

20 CLASSROOM DRUMMING PIECES FOR GRADES K - 5

# DRUM IT UP!

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**SANDY LANTZ**  
**GRETCHEN WAHLBERG**

Enjoy your free preview of Sandy and Gretchen's great book of drumming activities. You can find more from them at <https://sandygretchen.com>

Find more drumming activities for your classroom at  
[https://bppub.net/BPP\\_Drumming](https://bppub.net/BPP_Drumming)

**Drum It Up**, a compilation of pieces we have collected over many years of teaching, contains 20 examples to use in the classroom, from kindergarten through advanced performance groups. These "kid-tested" selections have been played, enjoyed, and performed by our own students.

Teaching suggestions and form are merely ways for you to begin. As you play the pieces and use the teaching processes, you and your students will discover new ways of teaching and learning within your own classroom percussion ensembles. In addition, student feedback can create new and exciting extensions to these pieces. We encourage you to continuously "think outside the box" and give your students poetic license to do the same.

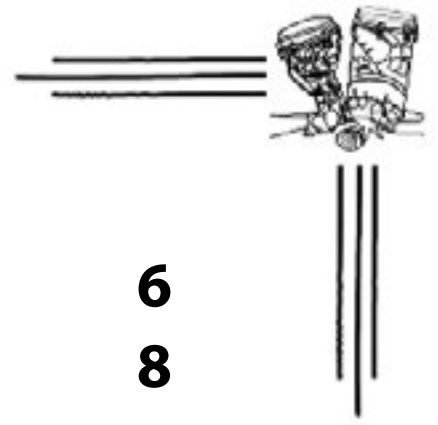
As your students perform, please promote qualities of musicianship, including balance and precision. These pieces can be "show stoppers" when performed with tight and concise technique.

We've enjoyed writing and sharing our ideas with our students, parents, and colleagues. And now, we share with you as you get ready to DRUM IT UP!



*Gretchen Hallberg*

*Sandy Lantz*



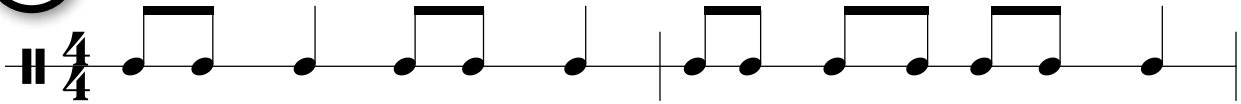
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# One, Two, Three

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**A**



In-stru-ments, in-stru-ments, I can play the in-stru-ments.



One, two, three.

One, two, three.



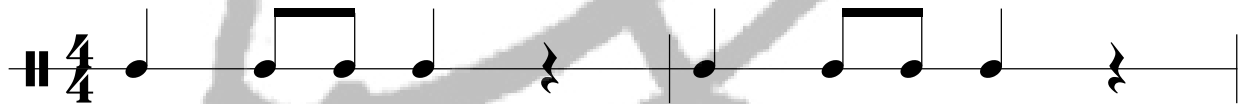
Do what I do af - ter me.

Do what I do af - ter me.

**B**

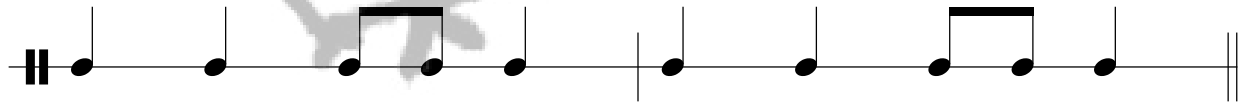
Teacher plays a four-beat rhythm; students echo; repeat four times.

Sample rhythm for B Section



(Teacher Plays)

(Students Play)



(Teacher Plays)

(Students Play)

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## Form - AB

- 🍎 Section A speak and play.
- 🍎 Section B, teacher plays; students echo. On repeat of Sections A and B, teacher asks students to switch to new instrument group. Repeat several times, depending on variety of available instruments.

## Teaching Suggestions

- 🍎 Pre-set clusters of one instrument from each timbre (shaker, wood/clicker, metal/ringer, and skin/thumper) in a circle on the floor.
- 🍎 Students stand behind a cluster of instruments.
- 🍎 Speak Section A; clap Section A.
- 🍎 After students are competent with speech and claps, have them sit behind their cluster of instruments.
- 🍎 Transfer claps to one timbre of instrument as directed by teacher (example: all play metals).
- 🍎 On each repeat, teacher assigns a different timbre to play (woods, shaker/scrapers, skins).

## Notes

- 🍎 Use to introduce timbre. For kindergarten and first grade, we recommend using the terms, "ringers, clickers, shakers/scrapers, thumpers."
- 🍎 Use to introduce or review instrumental techniques.
- 🍎 Use for teacher to watch and correct individual playing mistakes.
- 🍎 Use as an assessment tool.

## Extensions

- 🍎 Allow student choice of timbre to play.
- 🍎 Allow leader choice of timbre; other students copy leader's timbre and rhythm.



# Music Rules

Sandy Lantz and Gretchen Wahlberg

**Be Respectful**



**Be Polite**



**Be Responsible**



**Be Positive**



**Be a Participant**



## Form - Additive

Layering in ostinato patterns

Ostinato – a short rhythmic or melodic repeating pattern over the duration of a piece

## Teaching Suggestions

### Primary Grades

- 🍏 Use one-measure ostinatos to sight-read rhythmic notation. Repeat each pattern four times to gain confidence and create a full 16-beat phrase.
- 🍏 Begin with rhythmic speech. Discuss each music rule.
- 🍏 Transfer to body percussion. Students suggest which body percussion will be used for each pattern. Example:

Be Polite	Stomp
Be Positive	Patsch
Be a Participant	Clap
Be Respectful	Tap head
Be Responsible	Pat hips



- 🍏 Transfer each rule to an unpitched percussion instrument.
- 🍏 Group instruments by timbre. Assign a specific music rule to each group. Students play specified rule. Rotate students to each group.

### Extension

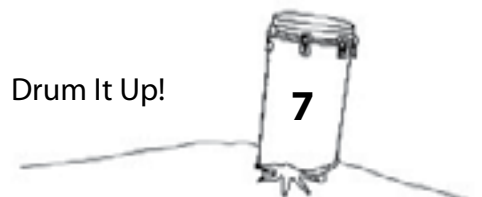
When students are competent, play more than one music rule at a time.

#### Intermediate Grades

- 🍏 Review music rules and rhythmic notation.
- 🍏 Apply to speech and body percussion.
- 🍏 Play each rule four times to establish steady beat and 16-beat phrases.
- 🍏 Transfer to unpitched instruments.
- 🍏 Play dice.
  - ✓ A student rolls a pair of dice. One die represents number of rule to play (1 – 5, 6 is roller's choice). The second die represents how many times to play that particular rule. Example: Die 1 lands on 3 (Rule 3: Be a Participant). Die 2 lands on 5 (play 5 times). Everyone plays "Be a Participant" five times.
  - ✓ To help students with the counting, have them remove the word "Be" from the rule and replace with the number of times played (1 a participant, 2 a participant, 3 a participant, 4 a participant, 5 a participant).
  - ✓ Continue playing with new students rolling dice.
- 🍏 Play advanced dice.
  - ✓ Make two groups. One group plays rule of the die closest to them. The other plays rule of the die on the other side. All play total of both dice added together.

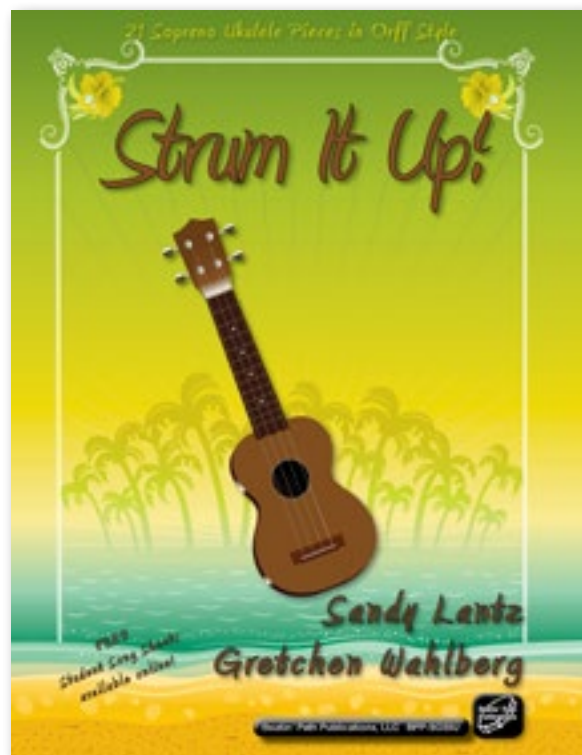
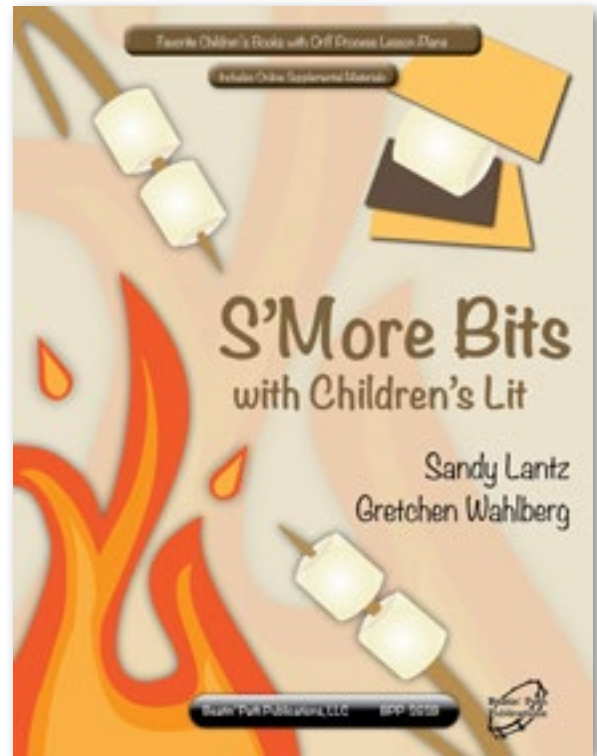
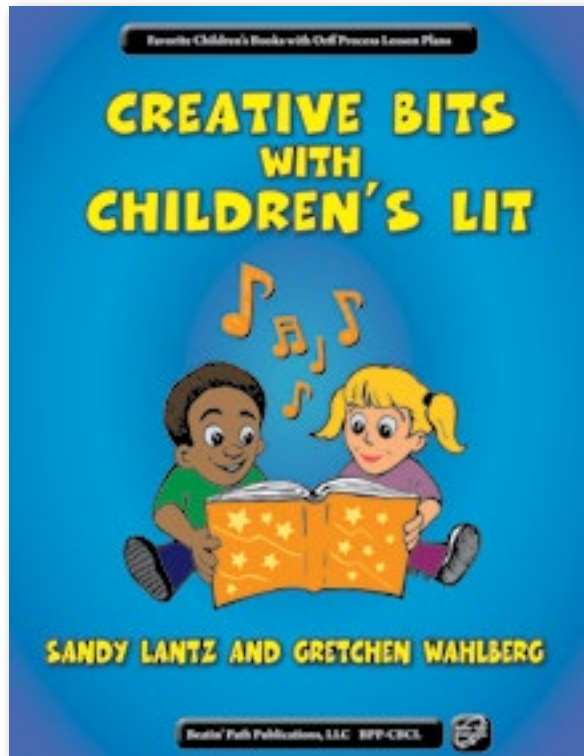
### Extensions

- 🍏 Steady beat
  - ✓ To avoid tendency to rush tempo, play the music rules with a recording with a strong steady beat (examples: "Hooked on Classics" or a Sousa March).
  - ✓ Using an unpitched instrument or body percussion, play each rule four times and continuously play through each rule until the end of the recording.
  - ✓ For a challenge, assign each instrument timbre group only one rule to play.
  - ✓ Teacher or student conductor can assist by pointing to the rule for four repetitions, then point to next rule.
- 🍏 Form – Canon
  - ✓ Establish a four-measure phrase using the five rules as choices (students may choose the pattern).
  - ✓ All play phrase in unison (example: Be respectful, Be responsible, Be a participant, Be polite) four times.
  - ✓ Arrange the class into two groups and play in a two-part canon. The second part enters after one measure.
  - ✓ Perform as a four-part canon; enter after two beats.
  - ✓ Create a four-measure phrase using music rules (see Canon, page 48).
  - ✓ Play four phrases.



# More from Sandy and Gretchen!

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