Live Interactive Video Education

LIVE

Arts Education Programming

Grade

3-5

Strand

Music

Curriculum

www.curriculum.gov.sk.ca

Grade 3-5: Drum Circle with Keith Bartlett

Aim: This 1 hour 15 min. session will give students the opportunity to participate in a live broadcast with professional musician Keith Bartlett.

Students will learn about the growing popularity of drum circles throughout the world and how Keith Bartlett started a drum circle in North Battleford, Saskatchewan.

This workshop will show teachers and students how a drum circle works and help develop a better understanding of rhythm and tempo.

Creative/Productive: Students will create their own percussion instruments and participate in a drum circle.

Critical/Responsive: Students will have the opportunity to ask musician Keith Bartlett questions about his life as a professional musician.

Cultural/Historical: Students will learn about the cultural history of drum circles and how the practice has been adopted into popular culture.

About the Artist

After leaving the farm north of Harris (and high school in Rosetown), Saskatchewan, Keith Bartlett supported himself as a musician while earning a BA (English Literature) and BEd from the University of Saskatchewan.

Bartlett has performed across Canada and in the United States, South America, and Africa, in concerts, jazz clubs, folk festivals, radio and television. He has also composed theme music for national television.

Since 2000, Bartlett has operated his own music school in North Battleford, Saskatchewan. He offers private and group classes in guitar, fiddle, piano, 5-string banjo, African drumming, instrumental accompaniment, harmony singing, arranging for songwriters and recording production.

Bartlett performs concerts frequently, his choice of music always eclectic ("it's not the material; it's what the musician brings to the material"), sometimes in solo performances in smaller, intimate gatherings; he has a special fondness for the rural areas of the world.

Program Structure (1 hour 15 min.)

Teachers are encouraged to send in questions from their students via Adobe Connect at any point during the 1½ hour broadcast http://connect.edonline.sk.ca/liveartsed/

Teachers and students can consult the artist via the Internet or telephone during the teacher-guided hands-on workshop activities.

PART 1: 15 min. LIVE broadcast introductory session with a professional artist:
- Video - 'Studio Tour' with Keith Bartlett
- Demonstration 1 - Creating simple instruments.

PART 2: 15 min. Teacher-guided hands-on workshop activity - Building simple instruments.

PART 3: 15 min. LIVE broadcast with a professional artist.
- Video - 'North Battleford Drum Circle'.
- Demonstration 2 - Drum Circle. Learning simple rhythm and tempo.

PART 4: 15 min. Teacher-guided hands-on workshop activity - Drum circle.

Part 5: 15 min. LIVE broadcast with a professional artist - Conclusion.
- Student report from broadcast classroom.
- Q & A with Keith Bartlett

Curriculum Outcomes

Creative/Productive

CP3.6 Create and perform music (vocal and instrumental) that demonstrates knowledge of: form (repeated or contrasting phrases: call/ response, question/answer, rounds) rhythm (interplay of beat, tempo, and patterns of duration)

CP4.6 Create and perform music (voice and instrumental) that demonstrates knowledge of: form (e.g., round, call/ response, verse/chorus, rondo) rhythm, beat, and metre (e.g., triplets, 3/4 metre, syncopation; expressive use of tempo and dynamics)

CP5.6 Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of: tempo as an organizational technique rhythm including beat, tempo, patterns of duration, and metre…

Critical/Responsive and Cultural/Historical

Refer to renewed Arts Education curriculum documents for further information on grade specific outcomes, indicators. and assessment.

Materials and Resources

Creating percussion instruments. Have assorted drum-making materials on hand, for example:

- Round Containers - plastic cottage cheese, ice cream pails, tin cans if there are no sharp edges
- Covers for the drum - wax paper, different thicknesses of bond paper, fabric (stiff)
- Fasteners - elastics, yarn, string, rubber bands

Decorating items - markers, coloured paper, stickers, foam shapes, etc.
Tools - scissors, rulers, pencils, etc.

Teacher Guide for Hands-on Workshop Segment of the Broadcast

This activity can be done in a regular classroom setting. Encourage students to think about the sound created by each percussion instrument and its design (e.g., durability, decoration, cultural connections). Refer to the broadcast demonstration.

Pre-broadcast: Teachers may wish to visit a few sites on the internet prior to broadcast to look at samples of drum circles, homemade drums, and different drum designs. Visit the LIVE Arts website for a list of resources www.liveartsaskatchewan.com

1. Give students an opportunity to look at the drum-making materials supplied. Remind students that the sound of the percussion instruments with be affected by all the materials they choose. Challenge students to come up with two distinct sounds - a deeper 'boom' sound and a higher 'ting' sound; refer back to the broadcast demonstration.

2. Have students choose materials and quickly assemble one or two percussion instruments.

3. Working together as a class or in small groups, have your students demonstrate their instruments to their fellow students. Does each drum produce a 'boom' and/or a 'ting'? Have students adjust their designs to achieve the two distinct sounds.

4. If time permits, have students decorate their instruments using additional materials (e.g., yarn or coloured paper) and drawing materials to create designs.

LEADING A DRUM CIRCLE: Some basic steps

1. Start by experimenting with a basic 2/2 beat. Create the first beat by hitting the percussion instrument to make the lower note or the 'boom' sound; then, create the second note by making the 'ting' sound (use a different part of the drum or use a different percussion instrument). Practice the 2/2 beat until all of the students are in time. Then, experiment with increasing and decreasing the tempo (the speed) of the 2/2 beat.

2. Move on to experiment with 4/4 time, building on the 2/2 time. Try placing emphasis on different beats in the 4/4 time: **1 2** 3 4 or **1** 2 **3** 4 or 1 **2** 3 **4**

3. Continue to lead each example until the entire group is in unison. Now experiment with circle members adding different beats on top of the standard 4/4 rhythm.