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Bucket Drums



Percussion Discussion



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LEARNING STANDARDS: 1 Creating, Performing, and Participation in the Arts. 2. Knowing and Using Arts Materials and Resources. 4. Understanding the Cultural Contributions of the Arts. Students will make connections to the music they are performing, creating, and improvising

COLLABROTIVE GOALS: Workshop line of inquiry: Students will learn standard rhythmic musical patterns, improvisation, coordination of hands and movement, concentration and collective interaction.. Students will incorporate relationships (both the musical, historical and social elements) and how do their choices effect or create different moods, and feelings to the audience. Students will connect the individual work to other works and to other aspects of human endeavor and thought, as well as understand the cultural contributions of the arts. Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Children and Bucket Drums



At 5 years old, Art Reiner discovered the art of percussion — underneath his grandmother’s kitchen sink.

Grabbing her wooden spoons, he tinkered with the pots and pans. “One-and-uh-two-and-uh-three,” he’d play, clanging on the

cooking utensils.

“It drove my mother crazy. I think my grandmother pretty much let me do whatever I wanted,” Reiner said.

Fifty-one years later, he’s still playing on pots and pans. Only now he’s making a living at it, and teaching young children to do the same.

Standing in front of a small class of 6- to 10-year-olds, Reiner instructed them to turn over their red, yellow and blue buckets.

“Kids can get the idea without *playing on an expensive instrument*,” he said.

“We’re going to blend together to make some music,” he told them. Raising a hand, he counted off as his future musicians went to work on their buckets.

Reiner only had a few days to take 20 elementary age children and turn them into a percussion team that would be ready to perform with the Kokomo Park Band at Highland Park for tonight’s concert.

He was charged with that task as leader of the Kokomo Park Band’s Youth Percussion Workshop held earlier this week at the Kokomo-Howard County Public Library.

Reiner didn’t hesitate when asked about the key to building a *cohesive percussion team* in such short time.

“Focus,” he laughed.

Some students caught on easier than others.

“When I was 3 and church ended, I used to go up there and play the drum set,” said Xavier McCarter, 7.

That’s when Xavier’s mother, Keisha McCarter, learned her son had a gift.

“I just like the drums because it makes cool noises,” Xavier said.

Under Reiner’s guidance this week, Xavier has learned more about *rhythms and sound variations*.

Aside from the musical skills, Reiner wants his students to leave with *life lessons*.

“It’s good for their self-esteem,” Reiner said. “Anytime a child finds something to do and realizes they’re good at it, it helps them.”

“[Music] helped me to find an identity.”

Children also learn to concentrate better, follow directions and explore their creativity, he added.

Those participating in the percussion workshop will have a chance to display their skills tonight in Highland Park, performing at 7:30 p.m. before the regularly scheduled 8 p.m. Kokomo Park Band concert.

“I expect them to be able to perform with the Kokomo Park Band,” Reiner said of his students.

Afterwards, he hopes they will continue with their musical endeavors — in middle school, high school, professionally or in their own kitchens.

“That’s why I have pots and pans. They’re fun to play on.”



How to Bucket Drum

Bucket drumming is where you drum on 5 gallon plastic buckets. It is a form of busking that is only profitable when around lots of people, for example subways, or markets in big cities. Larry wright is a credited street drummer who uses 5 gallon plastic buckets, who busks in New York city subways.

Steps

1. Find some 5 gallon plastic buckets. You can find them at a local hardware store, fairly inexpensive. For starters you'll only need 2. One to sit on and one to play.
2. Practice your drumming. Practice different styles of music, for example Latin, hip hop, rock, jazz, to develop different rhythms and grooves, so your drumming doesn't all sound the same.
3. Once you have gotten used to the buckets, take them out in public, find a busy place, set up your buckets and start groovin.

Tips

- * Don't forget to set up a bucket so people can put money in, because if they like what you're doing they'll throw some money in.
- * You can get 3 basic sounds on a bucket. The rim, the surface, and if you lift up the bucket with your foot, and hit it in the center while lifted, it makes a lower, more bass-drummy sound.
- * Once you're attuned to your bucket, incorporate more buckets, or even other sounds if you want.

Warnings

- * This can be very physically enduring. It's not like a regular drum kit, where you get bounce from the heads. When you play on the rims, there is no bounce, so be prepared to sweat, and feel the burn.

Things You'll Need

- * Buckets
- * Thick Sticks
- * Endurance

Practice Sheet

Materials : (3)Three buckets per child, (2)Two pair Drum Sticks ,Hand Percussion

Musical Skills

(1) Single Stroke

R L R L R L R L R L

(2) Double Stroke

R R L L, R R L L,

(3) Single Parradiddle

R L R R, L R L L

Cross over Contest: LS left side, RS right Side

Buckets on the Left and Right

Bucket	LS	RS	LS	RS	RS	LS
Sticks	RL	RL	R (over) L	R	L	L

Or Right Hand Lead note: R leads first

Bucket	LS	RS	LS	RS	LS	RS
Sticks	RL	RL	R (over) L	L	<u>R</u>	

Bucket	LS	RS	LS	RS	LS	RS
Sticks	<u>R</u> (L over Right) L	RL	R L	R (over) L		

Bucket	LS	RS	LS	RS	RS	LS
Sticks	L	<u>R</u>	R L	RL	R (over) L	<u>R</u>

Developmental Drumming K-3 Activity Guide Musical Examples

African Polyrhythms (CD tracks 1-5)

12/8 african bell | shekere

12/8 djun-djun | djembe

The Mambo (CD tracks 6-12)

4/4 claves | cowbell

4/4 bongos | conga

4/4 timbales | reco-reco

The Samba (CD tracks 13-17)

4/4 ganza | pandeiro

4/4 surdo | agogo bells

The Arabian Dance (CD tracks 18-20)

4/4 finger cymbals | dombek or tambourine

The Irish Folksong (CD track 21)

6/8 bodhran

Irregular Time Signatures (CD tracks 22-25, top line: right channel, bottom line: left channel)

5/8 | 11/8

7/8 | 9/8

The Taiko Orchestra (CD tracks 26-30)

4/4 shime daiko | nagado daiko

4/4 hira daiko | gong

The Ceremonial Dance (CD track 31)

4/4 tom-tom

Supplemental Material Video

1. Blast An Explosive Musical Celebration PBS Video B8343 ISBN 0-7806-3259-1
2. Pulse A Stomp Odyssey WellGoUSA WD-173
3. Stomp Outloud Yes/No Productions HBO Home Video ISBN 0-78321-133
4. www.kokomotribune.com
5. www.BucketBeats.com

Sample Program Presentation :

Welcome Parents Teachers and Staff to School Name Drumming class

My Name is _____

Our brief demonstration of rhythm and movement is quite ancient in the tradition of different yet similar cultures, tracing back to the Moorish and West African Rhythms of African into the Cuban and the Caribbean islands into the “Crescent City “of New Orleans where rhythm were played on buckets, cans, boxes, and with spoons, and the movement towards modern music began.

Next year we will offer musical traditions with percussion instruments.

We would like to express a special debt of gratitude to (School teachers).

Speaker 2 My name is _____

Music has three elements. Rhythm, Harmony, and Melody.

Percussion sounds in its self uses anything that you strike (Djembe) Shake (Shekere) __ or scrape (Shekere) _____ to produce a sound.

The rhythm propels and moves the harmony and melody, and by itself can add movement. And now for our musicians

(Announcer for the drummers)

Part 1: past the buckets

Claves, and Shekere 1-2, 1-2-3, 4-1 with the names of the players (past the buckets) when finished Hands up

Speaker 3 _____

Drums and drumming was also banned in certain countries and in the United States, New Orleans, the birth place of American Music, Jazz.

Drums were known as a form of communication and some times warned of danger and invasion.

In some cultures rhythm reflected man’s reaction to nature--such as, Bird singing, (Pause) and the wind, (pause)

The soft sound of gentile rain
Stage left (**use fingers only on the side of the drums to tap out the sound of ran falling**, crescendo and decrescendo three times)

Or the quick flash of lighting stage right (sticks-up) conduct the flashes (Quick jerks, three times)

And the rolling roar of Thunder, (sticks-up) (everyone rolls in the middle of the drum)

But there is always the sunshine of a brighter day! (speaker points to the ensemble everyone Grin with big jesters)

Announcer Part 2 Nations have used it sound for military adding Trumpets to signal the troops,

Our signal began in Cuba, which is a blending of African and Spanish rhythms.

Drum Captains (1, 2, 1,2,3,4, signal four times)

Meringue rhythm (with Djembe) -----
---- watch for the cut off (cue is Drum captain One, than Drum caption two, both together on three time, last time ensemble, sticks up)

-Applause-

Count off 1, 2, 1,2,3,4 (Drum captions only-Signal four times)

Part 3 (eight notes)

Stage right: Right, left (eight notes) down the line sticks-up after playing, last person (drum captain) plays signal two times. Back down the line to the last drum captain plays (cue is Drum captain one, than Drum caption two, both together on three time, last time ensemble, sticks up)

Part 4-the Single Parradiddle

(Announcer)-The Parradiddle is one of the basic 26 rudiments used in the military.

It is played (say slow so the audience will understand R L R R , L R L L)
“Now can we all repeat with me please (pause) R L R R, L R L L” (with the ensemble in the air) wow you are on the way to become great percussionist.

Sticks up Count off:1,2,1,2,3,4 (cue is Drum captain One, than Drum caption two, both together on three time, last time ensemble, sticks up)

(Tentative set the rhythm first than point when to start)

Stage Right Each player RLRR,LRLl down the line

Drum captain signal two times, back up the line, Drum captain signal two times

Continue rhythm-get softer-fade out

One person comes forward with bucket and plays parriddle slow four times, don't stop

Second player same tempo-together

Third Player, same

Fourth player, same

(unison Conduct the tempo to go faster and faster -----gradually slow down---

The ensemble of players UH----(the players in the back repeat after them)
UH----UH---UH!!!!!!

-Applause-

Part 5 Cross over Contest

(Announcer) Ladies and Gentleman!
For this part of the program, our final, please, please, please do not try this at home with out parental permission.

Sticks-up count off 1, 2, 1,2,3,4,
everyone cue four times together
Meringue rhythm

Two groups of players slide drums out

(Tentative-one player at a time, on the buckets, doing cross over, than as a finale in and out as a group, both groups together on both sides of the stage)

The contest between which side is better—stage right first, jesters they are good

Stage left goes next---jesters back

Stage right goes next a little faster---jesters back

Stage left goes same tempo-----jesters
back

Form one line with both groups they
all do the pattern together
Any of the back line (playing the
Meringue-that can play the pattern)
can join them

-Applause-

(Cue is Drum captain one, than Drum
caption two, both together on three
time, last time ensemble, sticks up)

-Applause-

Bows (twill sticks) One side at a time
to the other can play the rhythm)
(Bow to (School teachers))