



YAMATO: The Drummers of Japan Curriculum Connections Lesson Plan

Grades:

- 2-5
- 6-8
- 9-12

Brief Description

Creating and performing with percussion instruments.

Objectives

Students will:

- Identify elements of music using musical terminology (DOK1).
- Explain how incorporating elements of drama into a music performance enhance its entertainment value for an audience (DOK2).
- Analyze and/or evaluate the effectiveness of varying the elements of music in a performance of peers and professional musicians (DOK3).
- Compose and perform an individual rhythm on an instrument in accompaniment with a group performance (DOK4).

Materials Needed

Recyclable containers, Yamato handout, markers, scissors, and glue





Lesson Plan

Preparation

- Teacher will make copies of the Yamato handout and issue to each student.
- Students will bring an object from home that they feel could be used as a percussion instrument. If they wish to strike the instrument for sound that item will be needed as well. It should be encouraged that not all percussion instruments need to be drums.

Yamato Handout Packet

1. History of Taiko

- Students will read along as selected student volunteers read aloud the *History of Taiko* from the packet.
- Teacher should open discussion to parallel with other cultures and instruments throughout history by asking students about their ancestors and their uses of instruments (e.g. Scottish bagpipes, African drums). Can also tie into the folk music and instruments of the Kentucky region (i.e. Appalachian).
- Teacher should also open discussion by asking about our current way of life and dependency on sounds. On a daily basis, how many sounds have we become dependent upon to get us through our lives? (e.g. Alarm clocks, school bells, sirens)

2. Introduction to Wadaiko Instruments

- Students will read and complete the exercises that will familiarize them with the instruments and glossary terms of Yamato's Wadaiko Drummers of Japan.
- Clearer pictures can be found of instruments at www.taikos.com
- Teacher should review answers and discuss subject (key included).

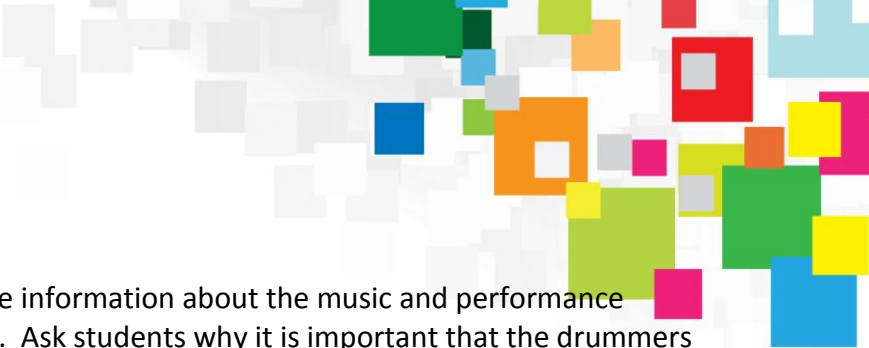
3. The Process of Making a Taiko

- Students should classify which of the instruments their object most closely resembles in sound and shape. Their instrument should now be called the Japanese name from that point on!
- Teacher describes the process of making a Taiko drum based upon handout as students color, cut and paste either the Futatsu-domoe or Mitsu-domoe design onto their instrument.

4. Watch, Listen and Respond

- Class views assorted video clips of YAMATO: The Drummers of Japan on their Youtube page: <http://youtu.be/7y6hbXLoEWA> or at: <http://www.youtube.com/user/YAMATOTHEDRUMMERS?blend=9&ob=5>
- Teacher opens a dialogue with the students by asking students to classify the instruments seen in the video as well as any examples of terms that can be applied from the glossary of the Yamato Handout (to include any costume items worn).



- 
- Teacher should also ensure to incorporate information about the music and performance elements that might be seen in the video. Ask students why it is important that the drummers hold their sticks up all together and swing them from the same distance in choreographed movement (rhythm and timing).

Create and Perform (modify for grade and ability)

1. Call and Response

- Break students up into small ability groups. For best results, bring the class outside or to an area large enough so that they can clearly hear the beat of their fellow performers without distracting others outside of the group.
- Students are to create impromptu rhythms that are repeated by the others in the group exactly as composer plays it. Students are to explore with patterns, dynamics and timing.
- Students incorporate physical gestures into their performance to be mimicked by the others in the group (timing swings, raising of sticks, head bowing during a beat or rest, etc).

2. Taiko Group Performance

- Groups are to compose a two-minute Taiko Drum Group presentation that they will perform for the rest of the class. Each group should have a name and the composition should include a name and purpose (hunters, rain, religious) that will be introduced with the group.
- All students in the group must agree upon and play a consistent beat that will establish the rhythm and timing for the music during the performance.
- During the performance each individual must break away from playing the rhythm of the piece and play a variation that they have created that adds to the performance.
- Each performance must also incorporate elements of performance and contain choreography followed by all in the group.

Assessment

Students may be assessed through graded worksheets, the creation of their instrument, through individual participation during the lesson and performance, and through a formal written reflection and critique of the student performances.

Performance Critique

- After watching the live performance of Yamato, students should write a formal critique of the performance and reflect upon their experience.



National Standards

NA-M.5-8.6	Listening to, Analyzing, and Describing Music
NA-M.5-8.7	Evaluating Music and Music Performances
NA-M.5-8.8	Understanding Relationships Between Music, Other Arts, and Disciplines Outside the Arts

Kentucky Standards

Arts and Humanities

AH-8-SA-U-1	Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.
AH-8-HA-U-2	Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.
AH-8-PA-S-Mu4	Students will use knowledge of the elements of music and music terminology to describe and critique the performances of others.
AH-8-PA-S-Mu5	Students will identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest).
AH-HS-HA-U-3	Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.
AH-HS-HA-S-Mu1	Students will describe, analyze and evaluate distinguishing characteristics of music representing a variety of world cultures and historical/style periods.
AH-HS-HA-S-Mu3	Students will examine music from various world cultures and explain how music reflects the culture, cultural beliefs, or blending of cultures.
AH-HS-PCA-S-Mu2	Students will create new, listen to, choose and perform music to fulfill a variety of specific purposes.
AH-HS-PA-S-MU4	Students will use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others.
AH-HS-PA-S-Mu5	Students will identify and apply criteria for evaluating music (e.g. skill of performers, originality, emotional impact, variety, interest, technical accuracy)
AH-HS-PA-S-Mu6	Students will demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way.

YAMATO: The Drummers of Japan Lesson Plan Prepared By:

Dustin Mosko, Engagement Coordinator

Norton Center for the Arts

Centre College

