

# DRUM DRUM

## Text Synopsis

The nonfiction text *Drum Drum* introduces the children to drums from various cultures around the world. Aboriginal, Asian, African, and North American cultures are highlighted through drum music. By the end of the book, children can see different drums made from found materials, and will be inspired to use found materials to make drums of their own. The repetition of *drum drum beat the drum...* will have the children ready to chant and to beat their own drums!

### LITERACY ELEMENTS

upper case and lower case capitalization of book titles  
periods at the end of sentences  
ellipses

### CONNECTIONS

#### DRAMA

perform in a group

#### VISUAL ARTS

experiment with techniques and materials


### WORDS TO DISCOVER


drum  
drums  
beat  
play  
hear

### ESL CONSIDERATIONS

Discuss how some English words, such as *drum* have more than one meaning. Also, explain that many English plural nouns are made by adding -s to the singular (*drum/drums*).

## Overall Learning Opportunities

-  Students will:
- experiment with techniques and materials
  - demonstrate awareness of simple art forms from various cultures
  - demonstrate understanding of rhythmic patterns



-  Students will:
- use a variety of materials to communicate information
  - respond to media materials verbally
  - ask questions, express feelings, and share ideas

## ACTIVITY MENU



*Exploration: The Beat of a Drum*, page 36

*Guided Reading*, pages 37–38

*As a Group*, pages 39–40

-  • *Making Drums*: using a range of found objects to make drums
- *Beat, Shake, and Tap*: using rhythm instruments to beat a refrain
-  • *Drum Chant*: using text from *Drum Drum* to chant in groups
- *Make a Book of Drums*: making a class book of drums

*Independent Work*, pages 41–43

-  • *BLM 16*: provides word cards for creating patterns
-  • *BLM 17*: demonstrating understanding by identifying drums
- *BLM 18*: drawing pictures of drums



# The Beat of a Drum

## LEARNING OPPORTUNITIES

Students will:

- demonstrate understanding of rhythmic patterns
- perform simple rhythmic patterns
- move in response to the tempo (e.g., *fast*, *slow*)
- show appreciation of music from various cultures
- identify feelings evoked by music

## YOU WILL NEED

- musical selections that feature drums (see Kindergarten Audio CD, Tracks 31–35) and other music with a steady beat (see Kindergarten Audio CD Tracks 10 and 12)

## OBSERVING FOR ASSESSMENT

Can the student:

- identify the drum by sound?
- keep a steady beat?
- identify tempo (*fast* and *slow*) in a musical piece?



Show the students how to drum. Tell them that the aim is not to make the loudest or fastest sound possible, but to create interesting and rhythmic sounds on the instrument. Point out the respect for the instruments shown by the drummers in the book.

## Reading the Text

As you read *Drum Drum*, pause after each spread to allow children time to observe the different types and shapes of drums. Encourage children to reflect on what they noticed. Ask:

- How are the drums the same?
- How are they different?
- What are the different ways drums are played? (tapped with the fingertips, beaten with drumsticks or the heel of the hand)

## Starting the Exploration

Introduce the drums and the country of origin as you play different examples of drumming (see Kindergarten Audio CD Tracks 31–35). After each selection ask questions such as:

- What did you like about the music?
- What did you notice about the drums? the music the drums were playing?
- Was the music fast or slow or in-between?
- How did the music make you feel?

## Working on the Beat

Demonstrate how children should use their knees as a drum. Tap a steady beat as you chant the refrain *drum drum beat the drum*. Invite children to join in.

Play an example of an instrumental piece with a steady beat (see “First Nations Traditional Pow-Wow Song,” Kindergarten Audio CD Track 20). Invite the children to keep the beat by tapping their knees like a drum. Repeat by clapping, stamping their feet, or snapping their fingers in time with the beat.

Ask children to find their own personal space and use their whole bodies to move to the music.

Repeat using a march such as “March of the Toys” (see Kindergarten Audio CD Track 12).

On another day, play or sing another song with a steady beat such as the “Alphabet Song” (see Kindergarten Audio CD Track 10). Encourage children to keep the beat by tapping, snapping, or clapping. Sing the song a little bit faster and then faster again. Ask:

- How did the song change?

Have children use their whole bodies as they respond to the changing tempo.

## Sharing

Ask children to reflect on the different pieces of music they have heard. To promote discussion, ask:

- Which pieces of music did you like? Why?
- Which music made you feel happy? Why?

## Extension

Play a number of selections of children’s music, classical music, and so on (see Kindergarten Audio CD Tracks 8, 11–22, 24, 26). Draw children’s attention to the beat in each piece.

This Exploration works well with Stand-Alone Activity 18: “Move to the Beat” on page 132 and with Stand-Alone Activity 20: “Music Tells a Story” on page 134.

## LEARNING OPPORTUNITIES

Students will:

- demonstrate understanding that letters represent sounds
- recognize that words often consist of beginning, middle, and final sounds
- demonstrate awareness of some conventions of written materials

## YOU WILL NEED

- a hand drum
- a snare drum and brushes and drumsticks, or picture cutouts of these objects

## Setting the Scene

Engage the children's attention by drumming a simple beat on a hand drum (for example, a marching 4/4 beat).

Encourage the children to clap the beat as you drum. Change the beat and invite them to join in by clapping. Say:

- What is the name of this instrument? That's right. It's a drum. I'm using my hand to make the sound. What do drummers often use to make the sound? That's right. They use drumsticks and brushes.

Show the children the cover of the book and invite them to talk about what they see. Explain that they're going to see several kinds of drums — some that they've probably never seen before. Then, as you point to the words, tell them the title of the book, *Drum Drum*.

Hand out copies of the book to the children. As they look at the cover, have them point to the words as you say them: *Drum Drum*. Say:

- How many words are in the title? Yes, that's right. There are two words in the title.
- How do you know where the first word ends and the second word begins? Yes, that's right. There's a space between the two words.
- What do you notice about the first letter in each of the two words in the title? Yes, that's right. Both words begin with the letter D.
- Is the letter D upper case or lower case? Yes, that's right. Both are upper case because they are the first letters of the words in the title.
- How do you know that both words are the same? Yes, that's right. They both have the same letters in them. They are spelled the same way.

➤ How many letters are in the word *drum*? Yes, that's right. There are four.

➤ What are the letter names in the word *duh-rrr-uuu-mmm* (exaggerate the sounds of the letters)? Yes, that's right, d-r-u-m.

➤ What is the first sound you hear? That's right, *duh* (point to the letter d) or *rrrr* (point to the letters d and r).

➤ What is the last sound you hear in the word *drummm* (exaggerate the sound of the letter m)? That's right, *mmm* (point to the letter m).

➤ What sound do you hear in the middle of the word? Yes, that's right, *uhhh* (exaggerate the sounds of the letter u and point to it).

Then say:

➤ Let's read the letter names together: d-r-u-m. Good for you!

## Reading the Text

### Picture Walk

Have the children open their copies of the book to page 2 and look at the photograph. Say:

➤ The man is beating the drum. What is he using? Yes, that's right. He's using a drumstick.

Begin to chant the verse aloud: *drum drum beat the drum*. Then ask the children to repeat it several times to anchor both the words and the rhythm in their ears.

Have the children look at the photograph on page 3. Ask:

➤ How many drums do you see? Yes, that's right. There are five drums. Put your finger on each drum as I count them: 1, 2, 3, 4, 5. Good for you!

## OBSERVING FOR ASSESSMENT

Assess specific reading behaviours and make anecdotal notes of your observations. For example, does the student:

- move through the text from front to back, turning the pages?
- match word by word (indicated by word pointing)?
- notice and interpret detail in the photographs?
- use oral language in relation to the text?

## TEACHING tip

Before the students reread the text, invite a volunteer to point to and read the title. Encourage the students to join in.

Turn to page 4. Ask:

- What is the woman doing? Yes, that's right. She's beating on the drum.

Ask the children to say the refrain aloud: *drum drum beat the drum.*

Look at the photograph on page 5. Say:

- Play the drums.

Turn to page 6. Ask the children to look at the photograph. Say:

- *drum drum beat the drum.*

Have the children look at the photograph on page 7. Ask:

- If you were standing on the sidewalk, you'd *see* the drums and you'd...? Yes, that's right. You'd *hear* the drums.

Turn to page 8. Say:

- *drum drum beat the drum.*

Invite the children to chime in with you.

## Independent Reading

Invite the children to go back to page 2. Have them read the book from beginning to end with as little assistance as possible.

## After Reading

Ask the children:

- Did you see any kinds of drums that you've never seen before? Show us the photograph of a drum that was new to you.

## Revisit the Text

Engage the children in talk about the text by asking open-ended questions, such as:

- If you could play one of the drums, which one would you choose?
- Which was your favourite photograph? Why?

Have the children recall specific information from *Drum Drum*. Say:

- Find a page on which there's a photograph of a small drum.
- Find a page on which there's a photograph of a big drum.
- Find a page on which there's a photograph of a drum you beat with your foot.
- Find a page on which there's a photograph of a drum band.

## Reinforce the Text

Use BLM 17 to reinforce the children's understanding of *Drum Drum*. Have the children identify which of the pictures are drums.



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# As a Group

## LEARNING OPPORTUNITIES

Students will:

- use a variety of materials to create a drum
- demonstrate understanding of rhythmic patterns

## YOU WILL NEED

- a variety of cans with lids
- craft materials and glue
- colourful paper or foil

## OBSERVING FOR ASSESSMENT

Does the student:

- share materials?
- problem-solve creatively?
- use the drum to demonstrate a rhythmic pattern?

## LEARNING OPPORTUNITIES

Students will:

- use a variety of materials to make musical instruments
- adapt rhymes
- perform in a group

## YOU WILL NEED

- long pieces of dowelling, about 1–2 cm thick
- paper plates and small cardboard cylinders
- dried beans or beads
- fabric circles and elastic bands
- decorating materials

## OBSERVING FOR ASSESSMENT

Does the student:

- share materials?
- demonstrate understanding of rhythmic patterns as she or he repeats the refrain?

## Activity: Making Drums

Invite children to look at page 8 of *Drum Drum*. Ask:

- How do you think the drums were made?
- What materials were used?
- What are the different ways to play these drums?

Invite children to create their own drums. Set up a centre where they can freely access different drum-making materials and craft items for decorating. Cans and plastic containers with lids and bottoms intact work well. Children begin by covering the can with construction paper (or wallpaper or wrapping paper or foil). They can then decorate the drum with

materials such as crepe paper, muffin cups, stickers, feathers, beads, and so on.

Invite children to share how they made their drums, and to talk about any problems they encountered and how they solved them.

Once children have completed their drums, reread *Drum, Drum* and have them beat the refrain *drum drum beat the drum* on their own drums.

## Extension

Some children might be interested in making a drumstick to accompany their drum. Cover the head of a wooden spoon or tablespoon with cotton wool. Wrap a piece of fabric around the cotton and secure it with an elastic band.

## Activity: Beat, Shake, and Tap

Have children create simple rhythm instruments. Place appropriate materials at a centre for children to access. Encourage them to decorate their instruments with streamers, stickers, tissue and/or paint.

### Paper Plate Shakers

Place dried beans or beads in the hollow of a paper plate. Glue around the rim and place a second paper plate on top.

### Cylinder Shakers

Cover one end of a small cardboard cylinder with a circle of fabric and secure with elastic. Place dried beans, beads or metal bells inside, and cover the other end. Decorate with tissue applied with liquid starch.

### Plastic Tub Shakers

Place dried beans or beads in small clean yogurt cups with lids.

## Rhythm Sticks

Children can paint long pieces of dowelling. Once these are dry, an adult can coat the sticks with clear enamel.

Post a variation of the refrain and have children perform it with their own instruments. Encourage them to keep a strong, steady beat.

*Beat, beat, beat the drum.*

*Shake, shake, shake the shakers.*

*Tap, tap, tap the sticks.*

Encourage children to suggest other ways to adapt and perform the refrain.

## Extension

BLM 16 provides the words *beat, tap, and shake*. You can post these to create various patterns for the children to perform with their rhythm instruments, for example: *tap, tap, shake* or *beat, tap, shake*.



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## LEARNING OPPORTUNITIES

Students will:

- listen to nonfiction for enjoyment
- make sense of simple written materials using reading strategies that are appropriate for beginners
- fill in the next word during collaborative reading

## YOU WILL NEED

- chart paper and marker

## OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate understanding of beat and rhythm?

## Activity: Drum Chant

Read *Drum Drum* to the children several times, so that they commit it to memory. Have them practise the text as a chant, so that they can say it on their own in a regular 4/4 beat. To help the children memorize the text, chart each line.

Invite the children to chant the refrain *drum drum beat the drum* (pages 2, 4, and 6) while you alternate and read the text on pages 3, 5, and 7. Then reverse the parts, with the children reading the text while you chant the refrain.

When children are very comfortable with the text and the sequence of reading and chanting, invite half the group to chant the refrain while the other half reads the

text. Have the children switch parts to complete their performance.

## Extension

- Cut the charted text into 11 parts (one part for each line of *Drum Drum*). Hold the parts up one at a time to let the children practise reading/chanting individual lines.
- Play different examples of drumming (see Kindergarten Audio CD Tracks 31–35) and have the children walk around the room, adapting their walking speed as the beat changes.

## LEARNING OPPORTUNITIES

Students will:

- use a variety of media
- use a variety of materials to communicate information
- write simple messages

## YOU WILL NEED

- chart paper (or construction paper or duplicating paper)
- crayons

## OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate awareness of the conventions of written materials?

## Activity: Make a Book of Drums

Invite the children to use crayons to make a picture of a drum that they would like to play.

When they finish their pictures, ask them to think of a size and/or colour word that describes the drum they've drawn — *big*, *black*, and so on. Have the children print this description under their pictures as a caption, for example, A SMALL DRUM, OR A BIG GREEN DRUM.

Set up a picture display so the children can share their work.

Collect the pictures, put the pages together, make a book cover, and bind it together to make a book. Put the book in the classroom library or Writing Centre.

## Extension

- Give each child a copy of **BLM 18**. Have the children draw the proper number of drums in each square.
- Some children may like to decorate the cover of the book they make. Encourage them to experiment with collages, sponge prints, and so on.



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This Extension works well with Stand-Alone Activity 21: "Collage Creations" on page 135, with Stand-Alone Activity 25: "Sponge Prints" on page 139, and with Stand-Alone Activity 29: "Fold, Open, Imagine" on page 143.

My name is \_\_\_\_\_

beat

beat

shake

shake

tap

tap

My name is \_\_\_\_\_

Is it a drum?



Yes  
No



Yes  
No



Yes  
No



Yes  
No



Yes  
No



Yes  
No



Yes  
No

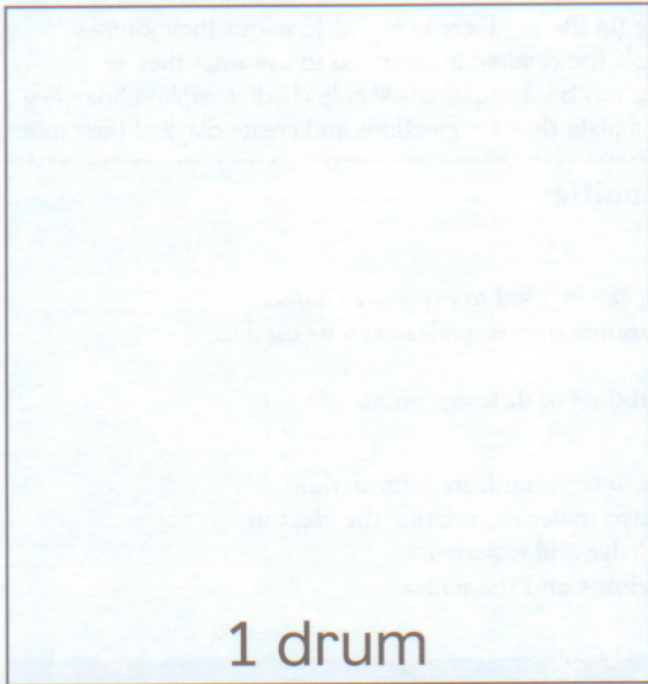


Yes  
No

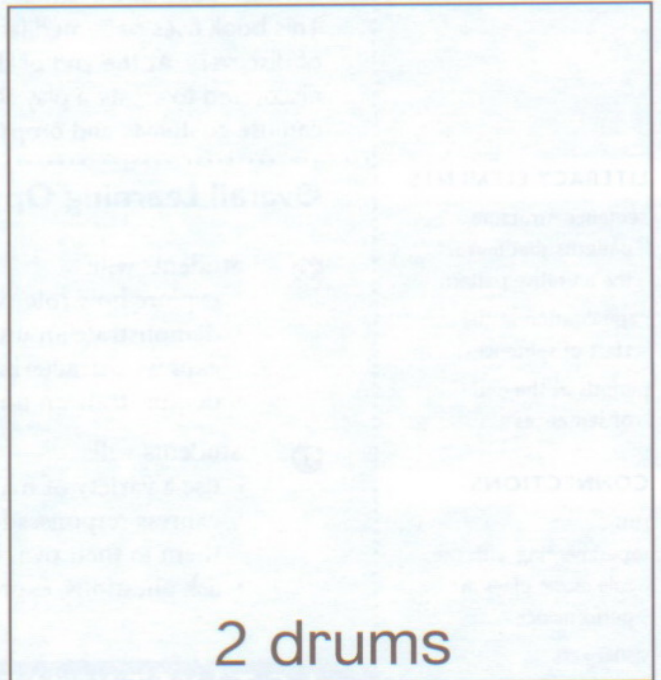


My name is \_\_\_\_\_ .

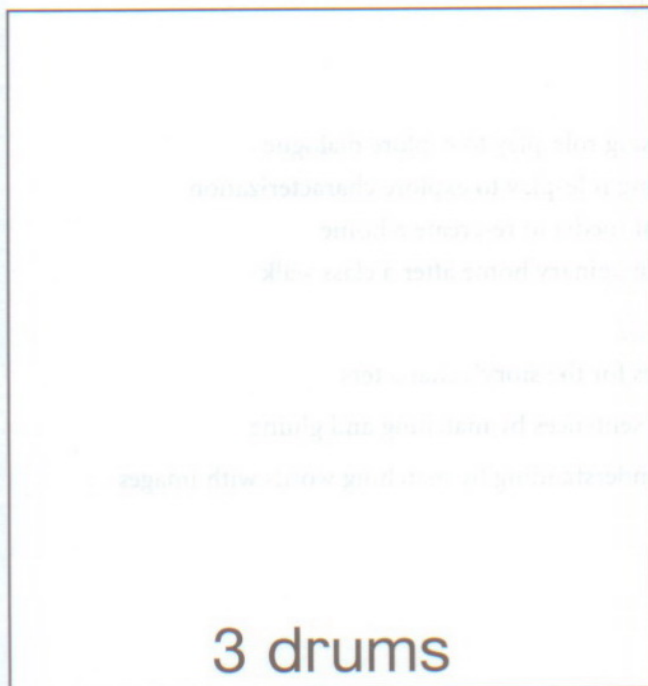
**Draw the drums.**



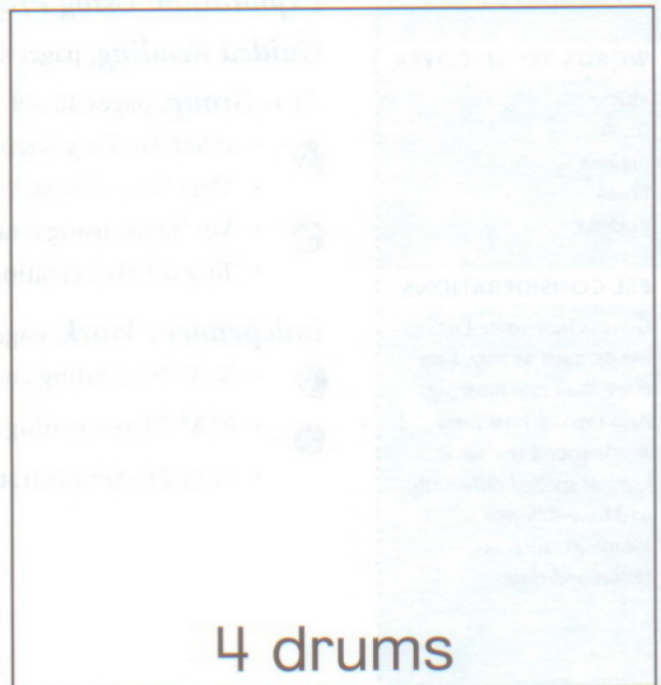
1 drum



2 drums



3 drums



4 drums