GRADE 3-4

BODY

PERCUSSION

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**BODY PERCUSSION**

Concepts/Objectives

* Students will learn and experience body percussion
* Students will perform quarter notes and eighth notes separately and in different groups
* Students will be able to identify and write quarter notes and eighth notes
* Students will perform at different tempos
* Students will be exposed to folk and cultural music of early African-American origins

Materials

1. Internet: From “Old Man for New Ears”, program 115, ‘Hambone’ starting at 4.23 minutes.

<http://www.ket.org/cgi-bin/cheetah/watch_video.pl?nola=KOMNE_000115&template=_itv>

1. Optional rhythm sticks (helps students keep a steady beat).
2. Handout for multiple choice questions
3. Optional metronome (to set tempos). There are good, free downloadable metronomes on line.

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INTRODUCTION:

Tell students:

* Watch excerpt of Hambone from Old Man for New Ears (115) at 4.23 minutes.
* <http://www.ket.org/cgi-bin/cheetah/watch_video.pl?nola=KOMNE_000115&template=_itv>

Ask:

* On what instrument did the man in the video perform?
* What are some other ways to play body percussion?

Discuss:

* How different body parts (head, arms, hands, legs, feet, hips etc.) can be used to create body percussion sounds.

1. Make a list or chart of the suggestions
2. Talk about reasons why people might use their bodies to create music
3. Provide information about ‘hambone’

History of Hambone:

Slave owners wouldn’t allow African slaves to use their drums because the owners thought that drums might encourage rebellious behaviour. Slaves found ways to make rhythms with tambourines, bones, and their own body parts such as clapping their hands or slapping their chest or thighs. They called this music ‘hambone’. The hambone refers to the bone of the ham used to add flavour to the soup pot made with lots of water and a few vegetables and any meat scrapes they could find. Often the same hambone would be shared by several families to show their resourcefulness so they could stretch what little food they were given to survive. This resourcefulness is reflected in the improvised rhythmic body music called hambone. Hambone recalls the history and culture of the African-Americans. Hambone uses the whole body—feet, hands, arms, face, and legs—to produce different sounds. Many of the sounds are combined. These sounds are used for both accompaniment and solo work.

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GETTING STARTED WITH HAMBONE

1. 1. Demonstrate tapping your feet in a steady beat while saying ‘slap’ to each beat.

2. Have the students join in so they can accomplish a steady beat with you. (They will be tapping quarter notes). Show them an example of the quarter note and name it. Note that the stem direction does not interfere with the value of the note (duration). (See Appendix 1)

1. 1. Demo: tap your knees with alternating hands while saying ‘hambone’

2. Students will follow the teachers’ example.

3. Explain 1 slap = 2 knee taps OR they are tapping twice as fast as they are slapping.

4. Show them an example of what they are tapping and explain that these are eighth notes. (See Appendix 2)

5. Tell them the taps are eighth notes.

6. Show them 2 beamed eighth notes.

7. Review quarter note and eighth notes names by showing them an example of each again. See if they can figure out the relationship

i.e quarter note = 2 eighth notes.

1. 1. When A) and B) are accomplished to your satisfaction divide the class into two groups.

2. One group ‘slaps’ and the other group taps to the eighth notes.

3. One group is now slapping a steady beat of quarter notes while the second group is tapping eighth notes.

Ask the students:

1. What made this activity more difficult than performing in unison (everyone doing the same beat).
2. Discuss
3. Switch groups so everyone has the opportunity to experience both slap and tap rhythms.

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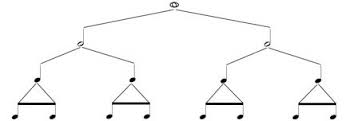
1. Use the metronome to give different tempos so the students can experience slower and faster tempos. Be careful not to allow out-of-control tempos. Emphasize a steady beat that does not get faster but remains steady at the starting tempo. A metronome might be very helpful for this activity.
2. Call for 2 volunteers to demo ‘slap hambone’ for the rest of the class using different body percussion than before.
3. The class can imitate the leaders.
4. Continue until the whole class has participated.
5. Create a chart or list as a body percussion ‘menu’ to prompt students’ thinking and minimizing anxiety.

Discuss reasons people might use body percussion (i.e. lack of instruments)

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EXTENSION 1)

1. Relate the hambone slaps to whole, half, quarter, and eighth notes.
2. Put the duration tree on the board/smartboard/overhead to demonstrate the relationships to one another.



Create some rhythmic phrases using a combination of notes and have the students clap them out to demonstrate understanding.

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2. Group 1 does a steady beat and group 2 does one of the rhythms they have created using a different sound from the steady beat sound.

3. Divide into pairs and have the students create their own duet using the ‘slap hambone’ technique.

EXTENSION 2

1. Have the students create their own words that represent quarter note and eighth note rhythms.

For example: 1 syllable word = slap

2 syllable word = hambone

dog dog dog dog

bow-wow bow-wow bow-wow bow-wow

1. Have the students create their own rhythms using quarter notes, eighth notes and quarter rests.

Use the activity sheet after the Appendix 1,2, and 3 as examples.

INTEGRATION:

1. Language Arts:

* Explore and discover how written language has rhythm

1. Science:

* Explore and discover how sounds are made, how we hear sound, and why sounds are different from on another.

1. Math:

* Relate to fractions

1. Social Studies/World music:

* Explore and compare Native music and instruments, African-American music and instruments and other folk instruments of early Canadian music.

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ASSESSMENT:

Task:

With a partner perform different ‘slaps’ and ‘hambone’ using different body percussion sounds by creating your own song. This task will be performed as a duet with one partner on part one (slaps) and the other partner on part two (hambone).

When you have performed this way, switch parts.

For those having trouble post the ideas the class came up with in the list or chart of the variety of sounds they could make. Also post the quarter note and eighth note rhythms as a reminder.

PERFORMANCE RUBRIC:

**Performance Task (slap/hambone)**

With a partner, perform a slap/hambone using different body percussion sounds that you have created.

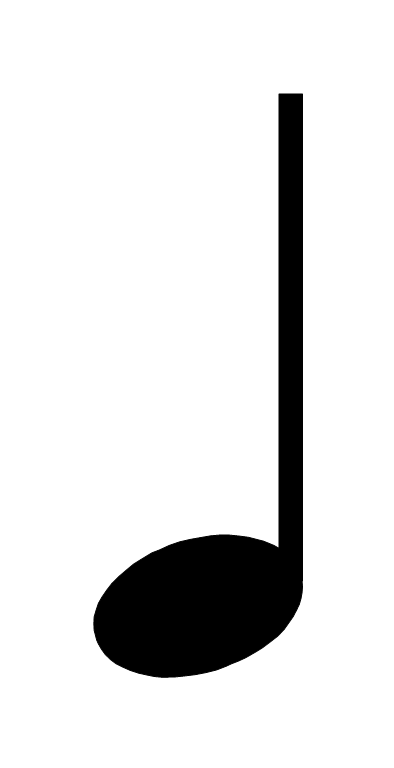
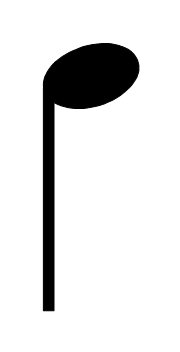
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
| Create and perform music, using the slap/hambone technique | Creates and performs music, using a limited variety of sound sources | Creates and performs music, using an adequate variety of sound sources | Creates and performs music, using a good variety of sound sources | Creates and performs music, using a wide variety of sound sources |
|  |  |  |  |  |

Comments:

Next Steps:

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APPENDIX 1

 note stem 

Note head

These are quarter notes. Each one of the quarter notes receives 1 beat. The direction of the stem does not affect the length of the note.

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APPENDIX 2

 stem tail

Note head

Beam that joins 2 eighth notes

 two eighth notes, beamed

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APPENDIX 3

There are also moments of silence in music. These moments are called rests. Here is an example of a quarter rest. I will receive 1 beat, just like a quarter note.





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**ACTIVITY**

**WRITE AND PERFORM YOUR OWN RHTYTM**

Follow the following as an example. Make sure that each package of time has 4 counts (beats). Write three different rhythms. Use only quarter notes, beamed eighth notes and/or quarter rests.

My example: ♩♫♩♩

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your examples:

1.

2.

3.

Learn to perform your examples and be prepared to share with the class.

Team up with a partner, then perform together one of each of your own examples. Use two different sound sources so we can hear the difference between the two different parts. One of you might clap your rhythm and your partner might choose to stomp their rhythm. Learn to play then together and perform for the class.

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**A LITTLE QUIZ**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. An example of body percussion is
   1. playing a piano.
   2. playing a drum set.
   3. listening to a CD.
   4. slapping your chest.
2. You are playing body percussion using the words “blue” and “jello.” When you compare the taps for the two words, the taps
   1. are faster for the word “blue.”
   2. for the two words are the same.
   3. are faster for the word “jello.”
   4. are softer for the word “jello.”
3. *Hambone* refers to
   1. a recipe for making a hearty soup that you share with company.
   2. a way to make music without drums created by African slaves.
   3. a style of playing the drums.
   4. a Colonial American folk dance.
4. A quarter note has the same value as
   1. Four eighth notes
   2. Two eighth notes
   3. One eighth note
   4. Three eighth notes

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Answers to the quiz:

1. D
2. C
3. B
4. B

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