echo*)

Metals time for you to shine
Play some music you design

Refrain: (*All*)

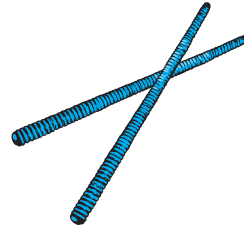
I-M-P, R-O-V, I-S-E,
improvise!



Verse 2:

Metals sounded mighty good
Move on over for the wood!

Refrain



Verse 3:

Shakers, time to have some fun,
Play four measures,
then you're done!

Refrain



Verse 4:

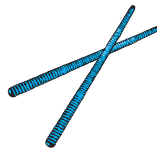
Drums, it's time to take your trip,
Play some rhythms,
make 'em hip!

Refrain



Verse 5:

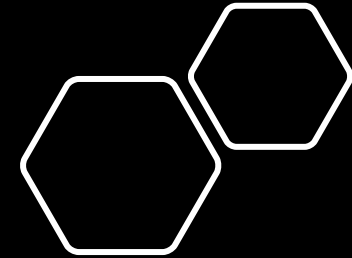
Improvising sure is fun . . .
All will play and then we're done.



Refrain



Round of instrument applause at end.



I-M-P-R-O-V-I-S-E

Introduction

Verse 1 Teacher first time; students echo

*This accompaniment continues throughout the piece.
Consider temple blocks, congas, bongos, etc.*

Met-als, time for you to shine, Play some mus-ic you de-sign.

5 All speak energetically!

I - M - P - R - O - V - I - S - E, im-pro-vised!

Metals improvise for 15 beats;
rest for 1 beat at the end.

Verse 2 Teacher first time; students echo

Met - als sound - ed might - y good, Move on o - ver for the wood!

13 All speak energetically!

I - M - P - R - O - V - I - S - E, im-pro-vised!

Woods improvise for 15 beats;
rest for 1 beat at the end.

Verse 3 Teacher first time; students echo

Shak - ers, time to have somefun, Play four meas - ures, then you're done!

21 All speak energetically!

I - M - P - R - O - V - I - S - E, im-pro-vised!

Shakers improvise for 15 beats;
rest for 1 beat at the end.

Verse 4 Teacher first time; students echo

Skins, it's time to take your trip! Play some rhy - thms, make 'em hip!

29 All speak energetically!

I - M - P - R - O - V - I - S - E, im-pro-vised!

Skins improvise for 15 beats;
rest for 1 beat at the end.

Verse 5 Teacher first time; students echo

Im - pro - vis - ing sure is fun! All will play and then we're done!

37 All speak energetically!

I - M - P - R - O - V - I - S - E, im-pro-vised!

All improvise for 15 beats;
rest for 1 beat at the end.

All roll then strike

Trepak

Ⓐ *Play 4 times:*

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



B

Woods Metals Shakers Skins

Interlude

Skins



A

Play 2 times:

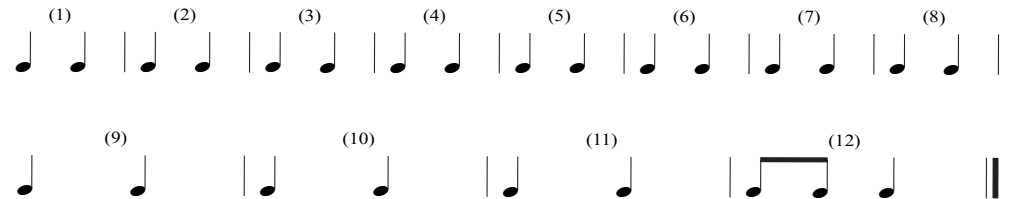
1x: Woods Metals

2x: Woods Metals Shakers Skins



Coda

All



Good musicians

think ahead,

look ahead,


and

listen ahead!

A LESSON FROM ARTIE'S PERCUSSION PARADE BOOK

Happy

This non-pitched percussion routine will go with the song *Happy* by Pharrell Williams

0:02		15 times
0:25		16 times
0:50		16 times
1:13		16 times
1:37	Jam Session!	16 measures
2:01	Steady Beat...Fade Out	4 measures



playtime



Instrumental Pieces

Shirley W. McRae



Two Is Company

A Section Visual



VOICE CHOICES

SOFT / LOUD

HIGH / LOW

MAD / SAD

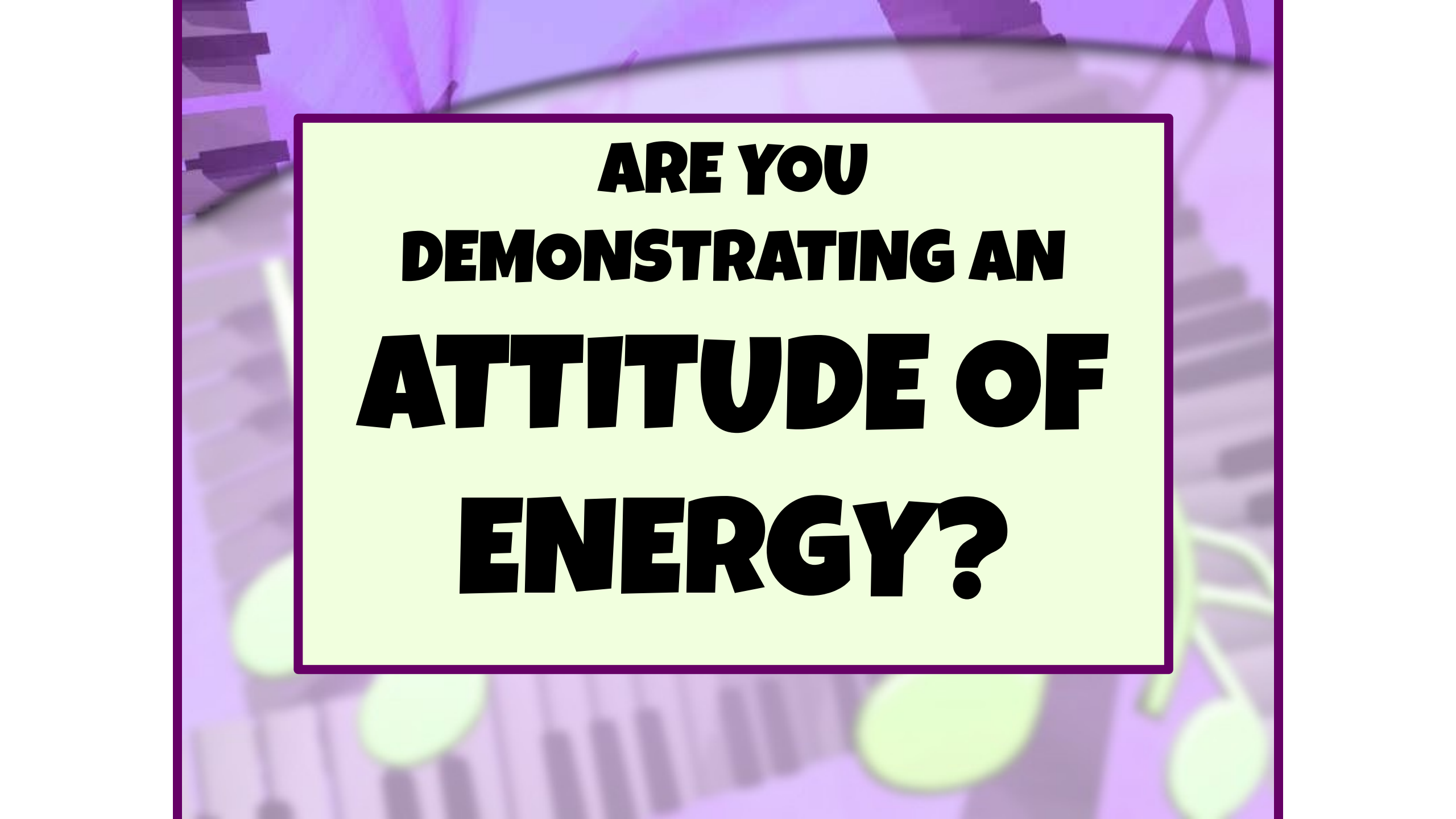
SING-SONG

ROBOT

SCARY / SILLY

CREATE YOUR OWN!





**ARE YOU
DEMONSTRATING AN
ATTITUDE OF
ENERGY?**

Two Is Company

Two-Person Drum Score

The musical score is written for three parts in 4/4 time, spanning four measures. The first measure is a whole rest for all parts. The second measure contains a half note for the Clap and Partner's Drum parts, and a half note for the Your Own Drum part. The third measure contains a half note for the Clap and Partner's Drum parts, and a half note for the Your Own Drum part. The fourth measure contains a half note for the Clap and Partner's Drum parts, and a half note for the Your Own Drum part. The score ends with a double bar line.

Clap Partner's Hand

Partner's Drum

Your Own Drum

Clap

Theirs

Yours

Ti - Ti - Ta

Two Is Company

Three-Person Drum Score

The drum score is written for three parts: Drum to Left, Drum to Right, and Your Own Drum. It is in 4/4 time and consists of four measures. The notation uses a treble clef and a 4/4 time signature. The first measure has a half note on the first line (F) for the left drum and a half note on the first space (C) for the right drum. The second measure has a half note on the first line (F) for the left drum and a half note on the first space (C) for the right drum. The third measure has a half note on the first line (F) for the left drum and a half note on the first space (C) for the right drum. The fourth measure has a half note on the first line (F) for the left drum and a half note on the first space (C) for the right drum. The 'Your Own Drum' part has a half note on the first line (F) in the first measure, a half note on the first space (C) in the second measure, and a half note on the first line (F) in the third measure. The fourth measure has a half note on the first line (F) for the left drum, a half note on the first space (C) for the right drum, and a half note on the first line (F) for the 'Your Own Drum' part.

Drum to Left

Drum to Right

Your Own Drum

Left

Right

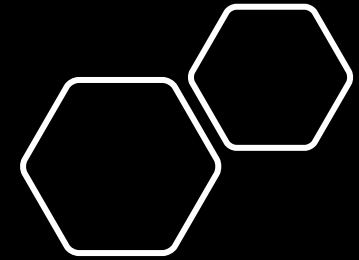
Yours

Ti - Ti - Ta.

A scenic photograph of a mountain range. The foreground is filled with dense evergreen trees. In the middle ground, there are rolling hills and valleys, some covered in snow. The background features prominent, rugged mountain peaks with significant snow cover under a clear blue sky.

Rocky Mountain Drum Game (Note Values)







**Rumor has it that this song is really
from the *SMOKY* Mountains.**

Plasma-Go
Armadillo
A tempo
30
30

WHEN YOU ENTER THIS
CLASS ROOM...
You are...
You are...
You are...
You are...
You are...
You are...
You are...
You are...

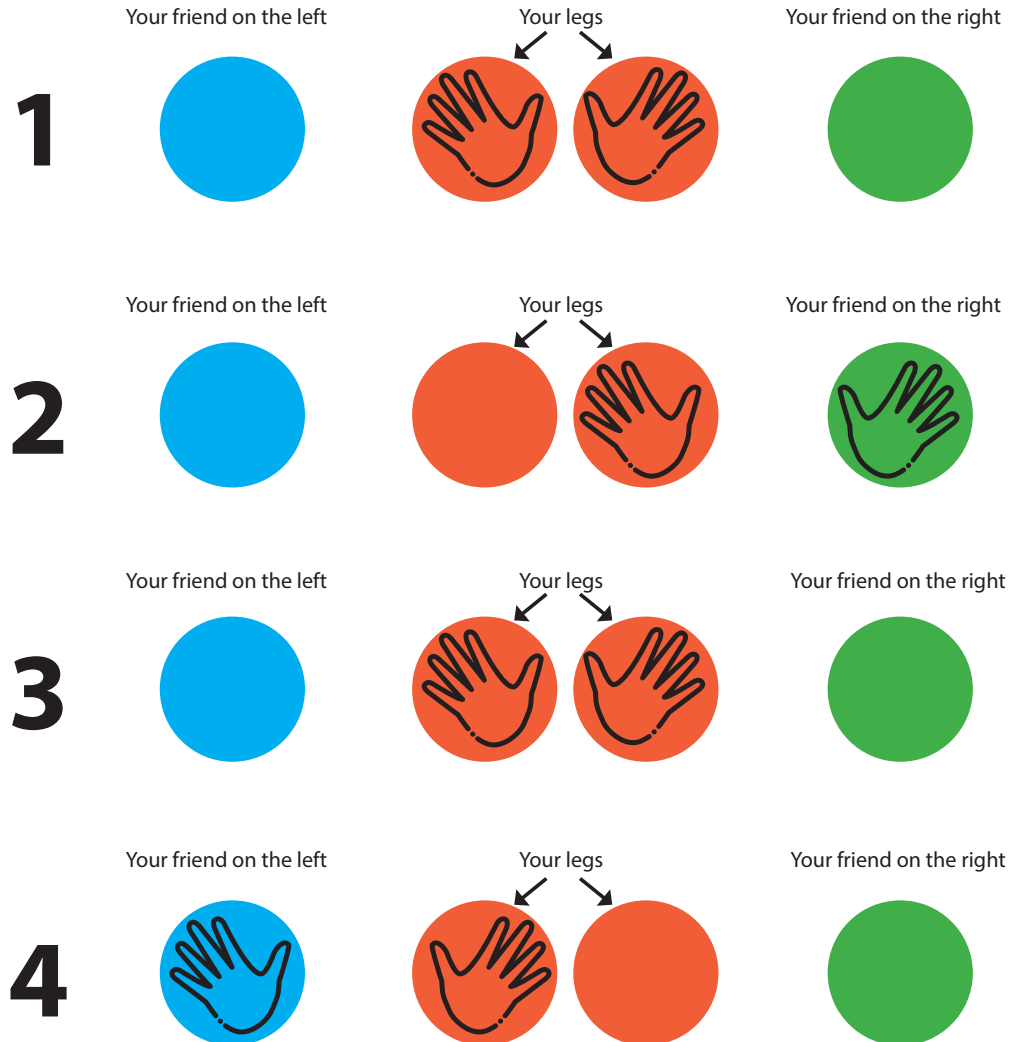
STRING
PERCUSSION



Body Percussion Diagram

for Rocky Mountain Drum Game

Here's where you'll pat on each measure:



QUADRABOOM!



GRADUATED SIZES OF HAND DRUMS
FROM: PERCUSSION PARADE
ARTIE ALMEIDA

Grades K-6

Percussion Parade



Artie Almeida

Percussion Parade

Drums

Kids love percussion instruments and you'll love the musicality and skills that are developed with these engaging lessons!

Crazy Eights: Hand Drums or Large Drums (Grades 3–5)

Rocky Mountain Drum Game: Body Percussion and Hand Drums (Grades 3–5)

Two Is Company: Hand Drums (Grades 3–5)

Lemonade Crunchy Ice: Clapping Game and Hand Drums (Grades 3–5)

Icka Backa: Body Percussion and Hand Drums (Grades 2–5)

P-E-R-C-U-S-I-O-N: A Friendly Drum Battle (Grades 4–5)

Down the Line, Soundin' Fine: Large Drums (Grades 3–5)

Meter Mash-Up: Large Drums or Hand Drums (Grades 2–5)

Best Day of My Life: Large Drums (Grades 3–5)

Quadraboom: Four Graduated Sizes of Hand Drums (Grades 3–5)



Assorted Non-Pitched Percussion

Non-Pitched Percussion is affordable, accessible, and a powerful tool in a general music classroom!

Freeze, Pleeze: Marching Band Freeze Game (Grades K–3)

Pass the Timbre Hammer: Instrument Identification Game (Grades K–5)

Percussion Parade: Non-Pitched Percussion Marching Band (Grades K–3)

Here Are Quarter Notes: A Hoop Group Lesson on Timbre (Grades 3–5)

Primo Vere: V. Ecce Gratum: Non-Pitched Percussion Score (Grades 2–5)

Music for the Royal Fireworks: Non-Pitched Percussion Processional (Grades K–5)

Tony Chestnut: Motions and Non-Pitched Percussion (Grades 3–5)

Old Brass Wagon: Body Percussion and Non-Pitched Percussion (Grades 3–5)

Happy: Rhythm Reading (Grades 1–5)

Non-Traditional Percussion Instruments

Mix things up with these unusual sound sources that are very motivational for young students!

Who Let the Dogs Out: Plates (Grades K–3)

Hungarian Dance #5: Plates (Grades 3–5)

Everything Is Awesome: Plates (Grades 3–5)

Popcorn: Kickballs (Grades 3–5)

National Emblem: Kickballs (Grades 3–5)

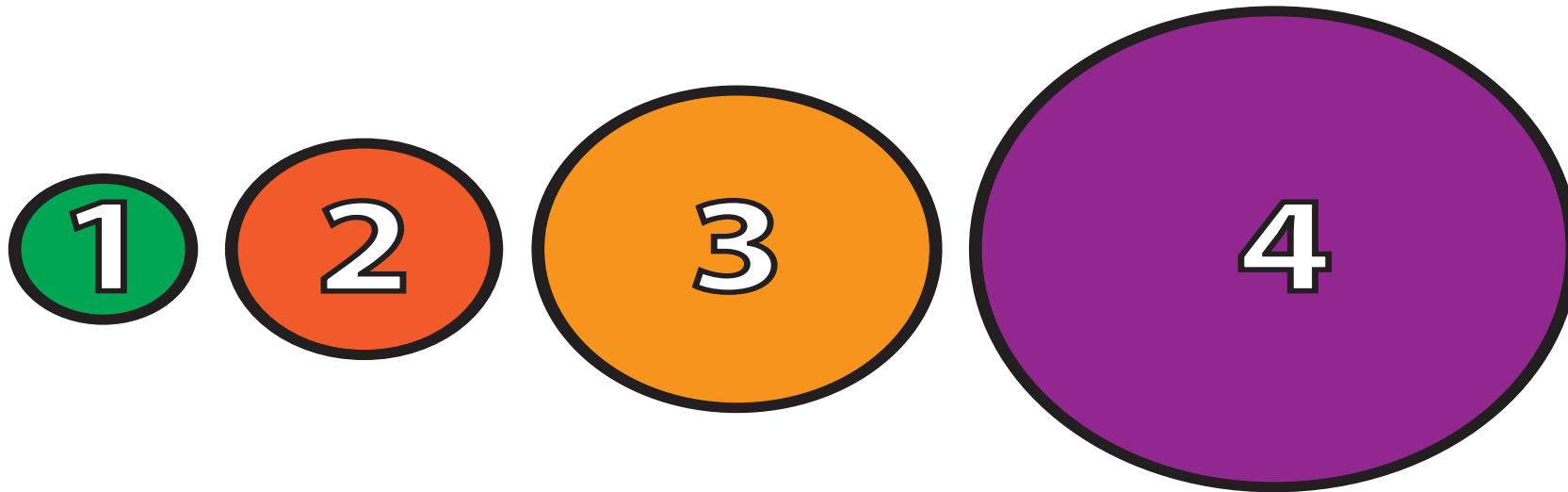
Surfin' USA: Kickballs (Grades 3–5)

Dynamite: Kickballs (Grades 3–5)





Quadraboom!



Form: ABACA¹

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MAKE THIS PERCUSSION PIECE A SHOWSTOPPER BY ADDING FIRESTIX!

Firestix Batteries (Available on Amazon)





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

All drums play/move in unison:

First time: Clicking on shell, move drums **up** slowly...

Second time: Clicking on shell, move drums **down** slowly...

B

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

A Strike head:

A

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

C

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

A₁

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