

Contents

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	4
Rocky Mountain Drum Game	Body Percussion and Hand Drums.....	Grades 3–5	6
Two Is Company.....	Hand Drums	Grades 3–5	8
Lemonade Crunchy Ice.....	Clapping Game and Hand Drums	Grades 3–5	11
Icka Backa.....	Body Percussion and Hand Drums.....	Grades 2–5	14
P-E-R-C-U-S-S-I-O-N	A Friendly Drum Battle	Grades 4–5	18
Down the Line, Soundin' Fine	Large Drums	Grades 3–5	20
Meter Mash-Up	Large Drums or Hand Drums.....	Grades 2–5	22
Best Day of My Life.....	Large Drums	Grades 3–5	24
Quadraboom.....	Four Graduated Sizes of Hand Drums.....	Grades 3–5	26

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	29
Pass the Timbre Hammer.....	Instrument Identification Game.....	Grades K–5	30
Percussion Parade	Non-Pitched Percussion Marching Band.....	Grades K–3	32
Here Are Quarter Notes.....	A Hoop Group Lesson (Timbre).....	Grades 3–5	34
Primo Vere: V. Ecce Gratum	Non-Pitched Percussion Score.....	Grades 2–5	36
Music for the Royal Fireworks	Non-Pitched Percussion Processional	Grades K–5	38
Tony Chestnut.....	Motions and Non-Pitched Percussion.....	Grades 3–5	40
Old Brass Wagon.....	Body Percussion and Non-Pitched Perc.	Grades 3–5	42
Happy	Rhythm Reading	Grades 1–5	44

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	45
Hungarian Dance #5.....	Plates.....	Grades 3–5	48
Everything Is Awesome	Plates.....	Grades 3–5	50
Popcorn.....	Kickballs	Grades 3–5	52
National Emblem.....	Kickballs	Grades 3–5	54
Surfin' USA.....	Kickballs	Grades 3–5	56
Dynamite.....	Kickballs	Grades 3–5	58



This book includes downloadable visuals and music! See page 60 for more information.



Pass the Timbre Hammer

An Instrument Identification Game

Grades K-5

Materials

- Inflatable Hammer or other object to pass
- Pointing Device
- Timbre Cards ↓
- Instrument Cards ↓
- Song Notation ↓
- Audio Clips of Non-pitched Percussion ↓



Preparation

1. Duplicate the Timbre Cards and Instrument Cards. Consider printing the cards on colored cardstock, with the four timbre cards in one color and the individual instrument cards in another color.
2. Decide which level of the game you are going to play. Your choices are:
 - **Level One:** Use only the timbre cards, having students identify the category of the instrument clip they hear on their turn.
 - **Level Two:** Use only the instrument cards, having students tap the card with the non-pitched percussion instrument picture and name.
 - **Level Three:** Use both the timbre cards and the instrument cards. Arrange the timbre cards in a row, next to one another. Place the instrument cards randomly around the center of the circle.

Choose just one level of play for each game. You could begin with an easier level and then switch to a more challenging level after 5 or 6 audio clips. With younger students you may wish to select just a few of the individual instrument cards to use. A nice selection for the little folks might be: tambourine, maracas, jingle bells, guiro, hand drum, rhythm sticks, woodblock and gong.

3. Inflatable hammers are available at novelty/carnival supply stores online. Simply search for "Inflatable Hammer" and you will find several vendors. Any size will work, but my students love the large hammers!

Instruction

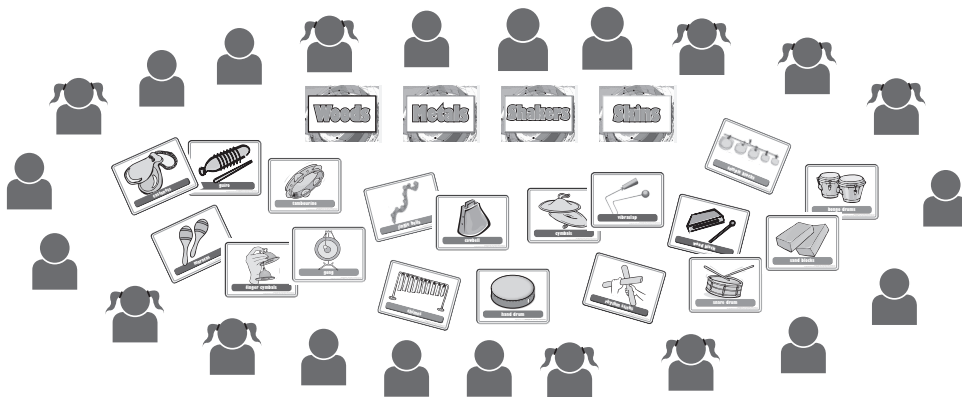
1. Display the Song Notation PDF. (Or, you may choose to simply teach the song by rote, especially in the primary grades.)
2. Point to the notation as you sing the song for the students.
3. Ask students to close their eyes as you sing it again.
4. Instruct students to open their eyes and point to the notation with you, as you sing the song by yourself.
5. Invite students to lip-sync the song while you sing it.
6. Ask the students to sing the song aloud with you.
7. Direct the children to sing the song with you again, while patting a *half note beat* on their laps. Repeat this a number of times, having children suggest other types of body percussion to use, such as clapping, snapping, tapping heads, or stepping the half note beat.
8. Seat children in a circle and set up the cards for the version of the game you're using. (See Preparation step 2 for card setup.)
9. Spend a few moments orienting children to the flash cards you've placed in the circle. For the individual instrument cards, hold them up one at a time and ask children to look at the instrument picture and say its name (if they are readers).
10. Explain to the children that they will be singing the song while passing the inflatable hammer around the circle to a half note beat, just like the beat they practiced with body percussion. Remind the children that they are not playing "hot potato" with the hammer, but honoring the beat and keeping the hammer in an upright, vertical position while passing. Practice this for a minute or two. Tell them that when the song stops, the child who is holding the hammer will take their turn at the instrument identification game. They will stand in place and you will play an audio clip of an instrument for them. For Level One they will tap the timbre they heard. For Level Two they will tap the instrument they heard. For Level Three they will first tap the timbre, then the instrument.
11. Place the inflatable hammer into a child's hands, cue the children with a musical count-off on the tonic pitch (perhaps "1-2-ready sing . . .") and begin the game. Keep score on the board.

Scoring:

If the student taps the *correct answer*, they earn a point for the kids. Yay!

If the student taps the *incorrect answer*, the teacher gets the point. Woohoo! (I jokingly tell them it's "the old lady versus the sweet, young things!")

12. After a student has taken a turn tapping an instrument with the hammer, they return to their seat and the hammer passing song begins again, continuing to pass the hammer in the same direction around the circle.





Primo Vere: V. Ecce Gratum

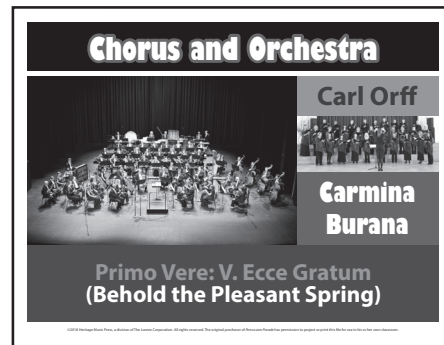
A Score for Non-Pitched Percussion

Grades 2–5

Materials

- Visual ↓
- Recording of *Primo Vere: V. Ecce Gratum*
- Pointing Device
- Enough Non-Pitched Percussion (Metals and Woods) for all students to play, or to share in small groups

Suggested instruments: This piece works best with finger cymbals and triangles for the metal timbres and rhythm sticks, woodblocks or claves for the wood timbres. Tambourines and jingle bells could be substituted for the metals.



Primo Vere: V. Ecce Gratum

Carl Orff: *Carmina Burana*

The original score is in $\frac{4}{2}$ and $\frac{2}{2}$ time. This is notated in $\frac{4}{4}$ time to make it more accessible for the students.

Introduction: No instruments

Metals:



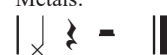
Woods:



Metals:



Woods and Metals:



Repeat entire piece 3 times.

©2018 Heritage Music Press, a division of The Lorenz Corporation. All rights reserved. The original purchaser of Percussion Parade has permission to project or print this file for use in his or her own classroom.

Preparation

Decide on the seating configuration that will work best in your music room, as this lesson works well in a variety of seating choices. My students enjoy sitting by a partner (scattered around the room randomly), with one child playing the wood parts and the other playing the metal parts. This makes it convenient for repeating the experience and trading jobs. Alternatively, you could keep the children in their seats, seat them in rows or in two large groups.

Instruction

1. Display the first page of the projectable visual, drawing children's attention to:
 - a. The composer's name: Carl Orff
 - b. The Latin name of the large work: *Carmina Burana*
 - c. The Latin name of the song for this lesson: *Primo Vere: V. Ecce Gratum*
 - d. The English translation of the song title: *Behold the Pleasant Spring*
 - e. The picture and description of the performing group: *Chorus & Orchestra*
2. Display the notation page of the projectable visual (page 2). Encourage the students to share what they notice in the score. Consider the following points for analysis:
 - a. The original score was in different time signatures and this score was converted to $\frac{4}{4}$ time for easy reading by young musicians.
 - b. The Form is AB.
 - c. No one plays during the Introduction (which consists of four sung notes)
 - d. The entire piece is played three times.
 - e. Discuss the note values and roll markings.
3. Speak through each section (A & B), while saying the rhythm syllables. Clap the rhythms if desired. Teacher should lead this activity with a pointing device.
4. Speak and clap the entire piece one time, while playing the recording.
5. Distribute instruments and perform the piece in its entirety.
6. Instruct the students to trade instruments (woods now play metals and vice versa) and perform the piece again.

Extension

Allow students to work in small groups to create movement patterns for each section. Perform for the class and then use those ideas to design a full-class movement piece. Divide class into instrumentalists and dancers to perform. Trade jobs and perform again.

