

Bang on the Drum All Day!



This lesson has been adapted from Drums Alive! Drum Alive is a program that offers professional development and training. Teachers have the opportunity to become a certified Drums Alive instructors. The benefits to the activity include the development of muscular endurance and cardiovascular conditioning. The patterns are choreographed to music, adding to the development of timing and rhythmic movements.

NASPE Standards: 1, 2, 5, 6

Equipment needed

Stability balls-65 cm, lummi or drumsticks, five gallon buckets, music, open space

Safety considerations

Students should be aware of balls that may roll off buckets around them during the activity. With practice, students will become more aware of the positioning of strikes on the ball that will help maintain the stability.

Room set up

Set up buckets and balls in rows with each row offset one bucket to open windows. OR Set up buckets in a circle.

Basic drumming

Students begin behind the ball and bucket. Each student has their own set of drumsticks.

Double strike

Both sticks strike the ball at the same time

- Elbows bent, sticks up in front of body, hit the ball at the same time
- As the sticks hit ball, bend knees slightly

Single strike

• Alternate sticks hitting ball

- As one stick strikes ball, opposite stick is up in front of body
- Rock hips side to side-as right stick strikes, rock to right, left stick strike, rock to left

Side strike

• Open arms out to sides and strike the sides of the ball

- Turn toes out and open feet wide
- Squat or bend knees as the ball is hit
- Extend knees and bring sticks in front and strike sticks together in front of body

Single Side Strike

• Open arms out to side and strike right side with right stick, bending knees

- Return to center, extend knees and strike sticks together in front of body
- Open arms to side and strike left side with left stick, bending knees
- Return to center, extend knees and strike sticks together in front of body

Double Side Strike

• Take both sticks to right side, strike side with both sticks

- Lunge to the right, bending right knee and extending left leg
- Return to center
- Take both sticks to the left side, strike side with both sticks
- Lunge to the left, bending left knee and extending right leg

Squat

• Sticks overhead and strike together

- Toes turned out, feet wide. Bend knees and squat
- Strike the sides of the ball

Jacks

• Extend arms overhead and strike sticks together

- Jump feet apart, bending knees
- Strike ball on each side
- Jump feet together

Bells

• Begin with sticks overhead

- Begin with right foot in the air to the side
- Leap onto right foot, extending left leg to the side
- Right knee bent

- Left stick comes down and strikes side of the ball
- Leap onto left foot, extending right leg to side
- Right stick comes down and strikes the side of the ball

Double Bells

- Begin with sticks overhead
- Begin with right foot in the air to the side
- Leap onto right foot, extending left leg to the side
- Right knee bent, hop once
- Left stick comes down and strikes side of the ball twice
- Leap onto left foot, extending right leg to side, hop once
- Right stick comes down and strikes the side of the ball twice

Skipping

- Step hop, alternating from right to left foot
- Strike ball with both sticks on each step and hop

Skip Twist

- Step on right foot turning body to the right
- Hop on right foot, turning body to center
- Step on left foot turning body to the left
- Hop on left foot, turning body to the center
- Strike ball with both sticks on each step and hop

Scissor

- Jump feet apart, right foot forward, left foot back
- Strike the ball with the right stick
- Jump left foot forward, right foot back
- Strike the ball with the left stick

Running

- Run around the ball clockwise
- Strike the ball with right stick with each step
- Run around the ball counterclockwise
- Strike the ball with the left stick with each step

Circle Run

- Participants face to the left
- Right stick on ball
- Begin running clockwise
- Strike a ball every other step as you pass
- Left stick on ball
- Begin running counterclockwise
- Right stick on ball

Cupid Shuffle

- Side together to the right four times-on the final together, hit the ball with both sticks. Student should be at the ball to the right of their own ball.
- Side together to the left four times-on the final together, hit the ball with both sticks. Student should be at their own ball.
- Four kicks, striking the ball while you kick
- Strike the ball four times as you turn to face left
- Walk forward four counts, clicking sticks together and start at new ball

Modifications

Consider giving students different objects for drumming such as a larger size stick to grip or have partners assist with drumming. Two students may drum on the same ball using opposite sides.

Assessment

Select at least four movement patterns and put together a 32 count drumming routine

Criteria	1 point	2 points	3 points	4 points
32 count routine	Student was unable to create a 32 count pattern	Student was able to create a portion of a 32 count pattern	Student created a 32 count routine	Student created a 32 count routine and was able to phrase with the music
Movement patterns	Student is unable to perform the movement patterns	Student is able to perform some of the movement patterns	Student is able to perform most of the movement patterns	Student is able to perform all movement patterns with music
Rhythmic movement	Student is unable to stay with the music and on the beat	Student is able to stay with the music and beat some of the time	Student is able to stay with the music and beat most of the time	Student is able to consistently stay on the beat and is able to phrase with the music
Original pattern	Student is unable to create an original pattern	Student is able to take an existing pattern and alter slightly	Student is able to create an original drumming pattern	Student is able to create an original drumming pattern while phrasing with the music
Participation	Student was unable to participate in a positive manner	Student was able to participate in a positive manner some of the time	Student was able to participate in a positive manner most of the time	Student consistently participated in a positive manner

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