# "Put it All Together: Frame Drums, Body Percussion, Composing and Improvising!" For MusicPlay online. James Allen September 23, 2020

Come join us as we are "reintroduced" to the fabulous frame drum!

This drum has a rich tradition in many countries and cultures.

Using authentic techniques and sounds, we will explore improvisation, composition and rhymes.

#### I. Introduction

- A. Short frame drum solo James
- B. Play physical imagine drum as various objects/ pantomime
- C. Echo specific drum sound (individual sounds/qualities)
  - Pa
     Dum
     Tek
     Ka
     Brush
     Snap
- D. Send sounds around the circle (In your classroom)
  - 1. Leader initiates / individuals in order pass sound around the circle
  - 2. Change leaders / choose new sounds
- E. Reflect / Discuss
  - 1. Sound qualities
    - a) "What did you notice?"
    - b) "What did you see in your mind's eye?

# II. Echo 4-beat rhythm patterns of FD sounds

- A. Combine sounds 8 beat echo
- B. 2-sound combination
- C. 3-sound combination
- D. Choices of combination selected from group suggestions
- E. Individual choices
  - 1. Echo 8-beat patterns
  - 2. Echo 16-beat patterns

#### III. Create a Rhythmic Motif for improvisation and composition

- A. Create two four-beat patterns using rhythmic building bricks or familiar patterns.
  - 1. Audiate for clarity
  - 2. Create a second pattern using some repetition of first
  - 3. Combine
    - a) Share a few examples
    - b) Group feedback
- B. Partner work
  - 1. Individuals create form
    - a) Label rhythms "A" and "B"
    - b) Choose form
    - c) Perform for each other
    - d) Decode each other's form
    - e) Transfer to body percussion
- C. Group sharing rhythms on body percussion
  - 1. Group decodes form
  - 2. Discuss rhythmic harmony
  - 3. Cumulative rhythms 'round the circle

#### IV. Improvising (not on the video)

- A. Introduce improvising techniques
  - 1. Altering one beat in a phrase
  - 2. Shifting rests
  - 3. Augmentation/diminution
  - 4. Quoting rhymes
  - 5. Borrowing ideas from partners
    - a) Copy their first measure
    - b) Copy their second measure
- B. Partner work
  - 1. Improvisation conversation with multiple partners
  - 2. Motif conversation

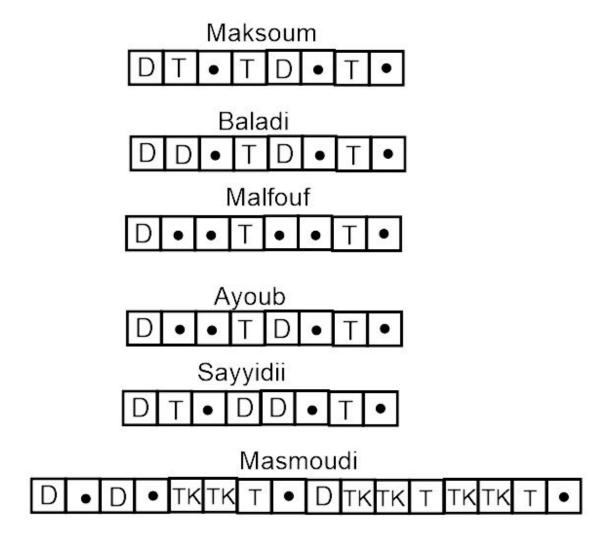
## V. Middle Eastern rhythms on frame drum

- A. Introduce/Demonstrate each rhythm
  - 1. Maksoum
  - 2. Baladi
  - 3. Sayyidii
  - 4. Malfouf
  - 5. Ayoub
  - 6. Masmoudi
- B. Pass rhythms around the circle

- C. Small group work (for video, leader will be the ostinato)
  - 1. Select a rhythm to use as an ostinato
  - 2. Improvise a phrase or use 8-beat motif as a solo phrase
    - D. Tihai cadential phrase
      - 1. Practice with group
      - 2. Individuals cue Tihai (four snaps)

### VI. Finale: Queen Caroline rhyme with Middle Eastern ostinatos

- A. Teach rhyme
- B. Transfer text to frame drum sounds (dum/pa/tek/ka/brush)
- C. Perform on frame drum
- D. Group work
  - 1. Choose a Middle Eastern rhythm as ostinato
  - 2. Perform rhyme against ostinato
  - 3. Individuals take solos (improvise or use motif against ostinato)
  - 4. Create an introduction/Use Tihai as coda
- E. Perform as a rondo
  - a) Unison rhyme
  - b) Group rhythm conversations against chosen ostinato
  - c) Possible dramatization of story?



# **Queen Queen Caroline**

Queen, Queen, Car - o - line, Dum Dum Pah- Pah - Pah

Washed her hair in tur - pen - tine. Brush - ee Brush - ee Brush

Tur - pen - tine made it shine, Knock Knock Knock Knock Knock (or) Tek - Ka Tek Tek - Ka Tek

> Queen, Queen, Car - o - line. Dum Dum Pah- Pah - Pah