

HIGH SCHOOL BODY PERCUSSION MODULE # 1: Anton Lock**Outcomes:** 4.1, 4.3, 4.4, 4.7, 4.8, 4.10, 4.11, 4.12**Performing**

- Performing pulse, sound and rhythm patterns
- Performing body percussion
- Performing vocal sounds percussively
- Walking, stamping and stepping to internal pulse or groove
- Performing a body percussion pattern to an accompaniment

Composing

- Experimenting with different kinds of body percussion sounds.
- Exploring walking, stepping and stamping to the groove

Listening

- Finding and establishing pulse
- Listening to the expert instructor
- Listening to vocal sounds/vocables as part of the Groove.

Valuing

- Appreciating non-traditional sound sources
- Appreciating the role of body percussion sounds in developing a groove
- Appreciating the role of vocal sounds in a percussive context

Resources for extension

- Refer Michelle Leonard's Rhythmic Module #3
- Refer Tainga Savage's Body Percussion Module
- The Great African Take Away - <https://youtu.be/Bj9JINeD9qw>
- Stomp Live – part 3 Just clap your hands - <https://youtu.be/lOXdDKwFe3k>
- Hand clap skit – original - https://youtu.be/lDvlo_LRIZ4

HIGH SCHOOL BODY PERCUSSION Part 2 MODULE # 2: Anton Lock

Outcomes: 4.1, 4.3, 4.4, 4.7, 4.8, 4.10, 4.11, 4.12

Performing

- Performing pulse, sound and rhythm patterns
- Performing patterns using call and response
- Performing a body percussion pattern building from simple to complex
- Walking, stamping and stepping to internal pulse or groove
- Performing a body percussion pattern to an accompaniment

Composing

- Experimenting with different kinds of body percussion sounds.
- Exploring walking, stepping and stamping to the groove

Listening

- Finding and establishing pulse
- Listening to the expert instructor
- Listening to a variety body percussion sounds as part of the Groove.

Valuing

- Appreciating non-traditional sound sources
- Appreciating the role of body percussion sounds in developing a groove
- Appreciating the role of vocal sounds in a percussive context

Resources for extension

- Keith Terry – Body Music – rhythmic blocks: <https://youtu.be/FOaJTH1jOto>
- A range of Body Music and where it comes from: <https://youtu.be/gKzko9z8jU8>
- Black History for kids: Learn to play Hambone: <https://youtu.be/2XuXy4JvWWQ>
- The Percussion Show presents: Body Percussion: <https://youtu.be/sb-2VsE2y-U>
- Body Percussion performed by High school students: <https://youtu.be/FWmoLP7A0MY>

HIGH SCHOOL OFFICE PERCUSSION MODULE #3: Anton Lock**Outcomes: MUS 4.1,4.3, 4.4, 4.7, 4.8, 4.11, 4.12****VA 4.1, 4.3, 4.6, 4.8****Performing**

- Explores sounds made on found sounds
- Explores pitch and what makes high and low sounds
- Explores materials to make sounds with

Composing/Art making

- Exploring how to make a pitched instrument from a cardboard box and rubber bands
- Experimenting with the range of sounds that can be found on this instrument
- Devising a composition using the sounds made on the cardboard box and rubber bands

Listening

- Identifying the range of sounds that can be found on a cardboard box with rubber bands
- Adjusting the height and length of the bands to make different pitches
- Listening to the expert instructor

Valuing/Critical and Historical Studies

- Considering the value of how instruments are made and what materials they are made from
- Exploring the function of and relationships between the artist – artwork – world – audience

Resources for extension

- Build your own percussion instrument – Part 3 – Percussion - <https://youtu.be/YHFqi5tXYLI>
- The most unusual musical instruments of the world <https://www.cmuse.org/most-unusual-music-instruments/>
- How to make Pen Beats - <https://youtu.be/Us6C2dyrVBA>
- <https://youtu.be/vHeDD9lluHc>
- Boston Typewriter Orchestra – making music with typewriters, vegetables and toy pianos <https://youtu.be/5X8z1wxZ3pk>
- Conchairto for Stools – THUD <https://youtu.be/xgUHRSOAreQ>
- Stomp – Newspapers - <https://youtu.be/1u37-MmecQE>

HIGH SCHOOL KITCHEN PERCUSSION MODULE #4: Anton Lock**Outcomes:** 4.1,4.3, 4.4, 4.7, 4.8, 4.11, 4.12**Performing**

- Exploring found sounds in the kitchen
- Performing patterns as a call and response
- Performing a rhythm pattern built up from simple to more complex on kitchen sounds
- Using vocal sounds to assist with performing the sequence of sounds
- Performing single strokes using alternate hands
- Performing patterns beginning slowly and gradually getting faster
- Performing with an accompaniment track

Composing

- Experimenting with different kinds of kitchen implement sounds.
- Exploring the varied pitches of kitchen sounds that could be identified with different parts of a drum kit

Listening

- Identifying kitchen implements that make a variety of pitched sounds that sound like parts of a drum kit
- Listening to the expert instructor
- Listening to a variety of kitchen implement sounds as part of the Groove.
- Using vocal sounds in your head (audiating) to assist in playing the percussive sounds in the right sequence

Valuing

- Appreciating non-traditional sound sources
- Appreciating the role of found sounds in developing a groove
- Appreciating the role of found sounds in a percussive context
- Appreciating the different sounds found in a drum kit

Resources for extension

- Making Music with STUFF FROM KITCHEN <https://youtu.be/fOCaNBGMMgE>
- Interactive kitchen drum circle – Santi Carcasona- https://youtu.be/C_ZO8Y5HA7s
- Making A Song Using Random Objects <https://youtu.be/HUyaSpLO3wU>
- Kitchen Percussion Challenge with Justin Hines <https://youtu.be/gnmm2u5mtZl>
- Kitchen Drumming for breakfast - Street drummer at home https://youtu.be/zVBOgM_9EtY

HIGH SCHOOL RECYCLED GOODS FOR INSTRUMENTS 'HANG' MODULE#5: Anton Lock**Outcomes: MUS 4.1,4.3, 4.4, 4.7, 4.8, 4.11, 4.12****VA 4.1, 4.3, 4.6, 4.8****Performing**

- Exploring the sounds of soft drink bottles fitted with bike valves and filled with air
- Tuning the bottles to make certain pitches

Composing/Art making

- Exploring how to make a pitched instrument from soft drink bottles, valves and a bike pump
- Experimenting with the range of sounds that can be found on this instrument
- Experimenting with making the sounds of a Hang Drum on found sounds
- Devising a composition using the sounds made with the bottles filled with air

Listening

- Identifying the range of sounds that can be found on the bottles filled with air
- Adjusting the amount of air in the bottles to make different pitches using a tuner (which can be downloaded to your phone)
- Listening to the expert instructor

Valuing/Critical and Historical Studies

- Considering the value of how instruments are made and what materials they are made from
- Exploring the function of and relationships between the artist – artwork – world – audience
- Appreciating the sound of a hang drum

Resources for extension

- Hand Drums or handpans – what are they? <https://youtu.be/cTowcbuJ48U>
- Boston Typewriter Orchestra – making music with typewriters, vegetables and toy pianos <https://youtu.be/5X8z1wxZ3pk>
- Found Sounds and Audio Samples – Nimbus project <https://youtu.be/tNGsnUWibnA>
- Angels we have heard on high (Christmas w/ 32 fingers and 8 thumbs) – The Piano Guys - <https://youtu.be/n543eKldbUI>
- INS tuner - <https://apps.apple.com/us/app/instuner-free-chromatic-tuner/id603425027>

HIGH SCHOOL PLAY A BUCKET FOR A DRUM MODULE #6: Anton Lock**Outcomes:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11**Performing**

- Exploring different sounds on plastic drums and drum sticks
- Performing patterns as a call and response
- Performing rhythm patterns built up from simple to more complex
- Performing single strokes using alternate hands
- Using vocal sounds to assist with performing the sequence of sounds
- Performing patterns beginning slowly and gradually getting faster
- Performing patterns that make up different sections of a piece
- Performing with an accompaniment track

Composing

- Exploring a range of drum sounds on a large plastic bucket
- Exploring ways to play using drumsticks

Listening

- Identifying the range of sounds that can be found on a large plastic drum with drum sticks
- Adjusting where you play the plastic bucket to make different sounds
- Identifying the varied rhythm patterns that make up the different sections of the piece
- Listening to the expert instructor

Valuing

- Appreciating non-traditional sound sources
- Appreciating the role of found sounds in developing a groove
- Appreciating the role of found sounds in a percussive context
- Appreciating the different sounds found in a drum kit

Resources for extension

- Top 10 Bucket drum beats of all time - https://youtu.be/NRg6Xo_MeOE
- Bucket Percussion (Spring 2017) - <https://youtu.be/LTRFwojifg>
- Trash Panda – chair drumming <https://youtu.be/F9OVnpA87ew>
- Julia Darvila - Stool pigeon - Rowloff productions <https://youtu.be/RuOxN2lx9HA>
- Julia Darvila - Recycled- Rowloff productions <https://youtu.be/aaodNvwYbIA>
- Stomp – ‘Little brooms and hose pipes’ part 4 - <https://youtu.be/5-0lrHhpvGM>
- Groove Onkels feat. Groove Tante - "Gelber Sack" outdoor!
https://youtu.be/n0qs4_bY4vg
- Groove Onkels-"Gelber Sack" Zwarte Cross Festival 2017
<https://youtu.be/gDBZltEwvYI>
- Wasamba Flash Mob - Forrest Chase <https://youtu.be/Rdtm1Ezu3ro>
- Stomp – Dustbin lids - <https://youtu.be/CZSTFAWfQEg>
- Hot Scots drum line - 2011 - Nigel - Talent Show at LHHS
<https://youtu.be/6iuD3pSgBcw>

Stage 4 – Years 7-8 Outcomes	
Performing	4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts 4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles 4.3 Performs music demonstrating solo and/or ensemble awareness
Composing	4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing 4.5 Notates compositions using traditional and/or non-traditional notation 4.6 Experiments with different forms of technology in the composition process
Listening	4.7 Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas 4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire 4.9 Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study 4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context
Valuing	4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform 4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences