

Unit Topic: Building, Playing First Nation's Hand Drum

BC Ministry Music 10 PLOs

Structure (<i>Elements of Rhythm</i>)	<ul style="list-style-type: none"> ▪ analyse and use rhythms reflective of a variety of cultures and styles
Structure (<i>Elements of Expression</i>)	<ul style="list-style-type: none"> ▪ describe the elements of expression using appropriate music terminology ▪ describe the elements of expression in terms of the physical properties of sound
Structure (<i>Form and the Principles of Design</i>)	<ul style="list-style-type: none"> ▪ use appropriate terminology to describe form and principles of design ▪ relate form and principles of design in music to those in other arts
Thoughts, Images, and Feelings	<ul style="list-style-type: none"> ▪ demonstrate a willingness to share personal insights with music ▪ analyse and communicate thought, images, and feelings about music that relate to social, historical, and political issues ▪ demonstrate respect for and understanding of the diversity of thoughts, images, and feeling evident in culturally, historically, and stylistically diverse music
Context (<i>Self and Community</i>)	<ul style="list-style-type: none"> ▪ use skills and attitudes appropriate to a range of music experiences in a variety of venues, as performer, participant, and audience, demonstrating: <ul style="list-style-type: none"> ○ an awareness of the sense of community ○ audience and performer etiquette ○ performance skills ○ respect for others' contributions ▪ demonstrate an ability to critique the work of self and others ▪ demonstrate an ability to contribute to the physical well-being of self and others while experiencing music
Context (<i>Historical and Cultural</i>)	<ul style="list-style-type: none"> ▪ analyse how thoughts, images, and feelings are expressed in music within a variety of historical, cultural, and stylistic contexts

Lesson	Objectives (SWBAT)	Materials	Activities to Meet Objectives	Assessment
1. Respectful Inquiry/ Preparation	1. Understand the importance of respectful interactions with another culture. 2. Understand how to approach respectful interactions, inquiry regarding another culture. 3. Outline steps to begin, create an instrument.	<ul style="list-style-type: none"> • Library (pre-arranged with teacher librarian) <ul style="list-style-type: none"> ○ computers with internet access ○ newspapers ○ books ○ museum guides/ brochures Teacher <ul style="list-style-type: none"> ➤ Computer ➤ Projection area 	<p><i>Hook - What Do We Need to Know?</i></p> <p>>>Brainstorm to:</p> <ol style="list-style-type: none"> 1. What do we need to know, before we start an activity from someone else's culture? <ol style="list-style-type: none"> a. respectful methods/protocols b. contacts 2. Materials <ol style="list-style-type: none"> a. where can we get them b. how much will it cost c. where will we store things, esp during curing and soaking 3. Money 4. Measurements 5. What is "public domain" vs. "intellectual property"? <p>What other question do you have?</p> <p><i>Compiling Information</i></p> <ol style="list-style-type: none"> 1. Where can we find this information? <ol style="list-style-type: none"> a. internet b. catalogues c. newspapers d. museum reps 2. How can we tell it's a credible resource? 3. Break into groups, one per item from Brainstorm compile info, recording resources (citation generator, tinyurl, etc) 4. Be ready to present info next class (5~7min) <ol style="list-style-type: none"> a. teacher presents rubric for information required in presentation (Ss to build own in Lesson 7) 	<p>AS Learning</p> <ul style="list-style-type: none"> – Students evaluating their resources <p>OF Learning</p> <ul style="list-style-type: none"> – Circulating during research period, assessing Ss' assessment of resources (verify credible resources)

2. Presentations	<ol style="list-style-type: none"> 1. Explain the purpose of asking respectful questions when interacting with another culture. 2. Provide examples of respectful questions to Discover protocol. 	<ul style="list-style-type: none"> • Computer • Projection area 	<p><i>Hook</i> - 10min for Ss to assemble all components of presentation, make final preparations</p> <p><i>Presentations</i></p> <ol style="list-style-type: none"> 1. Each group presents their question, and answers found 5~7min 2. 2~3min question period <p><i>Class Analysis</i></p> <ol style="list-style-type: none"> 1. What is the very first thing we should do, to show respect to the people we want to learn something from? >>PERMISSIONS (teacher will have enquired about these, prior to class/yr) 2. Where's the best place to get our materials? 3. Do we have the money for it? <ol style="list-style-type: none"> a. how can we get the money for it? 4. Do we have the tools we need? <ol style="list-style-type: none"> a. where can we find them? b. do we need expert help, with some of the tools? 5. Is there a place <i>in the school</i> where we could look for people and tools? 6. Brainstorm fundraising <ol style="list-style-type: none"> a. budget b. grants c. fundraising sales 	<p>AS Learning</p> <ul style="list-style-type: none"> - Class analysis of the order of our next steps to show respect to the culture from which we wish to learn. <p>OF Learning</p> <ul style="list-style-type: none"> - Ss give coherent explanations and examples based on Presentation Rubric
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3. Hoops	<ol style="list-style-type: none"> 1. Assess their own understanding of "prayer," and how they can approach it from their own beliefs. 2. Refine their hoop using sand paper to be smoother, soft to the touch 	<ul style="list-style-type: none"> • Computer • Projection area • Speakers • Hoops • Sand paper (2/person) 	<p><i>Hook</i> - YouTube Video https://www.youtube.com/watch?v=3uzmBCZUx0w ~Don't have to memorize, because we'll constantly revisit the method, techniques. <i>Discuss</i> "Prayer" while making drum</p> <ol style="list-style-type: none"> 1. How else can we think of "prayer"? 2. Do you have to think of drumming, music the whole time Other positive thoughts, ideations ok? <p><i>Distribute</i> hoop, sand paper (Ss will not build cut wood, build hoop for time) <i>Planning</i> for the next day ~ prep, soak our hide</p>	<p>FOR Learning</p> <ul style="list-style-type: none"> – Teacher will circulate during sanding period, discussing Ss' perceptions of tasks, and idea of "prayer" – Focus on how S can utilize own ideation to prepare mentally
4. Soaking Hide, Practice Tracing and Cutting	<ol style="list-style-type: none"> 1. Prepare dry hide for cutting and stretching into drum head and thread 2. Prepare themselves to cut out and punch threading holes into a drum head (practice with paper) 	<ul style="list-style-type: none"> • Plastic bins • Hides • Water/Hose • Hoops • Sand paper • News/ Butcher paper • Large compasses • Pencil • Scissors 	<p><i>Hook</i> - Stacks of plastic tubs and hides <i>Preparing the Hide</i> Ss will</p> <ol style="list-style-type: none"> 1. set up bins 2. select hide 3. find partner to share a bin 4. carefully place hides in bin 5. fill with water. <p>Ss may take this time to put final touches on hoops, while all bins fill with water. <i>Practice</i> On newspaper (or butcher paper, something big and cheap) Ss practice tracing and cutting circle for drum head, hole alignment and punching around the edge</p> <ul style="list-style-type: none"> – This may also act as a template when Ss cut and punch hide 	<p>FOR Learning</p> <ul style="list-style-type: none"> – Teacher circulates assessing progress of each S, correcting alignment, technique, etc to ensure good hole placement

5. Cut, Stretch, Punch	<ol style="list-style-type: none"> 1. Trace, cut, and punch their drum head 2. Cut threading using Lewis' technique (stretching while cutting) 3. Prepare to thread drum head (practice with paper, string) 	<ul style="list-style-type: none"> • Computer • Projection area • Speakers • Hide • Scissors (one per pair) • Big compass • Pencil • Paper templates (made last class) • String <p>Teacher</p> <ul style="list-style-type: none"> ➤ Hammer ➤ Punch 	<p><i>Hook</i> - YouTube Video https://www.youtube.com/watch?v=3uzmBCZUx0w</p> <ul style="list-style-type: none"> – segment on punching holes, cutting thread, – review process from practice <p><i>Demonstrate</i> Cutting while stretching of thread. ("If you need help cutting a circle, let me know. For now I'll focus on the technique for cutting thread.)</p> <p><i>Cut, Punch, Stretch</i></p> <ul style="list-style-type: none"> – Replace hide in bins when finished, to keep from drying out before next class – Teacher will punch demo punching the first hole in the first end of the thread – *Remember your mindset during building* <p><i>Review</i> Play threading segment again</p> <p>Ss practice with string on their paper templates</p> <p>***Without tightening***</p>	<p>OF Learning</p> <ul style="list-style-type: none"> – Teacher circulates, assessing and guiding Ss' cutting techniques <p>AS Learning</p> <ul style="list-style-type: none"> – Talking Ss through their cutting, asking question of self-assessment and reflection, about technique, success using it
6. Threading	<ol style="list-style-type: none"> 1. Thread and tighten their drum. 2. Wrap the handle. hang to dry. 	<ul style="list-style-type: none"> • Computer • Projection area • Speakers • Cut hide • Hoops 	<p><i>Hook</i> YouTube Video https://www.youtube.com/watch?v=3uzmBCZUx0w</p> <ul style="list-style-type: none"> – threading segment – *Remember your mindset during building* <p><i>Demonstrate</i> Threading with own drum, demo string breaking, adding on to continue</p> <p>Ss thread own drums</p> <p><i>Demonstrate</i> Wrapping</p> <p>Ss wrap own drums, hang to dry when finished</p> <p><i>Prep</i> will look at other facets of culture next time (while drums drying)</p>	<p>AS Learning</p> <ul style="list-style-type: none"> – Self-assessing questions about tightness, even of tension <p>OF Learning</p> <ul style="list-style-type: none"> – Checking tension – Ss' reaction when threading breaks

<p>7. Many Facets for "Culture"</p>	<ol style="list-style-type: none"> 1. Identify questions around chosen facet of culture. 2. Identify essential elements of an oral presentation with visual aids. 3. Create a Rubric to evaluate and peers' work. 	<ul style="list-style-type: none"> • Computer • Projection area • Speakers • Examples of art, dance, family housing, language, etc • Word program (to build Rubric) 	<p><i>Hook</i> Displays of art, dance, family housing, language, etc <i>Discuss</i> how these elements of culture might influence drumming (decoration, ceremonies, meditation, communication) <i>Prepare</i> Next Presentation -- Culture: it's more than the parts (5~7min) Hand drumming (and other musics) is just one part of Coast Salish culture.</p> <ol style="list-style-type: none"> 1. Select one of the following to explore: <ol style="list-style-type: none"> a. dance b. art c. story telling d. myths vs. stories e. family - orientation, living arrangements f. language g. land claims, movement around historical territory h. current events i. public vs. private, social vs. sacred (include why you cannot present examples of the private, sacred) 2. What makes this culturally significant? 3. How might this influence drum music, or vice versa? 4. Why is it important to look at more than one or two facets of a culture? <p><i>Create</i> Rubric</p> <ol style="list-style-type: none"> 1. What is important to include in a presentation? (What topics did you see last time?) 2. How will we determine a mark for each element (sliding scale)? 	<p>FOR/AS Learning</p> <ul style="list-style-type: none"> – Build own Rubric, to be used for next presentations
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8. Presentations	<ol style="list-style-type: none"> 1. Present information about chosen fact of culture. 	<ul style="list-style-type: none"> • Computer • Projection area 	<p><i>Present</i> Ss present their findings on their chosen topic 5~7min</p>	<p>OF Learning</p> <ul style="list-style-type: none"> – Ss Provide information as outlined in class-constructed Rubric <p>AS Learning</p> <ul style="list-style-type: none"> – Peer assessment as outlined in class-constructed Rubric
9. Mallets	<ol style="list-style-type: none"> 1. Select safe tool to use as mallet. 2. Reflect on what they like about the feeling, sound a tool makes (against palm). 	<ul style="list-style-type: none"> • Computer • Projection area • Speakers • Place to walk outside 	<p><i>Hook</i> - YouTube video/audio of drum music <i>Discuss</i> How can you make your drum speak? How can you make your drum speak for you? About you? <i>Explore</i> *Remember your mindset during building* <ol style="list-style-type: none"> 1. Go for a walk. Find a stick, pad, etc you like the feel of -- try patting it gently against the palm of one hand to feel how it will strike your drum. 2. If you find a stick, and you have extra hide, you may ask your partner how to divide it to wrap your stick to make a mallet head. <p><i>Prepare</i> Next class we will have a GUEST to initiate our drums in a Coast Salish ceremony so we may play our drums.</p> </p>	<p>AS Learning</p> <ul style="list-style-type: none"> – Self-assessment around what Ss like the feel, sound of; safety of tool, to self and drum <p>FOR Learning</p> <ul style="list-style-type: none"> – Self reflection of how they want their drum to sound, based on mood (what mood have you been building with?)

10. Initiation Music and Songs	1. Participate in initiation ceremony with self-made drum.	<ul style="list-style-type: none"> • Ss' drums • GUEST's materials • Gift for GUEST 	<i>Hook</i> Ss prepare the space for GUEST (based on instructions teacher received) <i>GUEST</i> Leads Ss through initiation ceremony <i>Play</i> Music making and learning <i>Exchange</i> Thanking GUEST for coming, initiating our drums	AS Learning – Debriefing of cultural significance of ritual, building with a certain mindset
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Resources:

BC Ministry of Education IRP

Lewis, Jorge, and Phil Ives. "How to Make a Traditional Coast Salish Drum: Jorge Lewis Drum Maker." *YouTube*. YouTube. Web. 21 June 2015.

"Native Drums - Learn about Canadian Aboriginal Drums and Music." *Native Drums - Learn about Canadian Aboriginal Drums and Music*. Web. 22 June 2015.

"Native Drums - Teachers Homepage - Canadian Curriculum Based Learning Materials." *Native Drums - Teachers Homepage - Canadian Curriculum Based Learning Materials*. Web. 24 June 2015.

Rice, Waubgeshig. *Drum Making: A Guide For The Anishinaabe Hand Drum*. Owen Sound, Ontario. Ningwakwe Learning, 2005.

Workshops Contacts:

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