

“Put it All Together: Frame Drums, Body Percussion, Composing and Improvising!”

For MusicPlay online.

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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)
 - 1. Pa
 - 2. Dum
 - 3. Tek
 - 4. Ka
 - 5. Brush
 - 6. 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?

Maksoum

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D | T | • | T | D | • | T | • |
|---|---|---|---|---|---|---|---|

Baladi

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D | D | • | T | D | • | T | • |
|---|---|---|---|---|---|---|---|

Malfouf

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D | • | • | T | • | • | T | • |
|---|---|---|---|---|---|---|---|

Ayoub

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D | • | • | T | D | • | T | • |
|---|---|---|---|---|---|---|---|

Sayyidii

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D | T | • | D | D | • | T | • |
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Masmoudi

| | | | | | | | | | | | | | | | |
|---|---|---|---|----|----|---|---|---|----|----|---|----|----|---|---|
| D | • | D | • | TK | TK | T | • | D | TK | TK | T | TK | TK | T | • |
|---|---|---|---|----|----|---|---|---|----|----|---|----|----|---|---|

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 - ee Brush

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

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