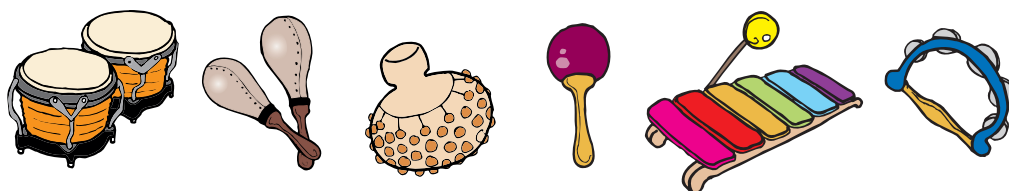




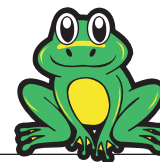
Teacher's Resource Package

A comprehensive resource package designed and developed to support teachers as you prepare for, participate in, and follow through a performance of Mystic Drumz's: The Legend of Marshmallow Island.



Lorne Lampert B.F.A, B.Ed

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CDs: the CD's that accompany the Lesson Plans can be found at the back of this Resource Package.

Please note that **CD #1** contains the musical tracks for **Lesson Plans 1 to 9**.

CD #2 contains the musical tracks for **Lesson Plans 10 to 20**.

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preface

teaching percussion to children 4 – 12 years of age

What is music? When asked that question, people respond differently. Some say music is a song, or a tune with a beat. Some say it's a collection of notes organized into rhythmic patterns that repeat. In essence, music is sound and sounds are vibrations.

The Encarta® World English Dictionary defines music as:

1. Sounds, usually produced by instruments or voices that are arranged or played in order to create a pleasing or stimulating effect
2. The art of arranging or making sounds, usually those of musical instruments or voices, in groups and patterns that create a pleasing or stimulating effect
3. Music of a particular type, for example, of a particular place or time, for a particular instrument, of a particular style, or appealing to a particular group
4. Written notation on paper indicating the pitch, duration, rhythm, and tone of notes to be played
5. Any sound or group of sounds that is pleasing or stimulating

Music is a part of life from the day we are born. It really begins with the beating of a mother's heart. Music surrounds us and is everywhere we go ... in our cars, grocery stores, elevators, and restaurants. All children love music and music is a tool that connects them to the rest of the world.

I have devoted my life to introducing children to the joy of music from various cultures from around the globe. Learning music should be fun at first. In later years, music often becomes a spiritual artistic journey of self-expression.

This book serves as a beginner's guide to teaching music, rhythm and sound to beginners. It's a resource for teachers with little to no musical experience to lean on in order to achieve curriculum goals. The ideas and concepts presented here are straightforward with an emphasis on fun.

Consider this book a launching point for triggering a child's interest in music and a rescue aid for teachers. It opens the door wide for children of all ages and abilities to participate in the world of rhythm and sound exploration.

Lorne Lampert



introduction

This Teacher's Resource Guide has been designed and developed to support you as you prepare for, participate in, and follow through after a performance of Mystic Drumz's: "The Legend of Marshmallow Island".

This Guide contains a pre-show synopsis, tips, lesson plans, and hand-outs to optimize the learning outcomes of this musical safari. It also contains two CDs that accompany the lessons.

The Teacher's Resource Guide is organized into five parts:

- Section One: Show Synopsis
- Section Two: Pre-Show Lesson Ideas
- Section Three: Tips for Show Day
- Section Four: Post-Show Lesson Plans and Handouts
- Section Five: About Mystic Drumz

Every lesson plan in this Teacher's Resource Guide follows the same template so that you can easily become familiar with the Mystic Drumz teaching format.

- *Lesson Topic: the focus of the lesson*
- *Grade Level and Subject: the appropriate range of grades and subject areas*
- *Curricular Expectations: aligned with the Ontario Curriculum Guidelines for Arts*
- *Summary of Activity: an overview of the lesson goals and process*
- *General Time Line: suggested approximate timing breakdown for the lesson*
- *Strategies and Procedures: tips and tactics to effectively teach the lesson*
- *Modifications: options for changes to customize the lesson*
- *Closure: ways to wrap up and conclude the lesson*
- *Possible Extensions: ideas for expanding on the core lesson*
- *Materials: supplies required*
- *Ongoing Observations: things you should be looking for during the lesson in terms of student reactions*
- *Evaluation: ways to measure outcomes*



section one: show synopsis



The Mystic Drumz stage production of 'The Legend of Marshmallow Island' is an interactive show that teaches children about the wonders of world music percussion. The show is approximately one hour long with no breaks. The show is most appropriate for JK through Grade 6 levels. The format for the show is simple.

It begins with a catalyst that sends everyone on an adventure around the world in search of clues to find a missing frog. In each country or continent that we explore, a new clue is discovered along with amazing instruments and silly characters. 'The Legend of Marshmallow Island' begins to reveal itself through these clues and characters, and eventually we are led to find the missing frog and discover the Legend of Marshmallow Island.

In our search we visit the following places and find the following instruments:

- North America - Bells and Triangles
- Outer Space - Future Electronic Drumz
- South America - Guiro and Quica
- China - Gongs
- Africa - Djembe and Talking Drumz
- India - Mardgam and Kanjira
- Trinidad - Steel Pan



section two: pre-show lesson ideas and handout



For Primary Grades:

To prepare these students for the show, have a class discussion about how music is different in every culture. Take time to talk about the importance music plays during ceremonies, festivals and in everyday life. If possible bring in some music examples of sounds from different cultures to spark their imagination (use CD 2 Track 2 as one example). This will get the children ready for the wide variety of sounds they will encounter during the Mystic Drumz show. Check out a children's percussion music book from the library and review the pictures and instruments with them.

For Junior Grades:

1. Geography: familiarize the students with a map of the world, specifically the countries and continents that will be visited during the show (South America, Brazil, North America - Canada, Asia - China, Africa - Ghana, India - South India)
2. English: Musical Terminology: Have them use a dictionary to define the following terms:
 - Pattern:
 - Beat
 - Percussion
 - Call and Response
 - Rhythm
 - Sound
 - Vibration

For Intermediate Grades:

To keep children focused, remember to distribute the Pre-Show handout before the event. Ask the children to pay close attention during the show to be ready to answer the handout questions once they are back in the classroom.



pre-show handout



Name: _____ **Date:** _____

Answer the following questions from information gathered during the Mystic Drumz presentation of "The Legend of Marshmallow Island".

What instrument comes from China?

What continent does the Talking Drum come from?

Name the two instruments from South America:

Why do cows wear cow bells?

What country is the Mrdangam from?

What is the name of Lorne's pet frog?

Who is the pet frog's best (animal) friend?

What is a pattern?

What are the secret words to find new friends?

section three: tips for show day



In order to get the most out of this show, prepare your class by reviewing the following Mystic Drumz rules of theatre etiquette prior to attending the show:

1. Walk quickly and talk quietly as you enter the auditorium.
2. Use the restroom before the performance begins to avoid having to leave your seat during the performance.
3. Once you are seated, you may talk quietly to the people next to you until the performance begins. However, stay alert to instructions or announcements from teachers, ushers or Mystic Drumz personnel.
4. When the lights in the auditorium begin to dim, it is the signal that the performance is about to begin. You should stop talking and turn your attention to the stage.
5. During the performance, listen and watch closely. Talking during the performance will disturb others around you, and you may miss the best part.
6. There will be times when you need to quietly listen to the performer and other times when you will be invited to sing, shout or dance along.
7. If you think something is funny, it's OK to laugh. If you like something a lot, applaud. This will let Mystic Drumz know you are enjoying the show.
8. At the end of the show, applaud if you had a good time. Applause is how you say thank you.
9. When the show is over wait for directions from your teacher to exit the theatre. Please move quickly and quietly toward the exit indicated.
10. Following the performance, percussion instruments specifically made for children will be available for purchase. You may want to come prepared to purchase some of the items for sale. (We recommend the children who are interested in purchasing Mystic Drumz percussion instruments bring anywhere between \$5 to \$20.)





section four:
post-show lesson plans and handouts

**Lesson Topic:**

Orchestral Families:
Classifying Instruments!

Grade Level

3 4 5

Subject

music

Disc

CD 1

Curricular Expectations:

Students will:

- Recognize a variety of sound sources
- Identify instruments within the percussion family of orchestral instruments
- Recognize and classify various instruments
- Listen to some different types of orchestral sounds
- Describe how different timbres create different instrument sounds
- Recognize different instrument sounds and understand the four categories that they fall into (woodwind, brass, stringed or percussion instruments)

Summary of Activity:

This lesson will have students aurally identifying the instruments of the orchestra and also the orchestral family each instrument belongs to. Students will focus on listening skills and sound differentiation abilities as they identify instrument sounds on the Teacher's Resource CD. Each instrument on the CD will be introduced, named, and categorized into its orchestral family. Following this, children will be given the handout provided and asked to circle the family of sound they hear on the next CD track without teacher prompting. Children's papers can be marked by their peers at the end of the lesson or by the teacher after the lesson.

General Time Line:

- 5 minutes for the introduction to the activity
- 5 minutes to listen to CD Track #1 (Orchestral Family Review)
- 5 minutes to handout worksheets and prepare students for the Quiz
- 5 minutes to listen to CD Track #2 (Instrument Classification Quiz)
- 5 minutes (optional at teacher discretion) to listen to CD Track #3 (Quiz Answers for Student Self Marking)

This lesson takes
approximately
25 minutes



instrument classification lesson plan #1 cont'd

Strategies and Procedures:

Allow for questions and comments about each orchestral sound as the CD plays.
Have the Instrument Classification handout ready for the class to work with.

Modifications:

1. Reinforcement Group: Have these children work together to figure out the instruments
2. Consolidation Group: Play the Quiz track a second time for those who need that extra time
3. Enrichment Group: Use the level two Instrument Classification Quiz CD Track #4 that has multiple instruments sounding together (CD Track #5 for level two answers)

Closure:

Go over the right answers together with the class.

Possible Extensions:

The students could draw a picture of their favorite orchestral instrument heard on the CD.

Materials:

Handouts, Teacher's Resource CD

Ongoing Observations:

Were the children interested in the sounds?
Did the children enjoy the activity?
Did they like the topic?

Evaluation:

Participation in activity
Quiz results

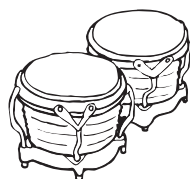
instrument classification



lesson plan #1 handout

Name: _____

Date: _____



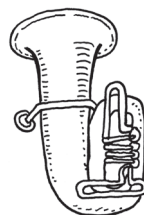
Percussion



Strings



Woodwinds



Brass

Instructions: Circle the orchestral family of sound you hear.

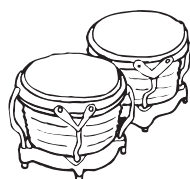
1	Percussion	Strings	Woodwinds	Brass
2	Percussion	Strings	Woodwinds	Brass
3	Percussion	Strings	Woodwinds	Brass
4	Percussion	Strings	Woodwinds	Brass
5	Percussion	Strings	Woodwinds	Brass
6	Percussion	Strings	Woodwinds	Brass
7	Percussion	Strings	Woodwinds	Brass
8	Percussion	Strings	Woodwinds	Brass
9	Percussion	Strings	Woodwinds	Brass
10	Percussion	Strings	Woodwinds	Brass
11	Percussion	Strings	Woodwinds	Brass
12	Percussion	Strings	Woodwinds	Brass



Name: _____

Date: _____

LEVEL TWO QUIZ



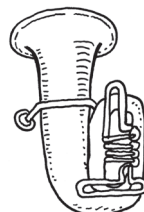
Percussion



Strings



Woodwinds



Brass

Instructions: Circle the orchestral families of sound you hear.

1	Percussion	Strings	Woodwinds	Brass
2	Percussion	Strings	Woodwinds	Brass
3	Percussion	Strings	Woodwinds	Brass
4	Percussion	Strings	Woodwinds	Brass
5	Percussion	Strings	Woodwinds	Brass
6	Percussion	Strings	Woodwinds	Brass



Lesson Topic:

The Sounds that Surround:
Mimicking Environmental Sounds!

Grade Level

1 2 3

Subject

music

Disc

CD 1

Curricular Expectations: Students will:

- Identify examples of beat in their environment and in music (e.g. ticking of clocks)
- Recognize a variety of sound sources and use some in performing and creating music
- Produce a specific effect using various sound sources

Summary of Activity:

This lesson is to help teach children listening skills and awareness of sound environments. Using the Teacher's Resource CD, children will identify sounds from their natural environment, such as a rainstorm, the beach, a baseball game, the airport, a farm, etc. Children will work together as a class to figure out what type of sound they are hearing. Children will also work on their own, matching sounds to pictures. The class will then create a human sound effect band by mimicking the sounds of certain environments, e.g. an amusement park, a zoo, a factory full of different machines!

General Time Line:

- 5 minutes for introducing the activity
- 10 minutes of group listening and sound guessing with CD Track #6
- 5 minutes of working with handout to match sounds and pictures CD Track #7
- 10 minutes to discuss the various sounds demonstrated and choose sound environments to mimic, creating a human sound effect band.

This lesson takes
approximately
30 minutes



Strategies and Procedures:

Use the Mystic Drumz performance (the space drum segment) as a starting point for your conversation about the many familiar soundscapes around the world. Ask children to name their favorite sound environments (ocean, beach, baseball game). Build the human sound effect band gradually by adding one student or one small group at a time.

Closure:

Ask the children to describe their favorite soundscape.

Possible Extensions:

Students could work together in small groups and create sound environment presentations for the class to watch.

Materials:

Handout, Teacher's Resource CD

Ongoing Observations:

Were the children able to guess the sound environments?

Did the children enjoy the activity?

Did the children pick a wide variety of favorite sound environments?

Evaluation:

Participation in naming sounds

Marked handouts

Participation in the group sound environment band





Name: _____ Date: _____

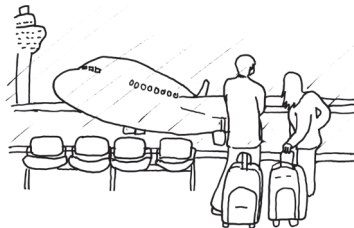
Instructions: Draw a line from the number to the picture.

1

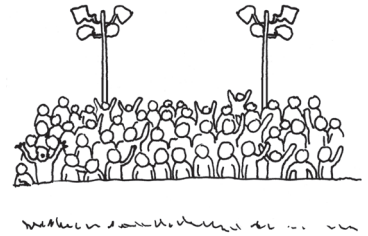


Restaurant Dinner

2



Airport



Crowd at Ball Game

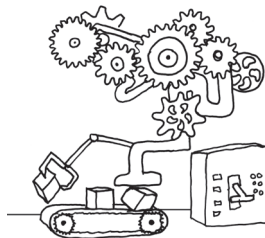
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4

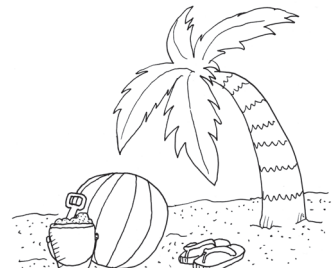


Amusement Park

5



Factory of Machines



Day at the Beach

6

7



Zoo

8



Fireworks

9



Rainstorm in Forest



Lesson Topic:

What's That I Hear – Naming Noises Around Us!

Grade Level

JK SK 1 2 3

Subject

music

Disc

CD 1

Curricular Expectations:

Students will:

- Identify examples of beat in their environment and in music (e.g. ticking of clocks)
- Recognize a variety of sound sources and use some in performing and creating music
- Produce a specific effect using various sound sources

Summary of Activity:

This lesson is to help develop children's listening skills. Using the Teacher's Resource CD, children will identify unique sounds from the world around them, such as a car horn, thunder, a dog barking, a phone ringing, keyboard typing, birds singing, etc. Children will work together as a class to figure out what type of sound they are hearing. Children will also work on their own matching sounds to pictures. The class will then create a human sound effect band by mimicking sounds from the world around them, e.g., siren, frog, blender, baby crying!

General Time Line:

- 5 minutes for introducing the activity
- 10 minutes of group listening and sound guessing with CD Track #8
- 5 minutes of working with handout and circling answers CD Track #9
- 10 minutes to discuss the various sounds demonstrated and select several sounds to mimic and create a human sound effect band.

This lesson takes approximately
30 minutes



Strategies and Procedures:

Use the Mystic Drumz performance (cartoon sound segment) as a starting point for your conversation about the many familiar sounds around the world. Ask children to name their favorite sounds (pig, doorbell, splash). Build the human sound effect band gradually by adding one student or one small group at a time.

Modifications:

For upper level grades play the CD track as a quiz without the group listening segment.
Go over the sounds after with the quiz with the class.

Closure:

Ask the children to describe their favorite sound.

Possible Extensions:

The children could be asked to draw pictures of their favorite sounds.

Materials:

Handout, Teacher's Resource CD

Ongoing Observations:

Were the children able to guess the sounds?
Did the children enjoy the activity?
Did the children pick a wide variety of favorite sounds?

Evaluation:

Participation in activity

sounds identify



lesson plan #3 handout

Name: _____ Date: _____

Instructions: Draw a line to the sound you hear

1

2

3

4

5

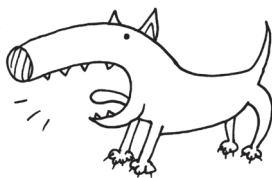
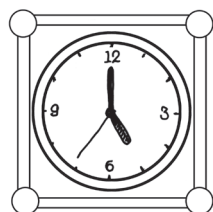
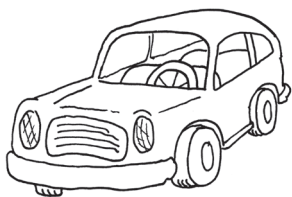
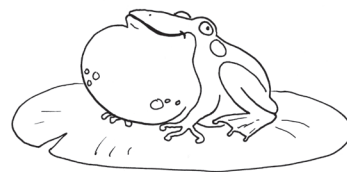
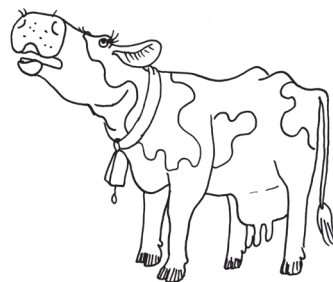
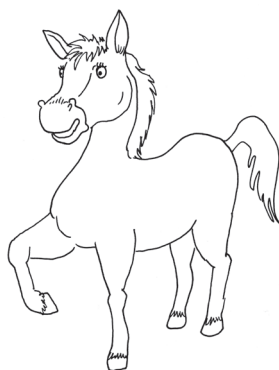
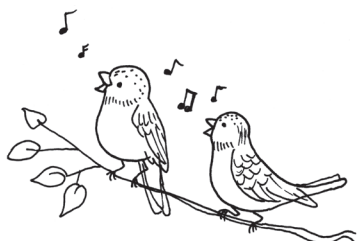
6

7

8

9

10



pitch recognition



lesson plan #4

Lesson Topic:

Audible Sounds – Pinpointing High and Low Pitches!

Grade Level

1 2 3

Subject

music

Disc

CD 1

Curricular Expectations:

Students will:

- Recognize a variety of sound sources
- Identify instruments within the percussion family of orchestral instruments
- Identify higher and lower pitched sounds in music
- Listen to some different types of orchestral sounds
- Describe how different timbres create different instrument sounds
- Recognize different instrument sounds and understand the four categories that they fall into. (Woodwind, brass, stringed or percussion instruments)

Summary of Activity:

This lesson will have students aurally identifying the higher and lower pitches of instruments. By identifying the pitches children hear on the Teacher's Resource CD as higher or lower, students will focus on listening skills and sound differentiation abilities. Each sound on the CD will first be introduced, named, and compared to the neutral pitch. Then children will be given the handout provided and asked to circle the pitch they hear on the next CD track (higher or lower than the starting pitch). Children's papers can be marked by students at end of lesson or by the teacher after class.

General Time Line:

- 5 minutes for the introduction to the activity
- 5 minutes to listen to CD Track #10 "Pitch Recognition" demonstrations
- 5 minutes to handout worksheets and prepare students for quiz
- 5 minutes to play CD Track #11 "Pitch Recognition" Quiz
- 5 minutes to take up the answers (Optional at Teacher's discretion) CD Track #12 (Quiz Answers for Student Self-Marking) and create a human sound effect band.

This lesson takes
approximately
25 minutes



Strategies and Procedures:

Go around the classroom and point out sounds in our environment that are high and low-pitched. Allow for questions and comments about each "Pitch Recognition" example from the CD. Have the "Pitch Recognition" handout ready for the class to work with.

Modifications:

1. Reinforcement Group: Have these children work together to figure out the pitches
2. Consolidation Group: Play the Quiz track a second time for those who need that extra time
3. Enrichment Group: Use the level two "Pitch Recognition" Quiz (CD Track #13 and #14 for the answers) that has students comparing the pitch between different instruments and different instrument families (such as brass to string sounds). Use the level three "Pitch Recognition" Quiz (CD Track #15 and #16 for the answers) that incorporates different instruments such as triangles, drumz, flutes and bells as the test sounds

Closure:

Take up the correct answers with the class.

Possible Extensions:

The students could draw a picture of what they perceive a high sound to look like and what a low sound might look like, using colors and line art.

Materials:

Handouts, Teacher's Resource CD

Ongoing Observations:

Were the children interested in the pitches?
Did the children enjoy the activity?
Did they like the topic?

Evaluation:

Participation in activity
Quiz results

pitch recognition



lesson plan #4 quiz

Name: _____ Date: _____

Instructions: Circle the pitch you hear. Is it higher or lower than the neutral pitch?

LEVEL ONE

- | | | | | | | | |
|---|--------|----|-------|----|--------|----|-------|
| 1 | Higher | or | Lower | 7 | Higher | or | Lower |
| 2 | Higher | or | Lower | 8 | Higher | or | Lower |
| 3 | Higher | or | Lower | 9 | Higher | or | Lower |
| 4 | Higher | or | Lower | 10 | Higher | or | Lower |
| 5 | Higher | or | Lower | 11 | Higher | or | Lower |
| 6 | Higher | or | Lower | 12 | Higher | or | Lower |

LEVEL TWO

- | | | | | | | | |
|---|--------|----|-------|---|--------|----|-------|
| 1 | Higher | or | Lower | 6 | Higher | or | Lower |
| 2 | Higher | or | Lower | 7 | Higher | or | Lower |
| 3 | Higher | or | Lower | 8 | Higher | or | Lower |
| 4 | Higher | or | Lower | 9 | Higher | or | Lower |
| 5 | Higher | or | Lower | | | | |

LEVEL THREE

- | | | | | | | | |
|---|--------|----|-------|---|--------|----|-------|
| 1 | Higher | or | Lower | 5 | Higher | or | Lower |
| 2 | Higher | or | Lower | 6 | Higher | or | Lower |
| 3 | Higher | or | Lower | 7 | Higher | or | Lower |
| 4 | Higher | or | Lower | 8 | Higher | or | Lower |



Lesson Topic:

Song Memory Testing – Recognize the Music!

Grade Level

JK SK 1 2 3

Subject

music

Disc

CD 1

Curricular Expectations:

Students will:

- Listen to and identify music from different cultures and historical periods
- Sing simple, familiar songs in tune and in unison
- Sing music from a variety of cultures and historical periods

Summary of Activity:

The class will work together and listen to the Teacher's Resource CD to name all the song clips played for them. Some song clips will be played more than once but with different tempos and different instrumentation to challenge students. Children will have to listen carefully to the songs to guess the right names.

General Time Line:

- 5 minutes for the introduction to the activity
- 20 minutes for listening and guessing the names of the tunes CD Track #17
- 5 minutes to discuss the songs that were played and select two or three to sing in unison.

This lesson takes
approximately
30 minutes



Strategies and Procedures:

Use the Mystic Drumz performance (e.g. the talking drum segment) as a starting point for your conversation about the many familiar songs around the world. Ask children to name their favorite songs.

Modifications:

For upper level grades play the second 'name that tune' CD example Track #18. It has more extreme modifications.

Closure:

Ask the children what their favorite song is and why?

Possible Extensions:

This lesson could easily lead into a lesson about song pitch. Teachers could demonstrate higher and lower pitches using these familiar songs as a guide. Having the class sing some of the popular songs at different speeds and volumes will teach children about other aspects of music making (tempo, dynamics).

Materials:

Teacher's Resource CD

Ongoing Observations:

Were the children able to guess the songs?

Did the children enjoy the activity?

Did the children pick a wide variety of favorite songs?

Evaluation:

Participation in activity

creative story mood accompaniment



lesson plan #6

Lesson Topic:

Creative Story Mood Accompaniment
– Creating Sounds to Accompany Stories!

Grade Level

4 5 6

Subject

music

Disc

CD 1

Curricular Expectations:

Students will:

- Create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm and tone
- Recognize a variety of sound sources and use some in performing and creating music
- Produce a specific effect using various sound sources

Summary of Activity:

Children will create a soundscape/musical accompaniment for a story. As in the telling of “The Legend of Marshmallow Island”, children will be asked to create sound effects and noises to help intensify the telling of a popular children’s fairy tale. Teachers will play the “The Legend of Marshmallow Island” story from the Teacher’s Resource CD to refresh the student’s memories. Children will work in groups with one child in the role of the reader and the rest of the group taking on the work of the background sound effect artists. This is a good introduction to the profession of a folly artist in the movie business.

General Time Line:

These lessons takes place over three class periods.

Lesson 1 The Story Begins

- 10 minutes for the introduction to the activity
- 10 minutes to play the story from Teacher’s Resource CD track #19
- 10 minutes to organize groups and pick stories
- 5 minutes for groups to decide who will be the reader and who will be the sound effect artists
- 20 minutes of group work time

This lesson takes
approximately
55 minutes



Lesson 2 Practice Makes Perfect

- 5 minutes for reviewing objectives and outlining positive work behaviors in a group
- 20 minutes of practice time
- 5 minutes for one group to provide a quick example of what they are working on
- 15 minutes of additional practice time

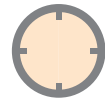
This lesson takes
approximately
45 minutes



Lesson 3 The Show

- 5 minutes for reviewing objectives and outlining positive work behaviors in a group
- 15 minutes of practice time
- 30 minutes of performance time
- 10 minutes for review and marking

This lesson takes
approximately
60 minutes



Strategies and Procedures:

Use the Mystic Drumz performance of “The Legend of Marshmallow Island” as a starting point for your conversation about how sounds can intensify the telling of a story. Talk to students about how movies use many sounds to aid the telling of their stories. Demonstrate some found sounds (e.g. shaking a water bottle) and body sounds (e.g. clapping hands) that children could use in their group work.

The classic cartoon, Peter and the Wolf, is a good example of moods created by music. Have stories already chosen for the class to pick from (e.g. children’s short stories and picture books such as “Cat in the Hat”).

Modifications:

1. Reinforcement Group: Have the students work on just a couple lines from a story
2. Consolidation Group: Allow extra time as a group to prepare
3. Enrichment Group: Have students switch readers during storytelling

Closure:

Wrap up the lesson with a group discussion about how sound effects and music add to the flavour or intensity of a story.

Possible Extensions:

Children could be asked to make up sounds effects for their own written stories.

Materials:

Teacher's Resource CD

Ongoing Observations:

Were the children able to create appropriate sounds to match the stories chosen?

Did the children enjoy the activity?

Did the children work well in their groups?

Did the children use the time wisely?

Evaluation:

Participation in group presentation of Creative Story Mood Accompaniment piece.



Lesson Topic:

Good Vibrations – Music That Resonates!

Grade Level

3 4 5

Subject

music

Curricular Expectations:

Students will:

- Demonstrate a basic understanding of music
- Identify ways in which music is a part of their daily life
- Identify examples of beat in their environment and in music

Summary of Activity:

To understand music, children need to understand how music works. In this lesson, children will use the dictionary to find and write out the definition of the words 'vibration' and 'sound'. The students will name 10 things in their natural environment (house/school/car) that give off vibrations/sounds.

General Time Line:

- 5 minutes for the introduction to the activity and for handing out dictionaries to each student
- 10 minutes to write out the definitions
- 5 minutes to discuss vibrations in the environment
- 10 minutes to work on the handout - students will identify vibrations in their surroundings

This lesson takes
approximately
30 minutes



Strategies and Procedures:

Use the Mystic Drumz performance as a starting point for your conversation about the many different vibrations in the world. Walk around the classroom and point out objects that vibrate. Make sure to clearly explain the definition of the words "vibration" and "sound" and how they are related. Take questions about the different types of vibrations found all around us. Have the student handout ready for the class.

Modifications:

1. Reinforcement Group: Have these students work in pairs. Each pair is responsible for one of the two definitions and just 5 vibrating sounds. Have the students draw pictures of things that vibrate.

2. Consolidation Group: Give these students more time on the assignment.
3. Enrichment Group: Have these students find more definitions of musical terms and more sounds that vibrate.

Closure:

Talk about the smallest and finest vibration - the vibrating of atoms that are inside of all of us.

Possible Extensions:

Students could also be asked to define other words relating to music using their dictionaries (e.g. pitch, tone, resonance, dynamics).

Materials:

Handouts

Ongoing Observations:

Were the children able to find the information?

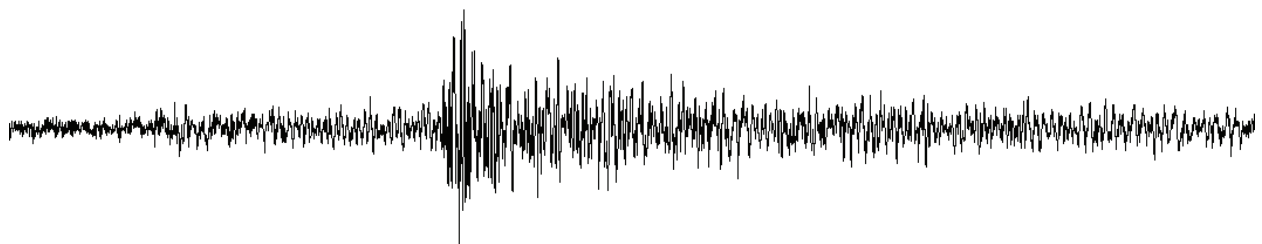
Did the children enjoy the activity?

Did the children pick a wide variety of vibrating sounds?

Evaluation:

Participation in activity

Marking the finished activity sheet



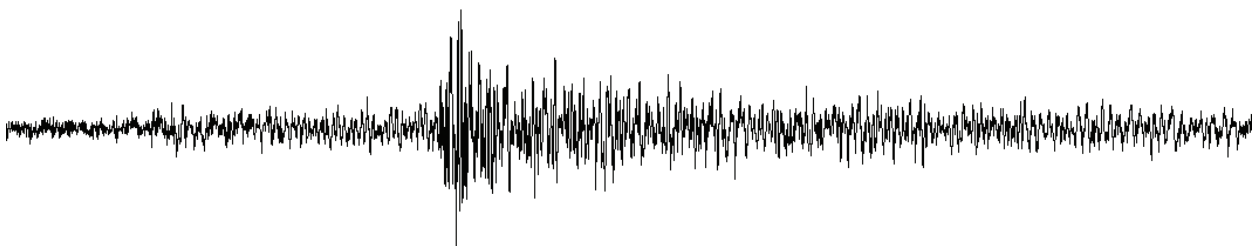


Name: _____ **Date:** _____

Using the dictionary, write out the definition of the word "Vibration" below:

Name 10 things in your environment that give off vibrations and sounds:

1	_____	6	_____
2	_____	7	_____
3	_____	8	_____
4	_____	9	_____
5	_____	10	_____



**Lesson Topic:**

Identify that Percussion Instrument
– Name that Sound!

Grade Level

1 2 3

Subject

music

Disc

CD 1

Curricular Expectations: Students will:

- Recognize a variety of sound sources
- Identify instruments within the percussion family of orchestral instruments
- Listen to different types of percussion sounds
- Describe how different timbres create different sounds within the world of drums and percussion
- Recognize different instrument sounds

Summary of Activity:

This lesson will reinforce learning from the Mystic Drumz feature performance. By identifying the instruments that the children hear on the Teacher's Resource CD (e.g. Cowbell, Woodblock, Snare Drum), students will focus on listening skills and sound differentiation abilities. Each instrument on the CD will be introduced, named and performed. Then children will be given the handout provided and asked to number the instruments they hear on the next CD track without teacher prompting. Children's papers can be marked by their peers at the end of lesson or by the teacher after the lesson.

General Time Line:

- 5 minutes for the introduction to the activity
- 5 minutes to listen to CD Track #20 (Show Instrument Review)
- 5 minutes to handout worksheets and prepare students for the Quiz
- 5 minutes to listen to CD Track #21 (Instrument Quiz)
- 5 minutes to take up answers (optional at teacher's discretion) CD Track #22 (Quiz Answers for Student Self-Marking)

This lesson takes
approximately
25 minutes



instrument recognition lesson plan #8 cont'd

Strategies and Procedures:

Allow for questions and comments about each percussion sound as the CD plays.

Repeat CD Track #20 to reinforce learning all the instruments.

Have the Instrument Recognition handout ready for the class to work with.

Modifications:

1. Reinforcement Group: Have these children work together to name the instruments
2. Consolidation Group: Play the Quiz track a second time for those who need that extra time
3. Enrichment Group: Use the level two Sound Recognition Quiz (CD Track #23 and #24 for the answers) that has multiple instruments sounding together

Closure:

Take up the correct answers with the class.

Possible Extensions:

The students could draw a picture of their favorite percussion instrument heard on the CD.

Materials:

Handouts, Teacher's Resource CD

Ongoing Observations:

Were the children interested in the instruments?

Did the children enjoy the activity?

Did they like the topic?

Evaluation:

Participation in activity

Quiz results

instrument recognition

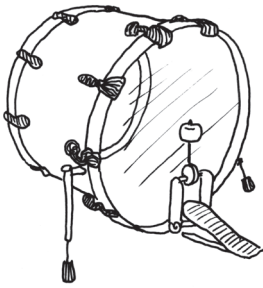


lesson plan #8 quiz

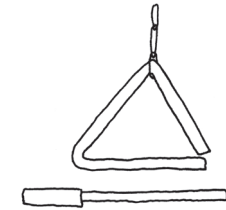
Put the number you hear beside the instrument that sounds:

Name: _____

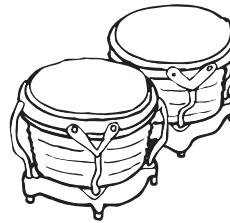
Date: _____



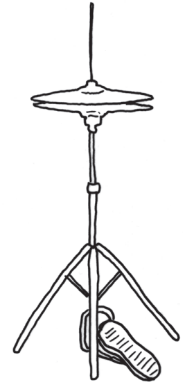
_____ Kick Drum



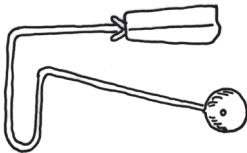
_____ Triangle



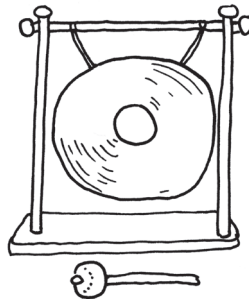
_____ Bongo



_____ Hi-Hat



_____ Vibraslap



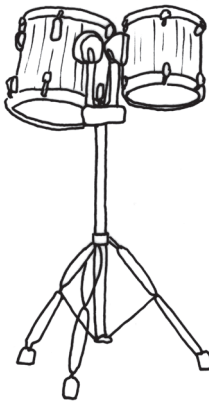
_____ Gong



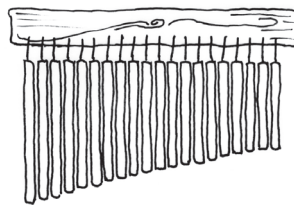
_____ Cow Bell



_____ Sleigh Bells



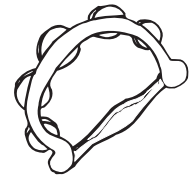
_____ Tom



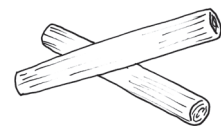
_____ Wind Chimes



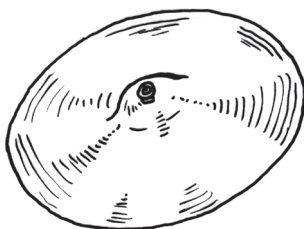
_____ Steel Pan



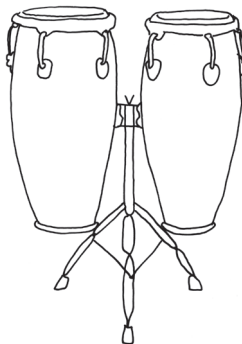
_____ Tambourine



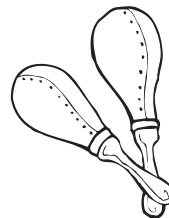
_____ Clave Sticks



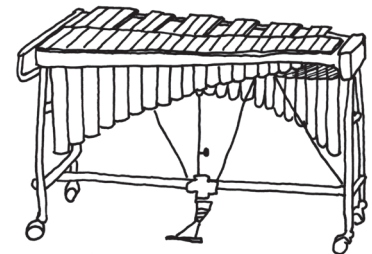
_____ Cymbal



_____ Congas



_____ Shakers



_____ Vibraphone

instrument recognition

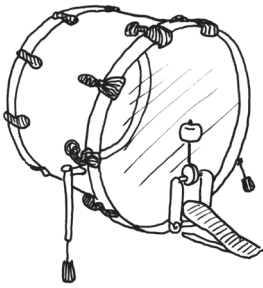


lesson plan #8 quiz level 2

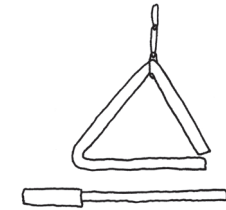
Put the number beside both instruments that you hear sounding together:

Name: _____

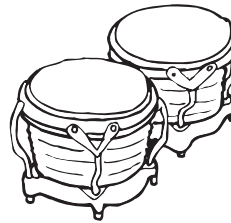
Date: _____



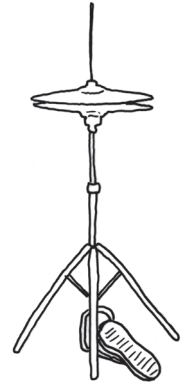
_____ Kick Drum



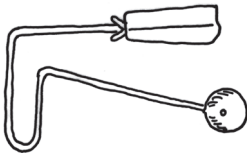
_____ Triangle



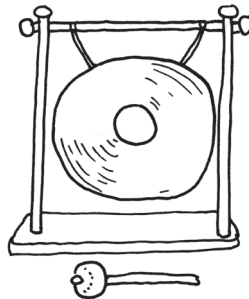
_____ Bongo



_____ Hi-Hat



_____ Vibraslap



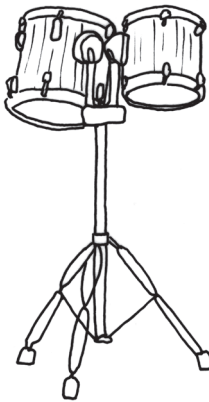
_____ Gong



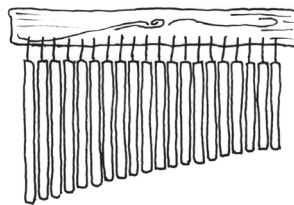
_____ Cow Bell



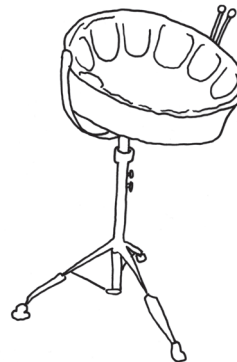
_____ Sleigh Bells



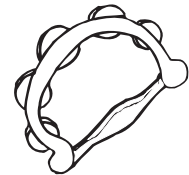
_____ Tom



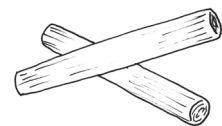
_____ Wind Chimes



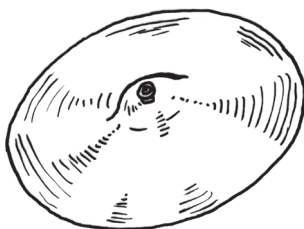
_____ Steel Pan



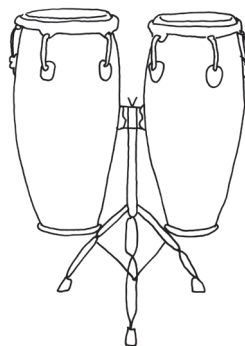
_____ Tambourine



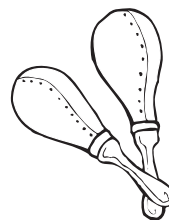
_____ Clave Sticks



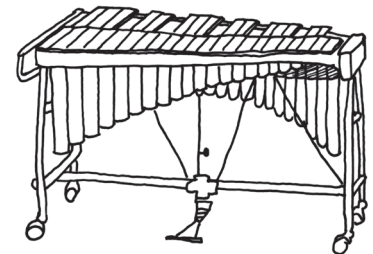
_____ Cymbal



_____ Congas



_____ Shakers



_____ Vibraphone

call and response



lesson plan #9

Lesson Topic:

Call and Response – mimicking rhythms and sounds to create music!

Grade Level

1 2 3

Subject

music

Disc

CD 1

Curricular Expectations:

Students will:

- Reproduce specific pitches in group call and response activities
- Identify higher and lower pitched sounds in their environment and in music

Summary of Activity:

Children will learn the difference between high and low pitches through call and response. Children will learn how to repeat rhythms through clapping exercises. Using the Teacher's Resource CD children will be asked to sing or clap back the sounds and rhythms they just heard.

General Time Line:

- 5 minutes for the introduction to the activity
- 15 minutes of group call and response CD Track #25 Clapping, #26 Voices and #27 DooWap vocal riffs

This lesson takes
approximately
20 minutes



Strategies and Procedures:

Use the Teacher's Resource CD to demonstrate different pitches, sounds and rhythms.

Closure:

Ask the children to volunteer to lead the class in a call and response.

Possible Extensions:

Individual children could be asked to do a solo call and response with the CD examples.

Materials:

Teacher's Resource CD

Evaluation:

Participation in activity

Ongoing Observations:

Were the children able to hit the pitches?
Were the children able to follow the rhythms? Did the children enjoy the activity?

**Lesson Topic:**

Mood Making Music – Emotions Revealed!

Grade Level

4 5 6

Subject

music

Disc

CD 2

Curricular Expectations: Students will:

- Communicate their response to music in ways appropriate for this grade
- Describe how a composer can manipulate the elements of music to create a specific mood
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media

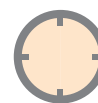
Summary of Activity:

Children will recognize that mood can be created through the use of music. Using the Teacher's Resource CD, children will listen to examples of popular music that stirs different emotions. After listening to each piece of music, children will be asked to write down how the piece makes them feel. Listen to the first example together. Brainstorm with your class and list as many descriptive words as possible that could be used to describe the music. Leave the list on the board so that children will have a wide selection of words to choose from. Have them choose 3 words for each music example played. Also have the children draw something to express how the music makes them feel.

General Time Line:

- 5 minutes for the introduction to the activity
- 10 minutes to play the first example on CD 2 Track #1 and to brainstorm words on the board
- 30 minutes to play additional CD 2 Tracks #2 and #3 and have students write down the words that describe their feelings and draw pictures
- 10 minutes for sharing their work in front of the class
- 5 minutes to collect work and wrap up

This lesson takes
approximately
60 minutes



Strategies and Procedures:

Make sure students have a clean slate to work on such as fresh paper and a clear desk area. Ensure that the class is quiet when listening to the examples - each child may feel a different emotion. Replay each example a couple times. Give students crayons or markers so that they can use colour to depict the emotion felt.

Modifications

1. Reinforcement Group: Have students choose only one word for each music example
2. Consolidation Group: Allow extra time to write and draw
3. Enrichment Group: Have them write in sentences and draw two pictures, one of the emotion they felt and the other of the opposite emotion

Closure:

Talk about the most common emotions that emerged from this lesson.

Possible Extensions:

Students could pick a song from home and bring it in for the class to listen and comment on.

Materials:

Handouts, Teacher's Resource CD, Crayon/Markers, Blank Paper

Ongoing Observations:

Were the children able to find a range of emotions in the music?
Did the children enjoy the activity?
Did the children draw emotional pictures to match the music?
Did the children use the time wisely?

Evaluation:

The final paper that is handed in and participation in class wide discussion.

long and short sound effects



lesson plan #11

Lesson Topic:

Sound Effects – The Long and Short of It!

Grade Level

1 2 3

Subject

music

Disc

CD 2

Curricular Expectations:

Students will:

- Recognize a variety of sound sources
- Recognize that mood can be created through music
- Identify long and short sounds in music
- Listen to different types of special sound effects
- Describe how different sound effects can create different emotions
- Recognize different lengths of sounds and understand that music effects can create emotional atmospheres

Summary of Activity:

This lesson will have students aurally identifying the long and short sound effects. By identifying the effects children hear on the Teacher's Resource CD, students will focus on listening skills and sound differentiation abilities. Each effect on the CD will be introduced, named, and given an emotional relation. Then children will be given the handout provided and asked to circle if the effect they hear on the next CD track is a long sound effect or a short sound effect. Children will also be asked to circle the emotive symbol that the example makes them feel. Children's papers can be marked by peers at end of the lesson or by the teacher after the lesson.

General Time Line:

- 5 minutes for the introduction to the activity
- 5 minutes to listen to CD 2 Track # 4 (Sound Effects Demonstrations)
- 5 minutes to handout worksheets and prepare students for Quiz
- 5 minutes to listen to CD 2 Track # 5 (Sound Effects Quiz)
- 5 minutes to take up the answers (optional at teacher's discretion)
CD 2 Track # 6 (Quiz Answers for Student Self-Marking)

This lesson takes
approximately
25 minutes



Strategies and Procedures:

Go around the classroom and point out sounds in the environment that are long and short (e.g. a light continuously buzzing, a door slamming). Talk to the class about how sound/music can create different emotional settings (e.g. classical music to relax, dance music to get your blood pumping, meditation music for yoga). Allow for questions and comments about each example as the CD plays. Have the Sound Effects handout ready for the class to work with.

Modifications

1. Reinforcement Group: Have these children work together to figure out the different sound effects and have them discuss the feelings the sound effects create
2. Consolidation Group: Play the Quiz track a second time for those who need that extra time
3. Enrichment Group: Have these children write down the emotional feelings each sound creates in full sentences instead of just circling an emotive symbol

Closure:

Take up the correct answers with the class.

Possible Extensions:

Have students think of a sound effect from a movie and explain why it was used.

Materials:

Handouts, Teacher's Resource CD

Ongoing Observations:

Were the children interested in the sound effects?
Did the children enjoy the activity?
Did they like the topic?

Evaluation:

Participation in the activity

long and short sound effects

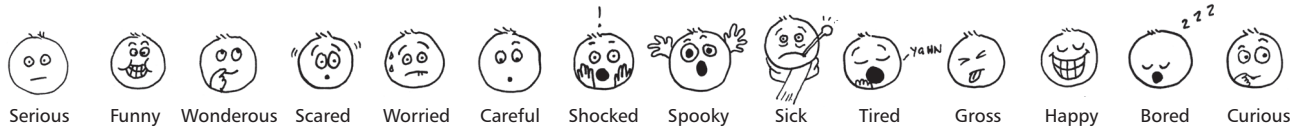


lesson plan #11 handout

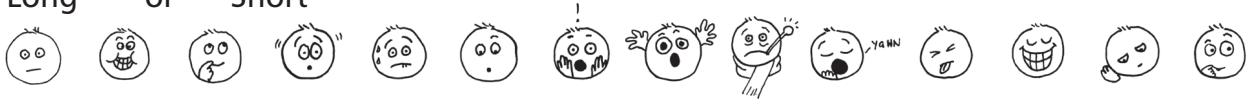
Name: _____

Date: _____

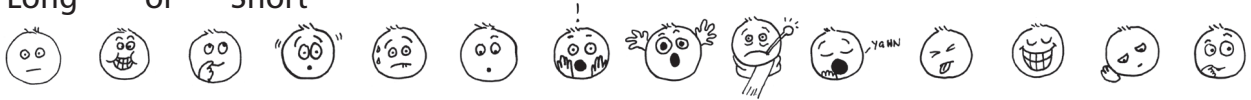
Instructions: Circle whether the sound effect is long or short. Then circle the emotive that demonstrates how the example played made you feel.



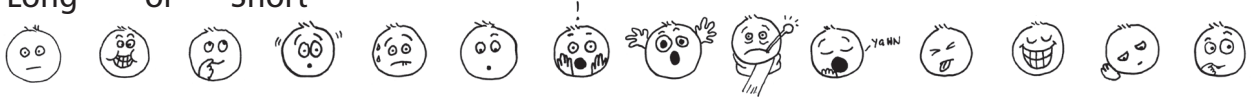
1 Long or Short



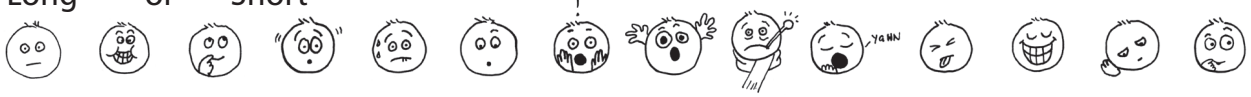
2 Long or Short



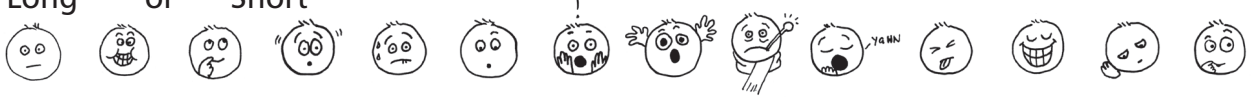
3 Long or Short



4 Long or Short



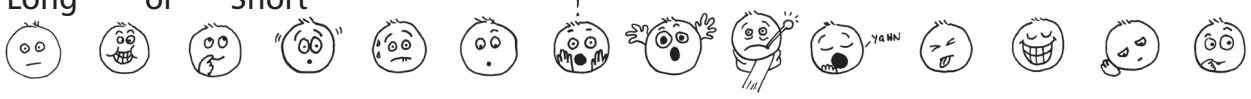
5 Long or Short



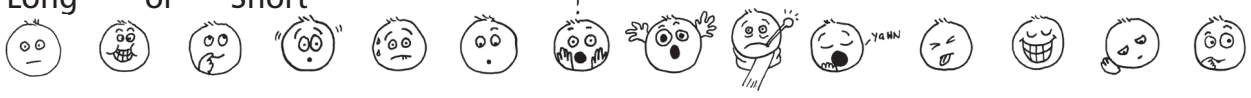
6 Long or Short



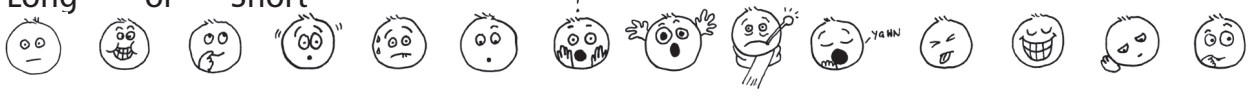
7 Long or Short



8 Long or Short



9 Long or Short



10 Long or Short



B.P.M. – beats per minute



lesson plan #12

Lesson Topic:

Beats Per Minute– Watch your Speed!

Grade Level

4 5 6

Subject

music

Disc

CD 2

Curricular Expectations:

Students will:

- Identify different tempi (faster and slower speeds) in their environment and in music
- Explain using appropriate musical terminology, their preference for specific songs or pieces of music
- Describe how various elements of music are combined to create different moods (tempo and dynamics)
- Correctly use the musical terminology associated with the specific expectations for this grade
- Communicate their response to music in ways appropriate for this grade
- Demonstrate an understanding of the basic elements of music specified for this grade

Summary of Activity:

This lesson will have students aurally identify the tempo of the music that is played for them. By identifying the tempo children hear on the Teacher's Resource CD, students will be encouraged to focus on listening skills and tempo differentiation abilities.

Each example on the Teacher's Resource CD has the beats per minute (BPM) named, and then played for a short time. Following this practice run through, children are given the handout provided. They are asked to listen to the next track and circle the tempo they hear. This activity repeats giving students lots of opportunities to identify different tempos. Children's papers can be marked by students or by the teacher at the end of the lesson.

General Time Line:

- 5 minutes for the introduction to the activity
- 10 minutes to teach the terminology
- 5 minutes to listen to the practice CD 2 Track #7 (Fast, Medium, Slow Demonstrations)

This lesson takes
approximately
35 minutes



B.P.M. – beats per minute

lesson plan #12 cont'd

- 5 minutes to work on the handout worksheets and prepare students for Quiz
- 5 minutes to test their ability to identify tempos using CD 2 Track # 8 (Fast, Medium, Slow Quiz)
- 5 minutes to take up the answers (optional at teacher discretion) CD 2 Track #9

Strategies and Procedures:

Ask the class for examples of popular music with different tempos (e.g. Mary Had a Little Lamb, Happy Birthday To You, Row Row Your Boat). Allow for questions and comments about each B.P.M example after listening to the CD. Have the B.M.P. handout ready for the class to work with.

Modifications

1. Reinforcement Group: Have these children work together to figure out the tempos
2. Consolidation Group: Play the Quiz track a second time for those who need that extra time
3. Enrichment Group: Use the Level Two B.P.M. Quiz on the Teacher's Resource CD 2 (Track #10 and #11 for the answers) that plays shorter, more challenging examples

Closure:

Take up the correct answers with the class.

Possible Extensions:

Ask the children to stand up and try to dance to the different short musical tracks (Slow, Medium and Fast Tempos).

Materials:

Handouts, Teacher's Resource CD

Ongoing Observations:

Were the children interested in the tempo?

Did they learn the terms?

Did the children enjoy the activity?

Were they able to differentiate between Slow, Medium and Fast Tempos?

Evaluation:

Participation in activity

Quiz results

B.P.M. – beats per minute



lesson plan #12 handout

Name: _____ Date: _____

LEVEL ONE

Instructions: Circle the name of the speed you hear played in on the CD example.
Also try to guess the B.P.M for bonus points.

Largo	Slow	(45 – 60 BPM)
Adagio	Leisurely	(66 – 76 BPM)
Andante	Walking Pace	(76 - 108 BPM)
Moderato	Moderately Fast	(108 – 120 BPM)
Allergro	Fast	(120 – 168 BPM)
Presto	Very Fast	(169 - 200 BPM)

Circle the speed :

Guess the B.P.M:

1. Adagio	Moderato	Presto	_____
2. Allergro	Presto	Andante	_____
3. Largo	Allergro	Adagio	_____
4. Moderato	Andante	Presto	_____
5. Presto	Andante	Adagio	_____
6. Largo	Moderato	Allergro	_____

B.P.M. – beats per minute



lesson plan #12 handout

Name: _____ Date: _____

LEVEL TWO

Instructions: Write down the name of the speed you hear played in on the CD example. Also try to guess the B.P.M for bonus points.

Largo	Slow	(45 – 60 BPM)
Adagio	Leisurely	(66 – 76 BPM)
Andante	Walking Pace	(76 - 108 BPM)
Moderato	Moderately Fast	(108 – 120 BPM)
Allergro	Fast	(120 – 168 BPM)
Presto	Very Fast	(169 - 200 BPM)

Name the speed :

Guess the B.P.M:

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

**Lesson Topic:**

Body Rhythms – Creating Rhythm and Beat Using our Body Parts!

Grade Level

4 5 6

Subject

music

Curricular Expectations: Students will:

- Create musical compositions that show appropriate use of various elements of music
- Sing or play expressively
- Create and perform music, using a variety of sound sources

Summary of Activity:

Children will listen to different types of body sounds. They will be shown a variety of sound combinations and how rhythms can be put together. Students can work in groups or work alone to create a short repetitive rhythm piece. Students or groups can present their piece in front of the class.

The goal of this lesson is to encourage children to create music using only the sounds they can generate using their own body. Children will begin to understand that music can be created anywhere, and out of anything. Simple demonstrations and group work will help create an open learning environment for rhythmic self discovery!

General Time Line:

This lesson takes approximately two or three 45 minute periods.

These lessons
take approximately
45 minutes

**Period 1**

- 10 minutes of demonstration of different body music sounds
- 5 minutes to break into work groups and find work locations
- 30 minutes for small group creation time

Period 2

- 5 minutes for lesson objective review
- 10 minutes for group practice
- 30 minutes for group presentations

Depending on what stage in the lesson your class is at, Period 2 could also be a full work period before a third period for presentations.

Strategies and Procedures:

Practice a simple example that you have created so children can understand the objective (see handout to view examples).

Allow for questions about how each body sound is properly created after it is demonstrated.

Demonstrate various levels of difficulty with additional example patterns.

Separate the groups as space permits (e.g. hall, stairwell, etc...).

Have the 'Body Rhythms' handout ready for the class to work with.

Modifications

1. Reinforcement Group: Put students into small groups and give them original patterns that you have created for them to practice
2. Consolidation Group: Give students half a pattern to play and have them create the second half
2. Enrichment Group: Have students memorize their piece and then play it forwards and backwards

Closure:

Wrap up the lesson with group performances or solos.

Possible Extensions:

Students could write a short story and create body sound effects that would go along with it. Students could teach each other their different body rhythm songs.

Materials:

Handouts, hands, legs, fingers

Evaluation:

Overall grasp of assignment

Participation in activity

Ongoing Observations:

Did the children create interesting music?

Did the children enjoy the activity?

Did they like the topic?


body rhythms




lesson plan #13 handout


Name: _____ Date: _____

Instructions: Combine the sounds below to create rhythmic patterns of music!

Clap = C 

Leg Hit = L 

Snap = S 

Hand Rub = H 

For example:

1	2	3	4	1	2	3	4
L	L	L	C	C	L	L	L
						S	S

For example:

1	2	3	4	1	2	3	4	1	2	3	4
C	C	L	L	C	C	L	L	L	L	S	S
										C	C

For example:

1	2	3	4
S	S	C	C
L	L		

Create your own!

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

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

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

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



Lesson Topic:

Sounds on the Farm – Learning to Identify Different Farm Instruments!

Grade Level

JK SK

Subject

music

Disc

CD 2

Curricular Expectations: Students will:

- Identify ways in which musical sounds are a part of daily farm life
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media
- Identify examples of sounds and be able to point to the picture that represents the sounds

Summary of Activity:

Children will be given a colouring page and asked to colour the different farm-related percussion instruments. Children will be asked to listen to the Teacher's Resource CD and identify the different sounds played. Featured instruments on the farm include the Cowbell, Triangle, Washboard and Spoons.

General Time Line:

- 5 minutes for the introduction to the activity and worksheet distribution
- 10 minutes for colouring
- 5 minutes to listen to CD 2 Track #12 to identify each sound

This lesson takes
approximately
20 minutes



Strategies and Procedures:

Use the Mystic Drumz performance as a starting point for your conversation about the many different sounds around the farm. Have the student handout ready for the class.

Closure:

Ask the children to talk about their favorite farm sounds.

Evaluation:

Participation in activity
Marking the finished activity sheet

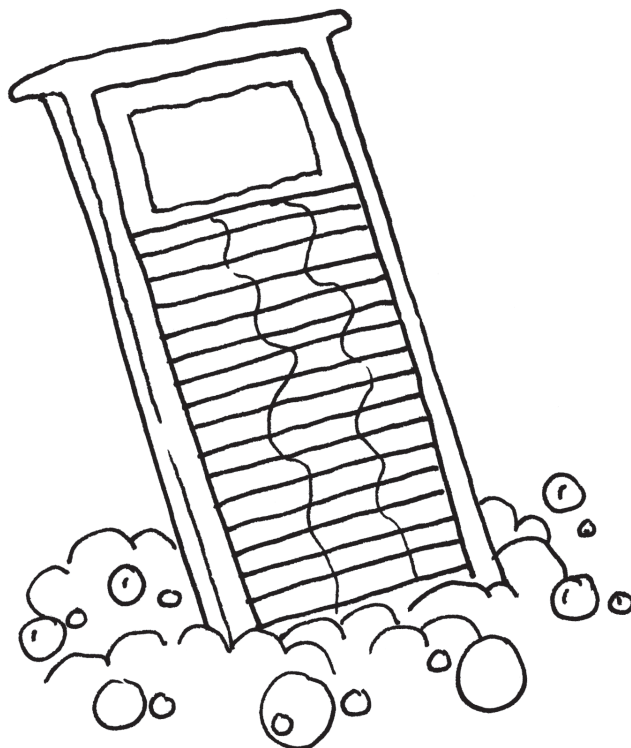
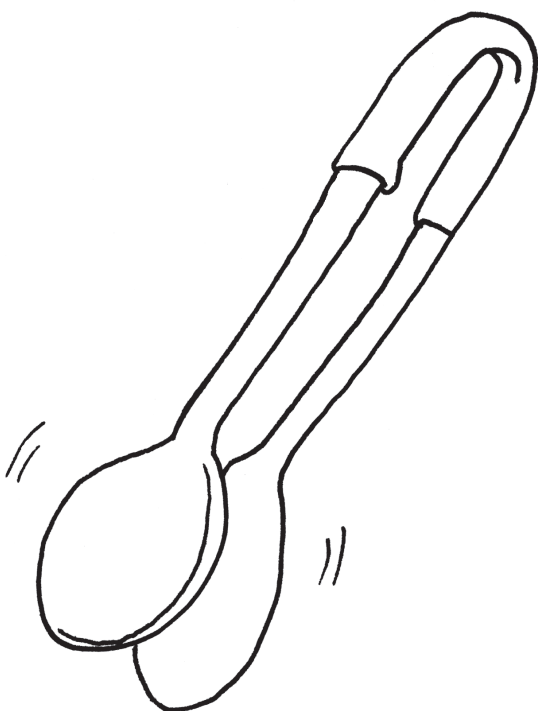
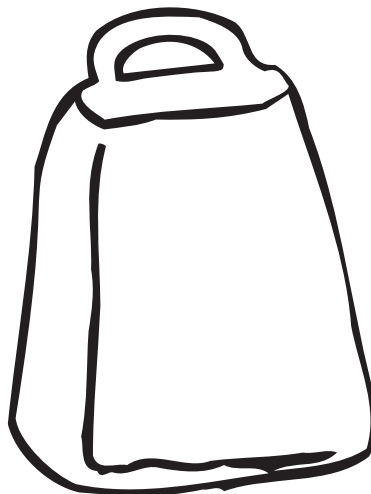
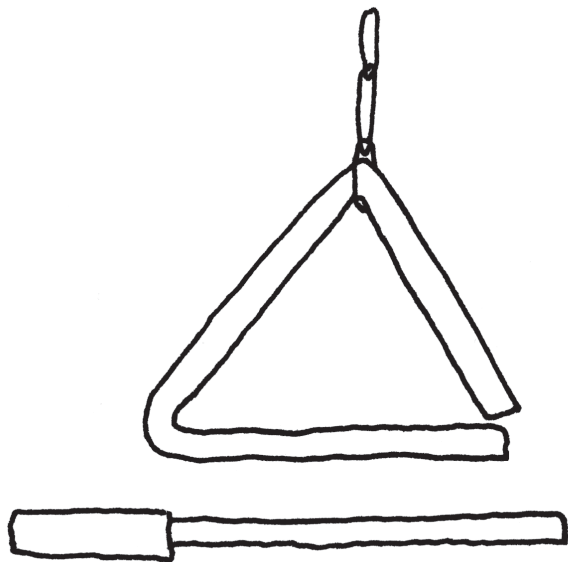
Materials:

Handouts, Teacher's Resource CD



Name: _____ Date: _____

Instructions: Colour the instruments. Write the correct number next to the instrument.





Lesson Topic:

Slow, Medium, Fast – How Tempo Can Change Music!

Grade Level

4 5 6

Subject

music

Disc

CD 2

Curricular Expectations:

Students will:

- Identify different tempi (faster and slower speeds) in their environment and in music
- Explain using appropriate musical terminology, their preference for specific songs or pieces of music
- Correctly use the musical terminology associated with the specific expectation for this grade
- Communicate their response to music in ways appropriate for this grade
- Demonstrate an understanding of the basic elements of music specified for this grade
- Create and perform music, using a variety of sound sources
- Sing and play expressively, giving particular attention to using suitable dynamics and tempi
- Create musical compositions that show appropriate use of some of the elements of music (e.g., tempo, dynamics, pitch, beat) and perform them
- Explain the effects of different musical choices
- Sing familiar songs and manipulate a musical element to change the overall effect
- Sing and play in tune

Summary of Activity:

Children will sing familiar songs and manipulate the musical element of tempo to change the overall effect. Using the Teacher's Resource CD 2 Track #13, Twinkle Twinkle Little Star, as an example, children will understand how a simple change in the speed of a song can dramatically effect the overall feeling of a song. Ask the children to pick a song they know and practice singing it at a variety of speeds in small groups. Children will be asked to explain what effect the change they made to the speed of the song had on the listeners' feelings. After groups are formed, each group could pick one song name out of a hat, and one tempo change out of another hat, and perform the song to the selected tempo.

General Time Line:

- 5 minutes for the introduction to the activity
- 5 minutes to listen to CD 2 Track #13 “Song Slow Down” demonstrations
- 20 minutes for student work in groups on a song at different speeds
- 20 minutes for student presentations
- 5 minutes for teacher comments and wrap up

This lesson takes
approximately
55 minutes

**Strategies and Procedures:**

Work with groups to exaggerate their tempo changes.

Allow for questions and comments about each “Song Slow Down” example as the CD plays it.

Have a number of names of familiar songs chosen and written on paper slips prior to starting the lesson (e.g. Mary had a Little Lamb, Row Row your Boat, Old McDonald, etc...).

Have the different tempo changes also written out on slips of paper (e.g. very fast, very slow, fast, slow, super movie slow motion, hyperspeed).

Have different dynamic level cards also written out on slips of paper before the lesson (e.g. loud, soft, whispering, shouting, head voices, robot, regular).

Modifications:

1. Reinforcement Group: These children could sing just one line of the song.
2. Consolidation Group: Have these children work with either fast or slow tempos.
3. Enrichment Group: Have this group play half the song with one tempo instruction then the other half with another tempo instruction.

Closure:

Critique the different group performances and discuss why some were more effective than others.

Possible Extensions:

The students could change the pitch in addition to the tempo, or sing the whole song in monotone. Students could also try to change another element like the rhythm of the songs. Students could also work at changing song dynamic levels. Have all the groups singing the same songs perform at the same time with different tempos.

Materials:

Teacher's Resource CD

Ongoing Observations:

Were the children interested in the slow songs lesson?

Did the children enjoy the activity?

Did they perform well as groups in front of the class?

Evaluation:

Participation in activity

Participation in their groups

the never ending song



lesson plan #16

Lesson Topic:

The Ostinato – An Ongoing Layering of Musical Parts!

Grade Level

4 5 6

Subject

music

Disc

CD 2

Curricular Expectations: Students will:

- Create an accompaniment for a song, using a melodic Ostinato
- Create rhythmic patterns, using a variety of sounds
- Create rhythmic and melodic patterns
- Communicate their response to music in ways appropriate for this grade
- Demonstrate an understanding of the basic elements of music specified for this grade

Summary of Activity:

An Ostinato is a repeating melodic and rhythmic fragment. Using the Teacher's Resource Package CD, children will be able to hear how an Ostinato is created and how it evolves into a musical piece. There are four patterns to teach to the class, each one with different rhythms and sounds. The teacher will act as the conductor, starting the groups one at a time and making sure they have their parts well established before cueing the next group to begin. After all the groups are playing, the class continues for a few moments before the conductor stops and starts up again.

Use a metronome to help keep time, or the Teacher's Resource CD Metronome track (CD 2 Track #17). Start the class again but this time vary the order of the entry of the parts (e.g. last to first). Continue starting with different parts and combinations.

General Time Line:

- 5 minutes to introduce the activity and teach the terminology
- 5 minutes to play the patterns on CD 2 Track #14 "Never Ending Song" (The Ostinato)
- 15 minutes to divide the class into four groups and teach each group its own Ostinato
- 20 minutes to practice and perform as a class with the teacher conducting and varying the musical fragments

This lesson takes
approximately
45 minutes



the never ending song lesson plan #16 cont'd

Strategies and Procedures:

Begin by explaining the definition of an Ostinato. One-by-one teach each group their part. Take time to build the parts slowly as you conduct the class. If needed, stop and start many times to ensure that the groups know their musical fragment. Have one student from each group come up and solo the parts for the class. Have the "Never Ending Song" (The Ostinato) Handout ready. The handout will have each of the four parts written out in an easy to follow manner for students who might have forgotten their part.

Modifications:

1. Reinforcement Group: have these children sing just the first part of the phrase
2. Consolidation Group: Play the CD track a second time for those who need that extra time to learn the musical line/fragment
3. Enrichment Group: Have these students lead the groups and help the others learn the parts

Closure:

Play the CD 2 Track #15 that is an example of an 8-part Ostinato. Use this to demonstrate how easy and fun it can be to make music!

Possible Extensions:

Have each group switch parts to experience how it feels to be part of the Ostinato as a different fragment. Ask the children to work in groups of four and make up their own four-part Ostinatos.

Materials:

Handout, Teacher's Resource CD

Ongoing Observations:

Were the children interested in the Ostinato?
Did they learn the terms?
Did the children enjoy the activity?
Did they perform well and focus on their fragment?

Evaluation:

Participation in activity


the never ending song: the ostinato




lesson plan #16
handout


Name: _____ Date: _____

The example below is performed on CD 2 Track 14:

Clap = C 

Leg Slap = L 

Snap = S 

Tongue Click = T 

Pattern Number 1:

1	2	3	4
C	C	K	C C K

Your Pattern:

1	2	3	4

Pattern Number 2:

1	2	3	4
S	S		C C

Your Pattern:

1	2	3	4

Pattern Number 3:

1	2	3	4
K	K	K K	C

Your Pattern:

1	2	3	4

Pattern Number 4:

1	2	3	4
T	T	S S S	

Your Pattern:

1	2	3	4

create a pattern



lesson plan #17

Lesson Topic:

Create a Pattern – Using Two Rhythms A.A.B.A. to Make Music

Grade Level

4 5 6

Subject

music

Disc

CD 2

Curricular Expectations:

Students will:

- Create and perform music, using a variety of sound sources
- Read and perform simple rhythmic patterns in 4/4 time
- Identify simple structural patterns in music that they sing, play or hear

Summary of Activity:

This lesson will reinforce learning from the Mystic Drumz feature performance. Students will be asked to create their own rhythmic patterns using found or body sounds and place them into the A.A.B.A format. The Teacher's Resource CD has examples of this traditional pattern format for the class to listen to. After hearing the CD examples students are to create two different short patterns (Pattern 'A', Pattern 'B'). After this pattern creation, students will play Pattern 'A' twice, then Pattern 'B' once, and finish with Pattern 'A' again, equaling A.A.B.A. format.

General Time Line:

- 5 minutes for the introduction to the activity
- 5 minutes to listen to CD 2 Track #16 and review patterns
- 25 minutes to complete handout worksheets
- 25 minutes for student demonstrations in front of the class

This lesson takes
approximately
60 minutes



Strategies and Procedures:

Allow time for discussion about the many patterns found in nature from the world around us (e.g. the seasons, ripples in a pond).

Have the "Create a Pattern" handout ready for the class to work with.

Have your own A.A.B.A. example ready to demonstrate in front of the class.

Work through an A.A.B.A. example using the chalkboard to write out patterns for the class.

Modifications

1. Reinforcement Group: Have these children work as a group to create the patterns and perform them
2. Consolidation Group: Spend extra time with these children in a smaller group setting
3. Enrichment Group: Have these children create more complicated patterns such as A.A.B.A.A.B.A.B.A.B. or A.B.A.B.A.A.B.B., etc.

Closure:

Wrap up the lesson with group performances or solos.

Possible Extensions:

Students could work in pairs. One student should be given the task of being the A pattern and the other student would perform the B pattern.

Materials:

Handouts, Teacher's Resource CD

Ongoing Observations:

Were the children able to create two different patterns?

Did the children enjoy the activity?

Were the students creative in finding sounds for their patterns?

Evaluation:

Participation in activity

Marking the finished activity sheet

create a pattern




lesson plan #17
handout


Name: _____ Date: _____


The example below is performed on CD 2 Track 16:

A				A				B				A			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
C	.	C	.	H	H	H	.	C	.	C	.	S	.	S	.
C	.	C	.	H	H	H	.	C	C	C	.	S	.	S	.

Some possible "create a pattern" sounds are:

Clap = C 

Chest Pat = H 

Snap = S 

You can make up your own sounds too! Make up your own in the spaces below:

A				A				B				A			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

A				A				B				A			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

A				A				B				A			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

A				A				B				A			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4



Lesson Topic:

Instrument Construction –
Shaking Up Sound!

Grade Level

JK SK 1 2

Subject

music

Disc

CD 2

Curricular Expectations:

Students will:

- Identify rhythmic patterns
- Reproduce pitches in call and response activities
- Produce a two and three-dimensional work of art

Summary of Activity:

In this lesson children will learn how easy it is to create their own instruments. They will experience the entire process from construction to performance. Each child will be given the chance to create a decorative instrument that they are to use as their musical device in song accompaniment.

General Time Line:

- 10 minutes for introduction and demonstration of shaker making
- 20 minutes for shaker making
- 10 minutes for playing shaker games as a big group

This lesson takes
approximately
40 minutes



Strategies and Procedures:

Show a demonstration of a finished shaker.

Give out the materials step by step so that students don't get overwhelmed.

Give concise instruction on how to hold and use the shaker instruments.

Modifications

1. Reinforcement Group: Work closely with these students on their shakers
2. Consolidation Group: Allow extra time in between each material handout
3. Enrichment Group: Show the students all the available shaker decorations.
Have this group draw a picture of their shaker first and then create the real shaker to match it

Closure:

Have the class gather to play the instruments together along with any music the class enjoys.

Possible Extensions:

The students could draw pictures of their shakers.

Conduct a sing-along with their shakers to popular nursery rhymes.

Materials:

Teacher's Resource CD

Empty film canisters

Sticker tape

Stickers

Rice

Lick and Sticks

Ongoing Observations:

Did the children enjoy the activity?

Did they like the topic?

How did their shakers turn out?

Evaluation:

Final shaker instruments

Participation in activity

**Lesson Topic:**

History Behind Sound – Exploring the Culture and Background of Instruments!

Grade Level

4 5 6

Subject

music

Curricular Expectations: Students will:

- Identify music from various cultures and historical periods
- Communicate their thoughts and feelings about the music they hear using language
- Communicate their response to music in visual art

Summary of Activity:

This lesson reinforces learning from the Mystic Drumz feature performance. After learning about many instruments from different countries, students are asked to pick one instrument from the show and write three paragraphs about it.

The “Instrument History” handout has all the instruments listed. The student’s first paragraph should describe where the instrument is from (e.g. culture) and what kind of music it makes or accompanies. Paragraph two should focus on what material the instrument is made from, how it’s made and how it looks. A visual drawing could accompany this paragraph. Paragraph three should describe how the instrument is played and what kind of sounds it makes.

Children should use descriptive musical words such as pitch, timbre, tone, dynamics, etc. Teachers should write these words on the board with definitions beside each for student’s review. Students can start this assignment in class but be encouraged to use additional research tools such as the library and/or internet sources. This lesson may work well as a homework assignment.

General Time Line:

- 5 minutes for the introduction to the activity
- 10 minutes to talk about the musical terms and definitions
- 5 minutes to discuss some of the different instruments viewed during the show
- 25 minutes to handout worksheets, prepare students to pick instruments, and have them begin writing out paragraphs

This lesson takes
approximately
45 minutes



Strategies and Procedures:

Discuss the many instruments performed during the Mystic Drumz show.

Role model the assignment by working with the class to do one example (all three paragraphs) on the board that children can refer to.

Have the Instrument History handout ready for the students.

Modifications

1. Reinforcement Group: Have this group only write one paragraph
2. Consolidation Group: Pick the simple instruments for these students to write about and ask for only two paragraphs. Give them more time on the assignment
3. Enrichment Group: Have these students find the names of some famous musicians who play or played the instruments that they chose

Closure:

Have the children read their paragraphs out loud to give the whole class an extended education on the instruments highlighted.

Possible Extensions:

Students could be asked to draw a picture of the instrument they chose for their assignment.

Materials:

Handouts

Ongoing Observations:

Were the children able to find the information?

Did the children enjoy the activity?

Did the children pick a wide variety of different instruments?

Evaluation:

Participation in activity

Marking the finished activity sheet

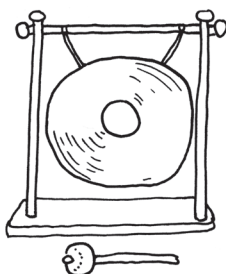


Name: _____ **Date:** _____

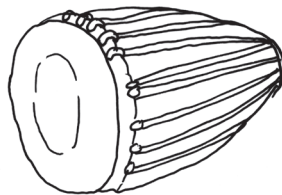
Choose one of the following instruments to research and write about:



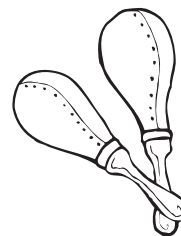
Talking Drum



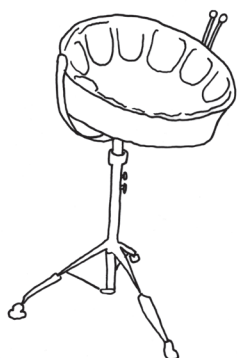
Gong



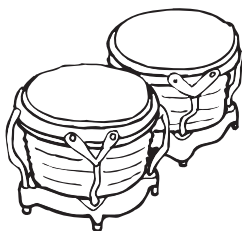
Mrdangam



Shakers



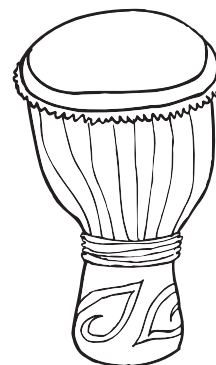
Steel Pan



Bongo



Quica



Djembe

1. Where is it from and what kind of music does it make or accompany?



Name: _____ **Date:** _____

2. What is the instrument made out of and how is it made? How does it look?

3. How is the instrument played and what kind of sounds does it make?



Lesson Topic:

Modern Music – Define your Favorite Bands!

Grade Level

4 5 6

Subject

music

Curricular Expectations:

Students will:

- Identify music from various cultures and historical periods
- Communicate their thoughts and feelings about the music they hear using language

Summary of Activity:

This lesson will give students a chance to research the music they most love. This will allow children to discover the role of the performers in their favorite band and learn information about the instruments they play.

Children will be asked to pick their favorite pop band. The group they select can be anything from the last 40 years that has at least 4 members (e.g. The Beatles, Coldplay). Students will be asked to fill out the handout provided with the relevant information about the band, the members, and the instruments played.

Students can start this assignment in class but should be encouraged to conduct additional research using tools such as the library and/or Internet sources. This lesson may work well as a homework assignment. Students could also work in partners on this assignment.

Mark the handout based on the amount of information and detail provided.

General Time Line:

- 5 minutes for the introduction to the activity
- 10 minutes to talk about different bands that fit the criteria
- 25 minutes to distribute worksheets, prepare students to pick bands and begin filling out the handouts

This lesson takes
approximately
40 minutes



Strategies and Procedures:

Discuss the various bands throughout recent history and their impact on music. Role model the assignment by partially working with the class through the handout on the board. Have the Pop Music handout ready for the students.

Modifications

1. Reinforcement Group: Have this group only write about one performer in the band and their role/instrument
2. Consolidation Group: Pick a very popular group for students to write about and ask for them to only write about two performers in the band. Give them more time on the assignment
3. Enrichment Group: Have these students complete the handouts including the bonus questions.

Closure:

Have the children read their handouts out loud to give the whole class an extended education on the pop music bands highlighted.

Possible Extensions:

Students could be asked to bring in a magazine clipping or music sample of the group they chose for their assignment.

Materials:

Handouts

Ongoing Observations:

Were the children able to find the information?
Did the children enjoy the activity?
Did the children pick a wide variety of different bands?

Evaluation:

Participation in activity
Marking the finished activity sheet



Name: _____ **Date:** _____

Choose the name of the Pop Band for your research here:

When did they start playing together as a band?

What country and city are they from?

Name the main members in the band along with and their main instruments ?

- 1.
- 2.
- 3.
- 4.

Describe the style of music they play and how it sounds to you?

Name your favorite songs by this band?



Who is the music writer in the band?

Who is the lyric writer in the band?

Name three venues/places they have performed in concert?

What is the date of birth of the group's lead singer?

BONUS QUESTIONS:

Research three fun or interesting facts about the band?

Name two albums produced by the band?

What is the job of a band manager?

What is the job of a "Roadie"?

section five: about mystic drumz



Mystic Drumz is Canada's leading provider of children's world music education, performing at hundreds of schools, camps, daycares and theatres over the past 15 years.

Mystic Drumz offers exciting customized programs to schools across Canada, providing music 'edge-ucation' – teaching children about multicultural music and sounds from around the globe through creative interaction and audience engagement.

Each world music percussion program is tailored to meet your unique audience's needs. We offer shows for large groups in auditorium or gymnasium settings as well as small group hands-on drumming circle sessions within classrooms. Mystic Drumz's feature presentations target children ages 3 to 11, parents and music lovers of all ages.

The Mystic Drumz team is a creative group of highly skilled musicians and teachers. Each performer and facilitator has been trained in the Mystic Drumz style of delivery and instruction. Our team includes experienced audio/visual technicians, costume designers and stage crews.



Lorne Lampert, B.F.A., B.Ed is one of Canada's leading musicians and educators. Specializing in workshops and stage performances, he utilizes fantastical musical adventure stories to engage participation and introduce world percussion instruments to children.

Lorne creates dynamic and imaginative constructs for learning. He has been described as an 'edge-ucator' because his approach to knowledge acquisition is at the leading edge of new frontier learning techniques. Lorne continuously brings unparalleled, fresh new

experiences to his audiences. His energy, enthusiasm and experience have created a high demand for his unique talent.

As C.D.O. (Chief Drumming Officer) of Mystic Drumz, Lorne has earned the confidence of school boards, daycares, camps and corporations across North America.

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definitions and musical terminology

Definitions and Musical Terminology

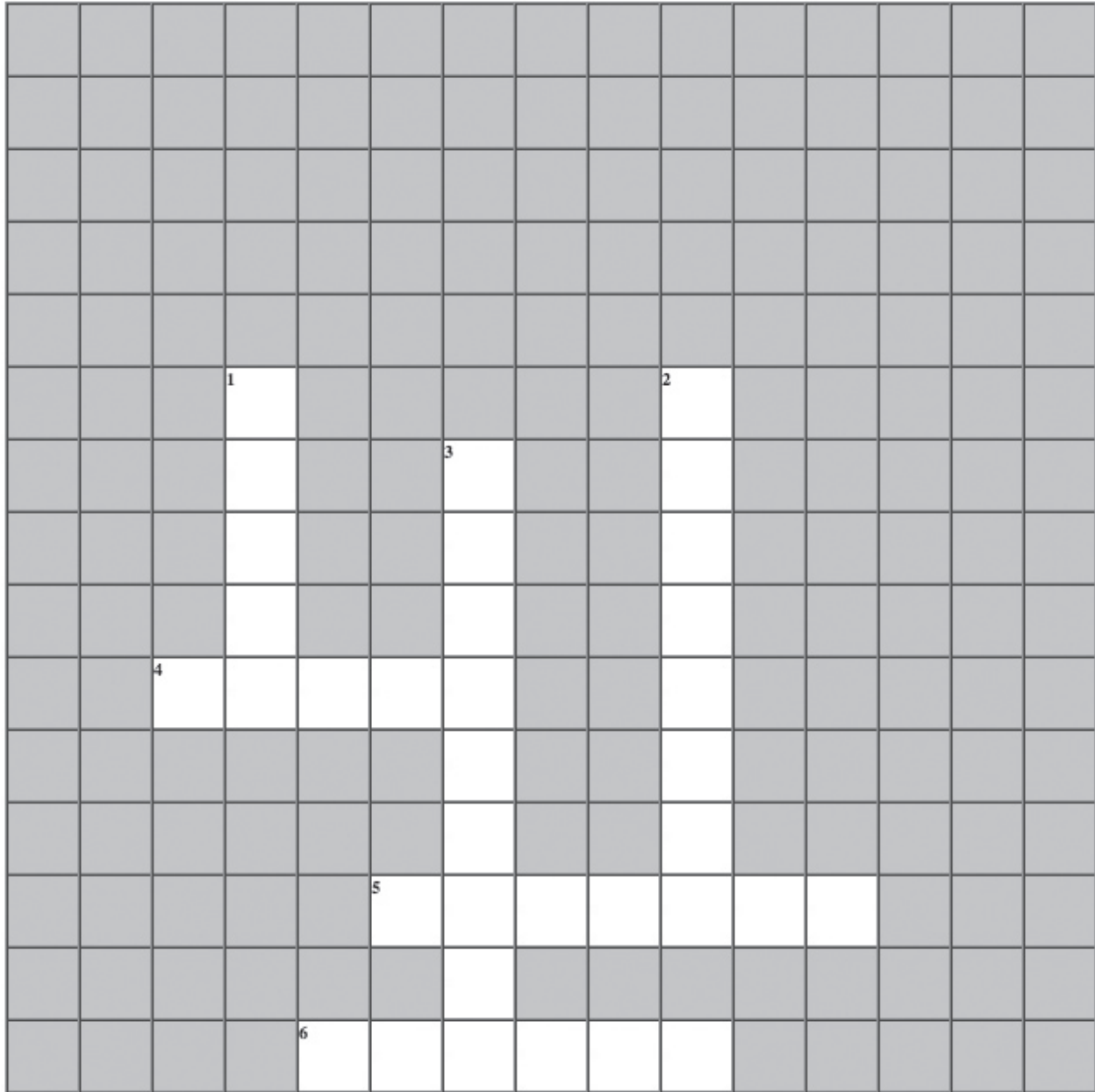
Dynamics:	variation and gradation in the volume of musical sound.
Pitch:	to set at a particular pitch, or determine the key or keynote of (a melody).
Tone:	any sound considered with reference to its quality, pitch, strength, source, etc.: <i>shrill tones</i> . Quality or character of sound.
Timbre:	the characteristic quality of sound produced by a particular instrument or voice; tone color.
Tempo:	relative rapidity or rate of movement, usually indicated by such terms as <i>adagio</i> , <i>allegro</i> , etc., or by reference to the metronome.
Key:	the relationship perceived between all tones in a given unit of music and a single tone or a keynote; tonality.
B.P.M.	Beats per minute, the pace of music measured by the number of beats occurring in 60 seconds.
Ostinato:	a constantly recurring melodic fragment.
Metronome:	a mechanical or electrical instrument that makes repeated clicking sounds at an adjustable pace, used for marking rhythm, esp. in practicing music.
Melody:	a rhythmical succession of single tones producing a distinct musical phrase or idea.
Harmony:	the simultaneous combination of tones, esp. when blended into chords pleasing to the ear
Beat:	to mark (time) by strokes, as with the hand or a metronome.
Percussion:	the section of an orchestra or band comprising the percussion instruments and the percussion instruments themselves.

Rhythm:	the pattern of regular or irregular pulses caused in music by the occurrence of strong and weak melodic and harmonic beats.
Sound:	the sensation produced by stimulation of the organs of hearing by vibrations transmitted through the air or other medium
Call and Response:	noting or pertaining to a style of singing in which a melody sung by one singer is responded to or echoed by one or more singers.
Woodwinds:	a musical wind instrument of the group comprising the flutes, clarinets, oboes, bassoons, and occasionally, the saxophones.
Brass:	a musical wind instrument of brass or other metal with a cup-shaped mouthpiece, as the trombone, tuba, French horn, trumpet, or cornet.
Strings:	stringed instruments, esp. those played with a bow.
Sound effects:	artificially created or enhanced sounds, or sound processes used to emphasize artistic or other content of movies, video games, music, or other media

mystic drumz crossword puzzle #1



Name: _____ Date: _____



Down:

1. A South American instrument made from a Gourd
2. An instrument made out of metal, with three sides, played with a metal stick
3. An instrument made with wooden bars played with hard or soft mallets

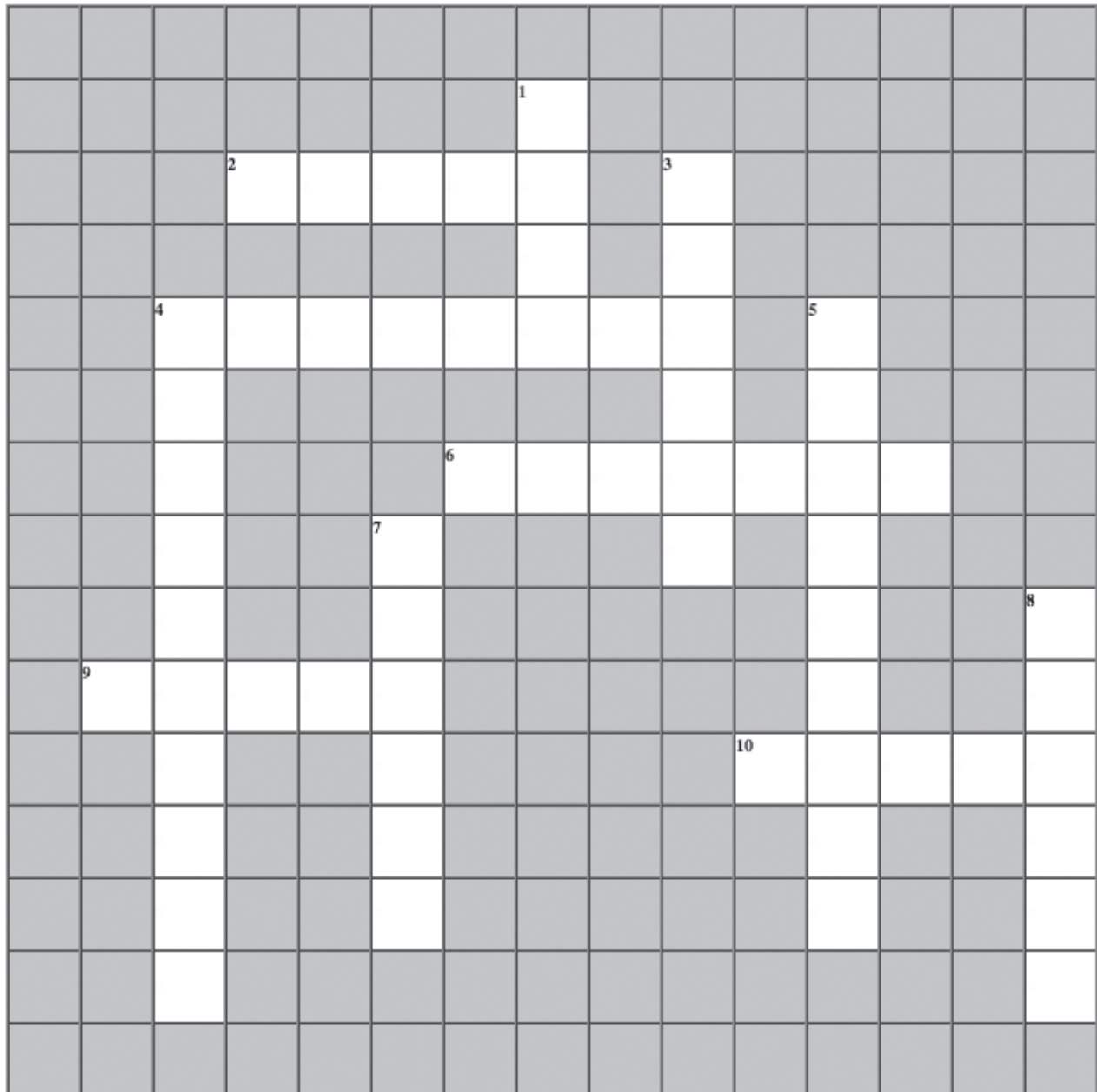
Across:

4. A double drum from a small island country
5. An instrument worn by a farm animal
6. A large African Drum with a big center bass tone

mystic drumz crossword puzzle #2



Name: _____ Date: _____



Across

2. A South American instrument made from a Gourd
4. An instrument made out of metal, with three sides, played with a metal stick
6. An instrument worn by a farm animal
9. A friction drum from Brazil
10. A double drum from a small island country

Down

1. A large round metal instrument hit with a big soft mallet
3. A large African Drum with a big center bass tone
4. An instrument that is made of wood, circular and has metal jingles all around it.
5. An instrument made with wooden bars played with hard or soft mallets
7. An instrument that could be filled with rice, beans, sands or more!
8. An instrument found at a dinner place setting.

mystic drumz word search



Name: _____

Date: _____

L S D W L R T L S P P G G Y P J E S Y E
M H E J C H A A L T I Y X C X C Z J T B
Z M K F F T M P Z E I X C X R G U Q C M
P H U U Y I B S Y K B C H T F A R J O E
G N Q R C N O G W K X W K O V X R L W J
N M O F D I U U K H O H O S Z X Z K L D
O E Q I H Z R D F V G D E C K H X B K K
G P I J D T I X M E R J Y V Z Y S O W V
S Z R R I R N Q K T S D M F M N L N C Y
Y W D I E Z E T X X X P X M Y G W G A J
E T R K Z Z P Y S P O O N S G U Y O K W
N E A M H J L O X T A C I U Q E U K Q J
Z H W I I O F E Z F J O I M V J I W U P
S Q O D P I K N V X W R W X Q A K M K M
C K B H P S T M T Z O A U Y T C L N Q W
E L O Q V T M F C E W P Q X B F O T T P
C N O M F G M W V F H R C S A T E V Y L
E L G N A I R T V U P E R H F T U O T E
P H J I T I P L X T Z O D M R F F K T U
H C G S I R S Z U U Z S O A B G W M P G

BONGO
DRUM
QUICA
XYLOPHONE

COWBELL
GONG
SHAKER

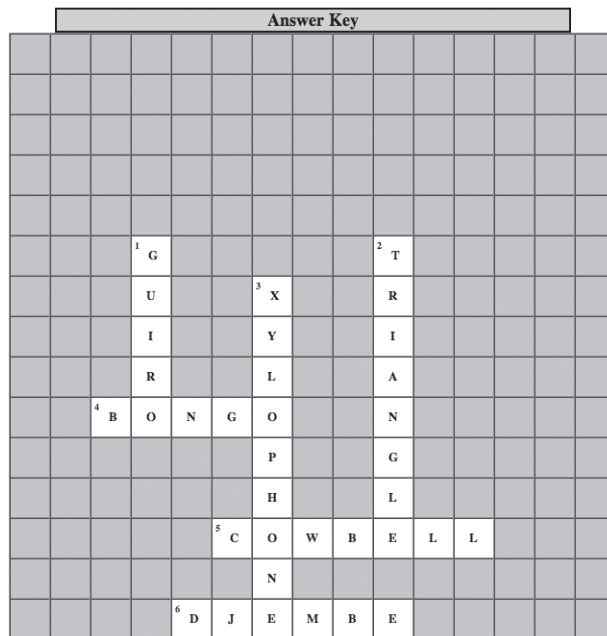
DJEMBE
TAMBOURINE
SPOONS

STICKS
GUIRO
TRIANGLE

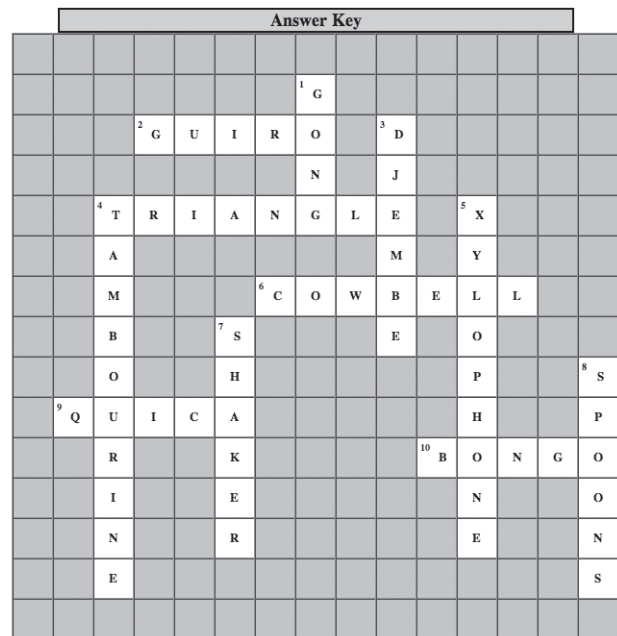
mystic drumz answer key



crossword puzzle #1



crossword puzzle #2



word search answer key

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+ + + + + T L S + + + + + E
+ + + + + A + L T + + + + + B
+ M + + + + M + + E I + + + + + M
+ + U + + + B + + + B C + + + + + E
G + + R + + O + + + + W K + + + + + J
N + + + D + U + + + + + O S + + + + + D
O + + + + + R + + + + + C + + + B + +
G + + + + + I + + + + + + + + + O + +
+ + + + + R N + + + + + + + + + N + +
+ + + + E + E + X + + + + + + + G + +
+ + + K + + + Y S P O O N S G + + O + +
+ + A + + + L + + + A C I U Q + + + + +
+ H + + + O + + + + + + I + + + + + +
S + + + P + + + + + + R + + + + + + +
+ + + H + + + + + + O + + + + + + + +
+ + O + + + + + + + + + + + + + + +
+ N + + + + + + + + + + + + + + + +
E L G N A I R T + + + + + + + + + + +
+ + + + + + + + + + + + + + + + +
+ + + + + + + + + + + + + + + + +
    
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(Over,Down,Direction)

BONGO (18,7,S)

COWBELL (14,7,NW)

DJEMBE (20,6,N)

DRUM (5,6,NW)

GONG (1,8,N)

GUIRO (15,11,SW)

QUICA (15,12,W)

SHAKER (1,14,NE)

SPOONS (9,11,E)

STICKS (9,1,SE)

TAMBOURINE (7,1,S)

TRIANGLE (8,18,W)

XYLOPHONE (9,10,SW)