

Visual and Performing Arts: Performing Arts
Music
Unit 5: World Drumming

Essential Understandings	<ul style="list-style-type: none">• Drumming is a common form of expression throughout the world.• World drumming is an accessible performance-based form of self-expression.• Drumming performance is rhythm-based.• Culture influences how music is shared, taught, and learned.
Essential Questions	<ul style="list-style-type: none">• How is drumming used as an expression of culture?• How does one express oneself through drumming?• What is rhythm?
Essential Knowledge	<ul style="list-style-type: none">• Drumming is used throughout the world for a variety of purposes in ceremonies, rituals, battles, and recreation.• Percussion instruments are culturally diverse.• Musicians use specific playing techniques.• Musicians demonstrate rhythm through performance and notation.• Musicians use improvisation.• Drumming is a way to share aural tradition.
Vocabulary	<p><u>Terms:</u> Improvisation, djun-djun, tubano, djembe, bongo, gankogui, shekere, cowbell, conga, open-tone, bass-tone, pulse, tempo, rhythm, call and response, ensemble, rhythm complement</p>
Essential Skills	<ul style="list-style-type: none">• Describe how drumming is used in West African Culture.• Identify specific percussion instruments.• Demonstrate appropriate playing techniques.• Echo two and four beat patterns of increasing complexity.• Improvise rhythmic variations.• Perform poly-rhythmic percussion ensemble learned in the aural tradition.• Demonstrate an understanding methods of notation.

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<p style="text-align: center;">Standards: Maine Learning Results Standards And Common Core</p>	<p>A Disciplinary Literacy: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes</p> <p>A1. Music Difficulty: Students accurately perform music with moderate technical demands, modeling proper posture and technique, alone or with others.</p> <p>A2. Notation and Terminology: Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.</p> <p style="padding-left: 40px;">a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests</p> <p style="padding-left: 40px;">c. Apply notation symbols for pitch, rhythm, dynamics, tempo</p> <p>A3. Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, form, timbre, texture, style</p> <p>B Creation, Performance, and Expression: Students create, perform, and express through the art discipline</p> <p>B1. Style/Genre: Students perform music of various styles that includes moderate technical demands accurately applying the accumulated knowledge and skills of proper posture and technique; musical notation, symbols, and terminology.</p> <p>B2. Composition: Students compare musical ideas expressed in the compositions of others.</p> <p>C. Creative Problem Solving: Students describe and apply creative-thinking skills that are part of the creative solving process.</p> <p>C1. Application of Creative Process</p> <p style="padding-left: 40px;">a. fluency</p> <p style="padding-left: 40px;">b. flexibility</p> <p style="padding-left: 40px;">c. elaboration</p> <p style="padding-left: 40px;">d. originality</p> <p style="padding-left: 40px;">e. analysis</p> <p>D. Aesthetics and Criticism: Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts.)</p> <p>D1.Students compare and analyze art forms:</p> <p style="padding-left: 40px;">a. by applying grade span appropriate concepts, vocabulary, skills and processes</p> <p style="padding-left: 40px;">b. by using multiple criteria from observations, print and/or non-print resources</p> <p style="padding-left: 40px;">c. by comparing the effectiveness of selected media, techniques, and processes in communicating ideas</p> <p>E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make</p>
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	<p>connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.</p> <p>E1. Students compare products of the visual/performing arts to understand history and/or world cultures</p> <p>E2. Students explain skills and concepts that are similar across disciplines</p> <p>E3. Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts</p> <p>E4. Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment</p> <p>E5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts</p> <ul style="list-style-type: none">a. Getting along with othersb. Respecting differencesc. Working as a team/ensembled. Managing conflicte. Accepting/giving/using constructive feedbackf. Accepting responsibility for personal behaviorg. Demonstrating ethical behaviorh. Following established rules/etiquette for observing/listening to arti. Demonstrating safe behavior
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Sample Lessons And Activities	<ul style="list-style-type: none">● Practice playing techniques● Echo pattern activity● Call & response activity● Rhythm complements● Ensemble performance● Notebook – vocabulary, instrument descriptions, etc.
Sample Classroom Assessment Methods	<ul style="list-style-type: none">● Worksheets● Written quizzes● Classroom observation of individual participation in a performance-based class● Classroom observation of ensemble participation in a performance-based class
Sample Resources	<p><u>Other Resources:</u> <u>World Music Drumming: A Cross-Cultural Curriculum</u> – Will Schmid <u>Drumming Up World Music: West Africa- Dancing Drum</u> African Drums (tubanos, djembes, djun-djuns, etc...) Ethnic percussion instruments</p>