



PERCUSSION PARADE!

Artie Almeida, Clinician

ARIZONA Music

Educators Association



**Download the visual support for this clinic
by visiting www.artiealmeida.com**

- 1. Go to the above website.**
- 2. Click on Teacher Resources**
- 3. Click on Teacher Downloads**
- 4. Click on the AZMEA link to
start the download.**

**Grades
K-5**

Woods, Metals, Shakers, Skins

Hoop Group Activities

**for Your
Active
Music Room**



Woods, Metals, Shakers, Skins

Hoop Group Lessons

Timbre Talk (Grades 3–5)

Timbre Time (Grades K–3)

B-I-N-G-O (Grades 1–5)

Play Percussion (Grades 2–5)

Body Percussion to Non-Pitched Percussion (Grades 2–5)

Time to Play Percussion (Grades K–2)

A Sailor Went to Sea (Grades 2–4)

Alexander and the Terrible, Horrible, No Good, Very Bad Day (Grades 1–4)

I-M-P-R-O-V-I-S-E (Grades 3–5)

Rhythms and Rhymes (Grades 3–5)

Tony Chestnut (Grades 3–5)

Old Brass Wagon (Grades 3–5)

Hoop Group Routines with Recorded Music

When the Saints Go Marching In (Grades K–3)

The Chicken Dance (Grades K–5)

The Hamster Dance (Grades K–3)

Get Ready for This (Grades 3–5)

The Archies: Sugar, Sugar (Grades 3–5)

Purcell: Entrada from *The Indian Queen* (Grades 2–5)

Tchaikovsky: Trepak from *The Nutcracker Suite* (Grades 3–5)

Anderson: The Syncopated Clock (Grades 3–5)

Brahms: Hungarian Dance #5 (Grades 3–5)

Anderson: Bugler's Holiday (Grades 3–5)



You see children **playing instruments,**

I see:

Following directions

Teamwork

Choice-making

Joint attention

Listening skills

Engagement

Independence

Sensory input

Turn-taking

Fine motor skills

Gross motor movements

Basic concept learning

and much more!

#MusicTherapyGoals

#AlliedHealthProfession

#BoardCertifiedMusicTherapist

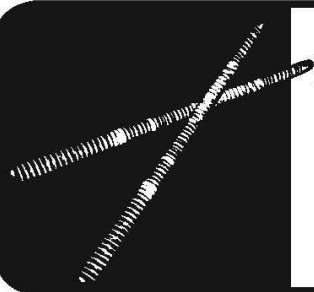
MusicTherapyEbooks.com











WOOD



METAL



SHAKER



SKIN



METALS



SHAKERS



SKINS



Refrain

All



Verse 1

Teacher

Woods



7

Teacher Woods All

The image shows a musical score for a song. The staff is a single line with a treble clef and a key signature of one flat. The melody is written in eighth and quarter notes. Above the staff, there are three colored boxes: a white box labeled 'Teacher', a red box labeled 'Woods', and an orange box labeled 'All'. The 'Woods' box is positioned over a two-measure rest. The 'All' box is positioned over the final two measures of the melody.

Teacher

Woods

All

Refrain

All

**Verse 2**

Teacher

Metals



15

Teacher Metals Teacher Woods All



Teacher Metals Teacher Woods All

Teacher

Metals

Teacher

Woods

All

Refrain

All



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Verse 3

22 **Teacher** **Shakers**
 Can you play the shak - ers now? We can play the shak - ers now!

24 **Teacher** **Shakers** **Teacher** **Metals**
 Shak - ers now? Shak - ers now! Met - als now? Met - als now!

26 **Teacher** **Woods** **All**
 Woods right now? Woods right now! Oh, oh, oh, oh!

Refrain

28 **All**
 Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

Verse 4

32 **Teacher** **Skins**
 Can you play the skins right now? We can play the skins right now!

34 **Teacher** **Skins** **Teacher** **Shakers**
 Skins right now? Skins right now! Shak - ers now? Shak - ers now!

36 **Teacher** **Metals** **Teacher** **Woods** **All**
 Met-als now? Met-als now! Woods right now? Woods right now! Oh, oh, oh, oh!

Refrain

39 **All** *rallentando* *(roll) All strike:*
 Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

Play Percussion!

A parody of Alouette

Play a steady beat while singing your part. (Do not play when you are not singing.)

REFRAIN:

All: Play percussion,
we will play percussion.
Play percussion,
we will play it now.

VERSE 1:

Teacher: Can you play the woods right now?
Woods Group: We can play the woods right now!
Teacher: Woods right now?
Woods Group: Woods right now!
All: Oh, oh, oh, oh!
(roll whole note on instruments)

REFRAIN

VERSE 2:

Teacher: Can you play the metals now?
Metals Group: We can play the metals now!
Teacher: Metals now?
Metals Group: Metals now!
Teacher: Woods right now?
Woods Group: Woods right now!
All: Oh, oh, oh, oh!
(roll whole note on instruments)

REFRAIN

VERSE 3:

Teacher: Can you play the shakers now?
Shakers Group: We can play the shakers now!
Teacher: Shakers now?
Shakers Group: Shakers now!
Teacher: Metals now?
Metals Group: Metals now!
Teacher: Woods right now?
Woods Group: Woods right now!
All: Oh, oh, oh, oh!
(roll whole note on instruments)

REFRAIN

VERSE 4:

Teacher: Can you play the skins right now?
Skins Group: We can play the skins right now!
Teacher: Skins right now?
Skins Group: Skins right now!
Teacher: Shakers now?
Shakers Group: Shakers now!
Teacher: Metals now?
Metals Group: Metals now!
Teacher: Woods right now?
Woods Group: Woods right now!
All: Oh, oh, oh, oh!
(roll whole note on instruments)

REFRAIN

*With rallentando, half-note roll,
and quarter-note strike.*



Let's change Hoop Group Stations!

(Travel Poem)

1-2-3-4

Scout your bootie
'cross the floor

5-6-7-8

Hurry, don't be late!



I-M-P-R-O-V-I-S-E

Verse 1: (*Teacher leads; students echo*)

Metals time for you to shine
Play some music you design

Refrain: (*All*)

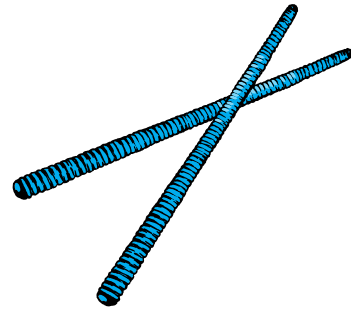
I-M-P, R-O-V, I-S-E,
improvise!



Verse 2:

Metals sounded mighty good
Move on over for the wood!

Refrain



Verse 3:

Shakers, time to have some fun,
Play four measures,
then you're done!

Refrain



Verse 4:

Drums, it's time to take your trip,
Play some rhythms,
make 'em hip!

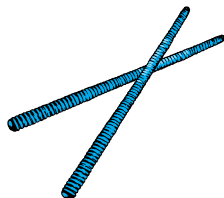
Refrain



Verse 5:

Improvising sure is fun . . .
All will play and then we're done.

Refrain



Round of instrument applause at end.

I-M-P-R-O-V-I-S-E

Introduction

Verse 1

Teacher first time; students echo

*This accompaniment continues throughout the piece.
Consider temple blocks, congas, bongos, etc.*

Met-als, time for you to shine, Play some mus-ic you de-sign.

5

All speak energetically!

I - M - P - R - O - V - I - S - E, im - pro - vise!

*Metals improvise for 15 beats;
rest for 1 beat at the end.*

Verse 2

Teacher first time; students echo

Met - als sound - ed might - y good, Move on o - ver for the wood!

13

All speak energetically!

I - M - P - R - O - V - I - S - E, im - pro - vise!

*Woods improvise for 15 beats;
rest for 1 beat at the end.*

Verse 3

Teacher first time; students echo

Shak - ers, time to have somefun, Play four meas - ures, then you're done!

21

All speak energetically!

I - M - P - R - O - V - I - S - E, im - pro - vise!

*Shakers improvise for 15 beats;
rest for 1 beat at the end.*

Verse 4

Teacher first time; students echo

Skins, it's time to take your trip! Play some rhy - thms, make 'em hip!

29

All speak energetically!

I - M - P - R - O - V - I - S - E, im - pro - vise!

*Skins improvise for 15 beats;
rest for 1 beat at the end.*

Verse 5

Teacher first time; students echo

Im - pro - vis - ing sure is fun! All will play and then we're done!

37

All speak energetically!

I - M - P - R - O - V - I - S - E, im - pro - vise!

*All improvise for 15 beats;
rest for 1 beat at the end.*

All roll then strike

Hungarian Dance #5

A

Woods Metals Shakers Skins

Woods Metals Shakers Skins All

B

All

C

Metals Shakers Woods Skins

Metals Shakers Woods Skins

4x: Metals Woods Skins

A

Woods Metals Shakers Skins

Woods Metals Shakers Skins All

B

All

Coda



Happy

The routine will go with the song *Happy* by Pharrell Williams

0:02		15 times
0:25		16 times
0:50		16 times
1:13		16 times
1:37	Jam Session!	16 measures
2:01	Steady Beat...Fade Out	4 measures



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Grades K-


Percussion Parade



Artie Almeida



Rocky Mountain Drum Game
(Note Values)

A blue-tinted photograph of a mountain range, likely the Smoky Mountains, with a text box overlay. The mountains are layered, with the foreground being darker and more detailed, and the background being lighter and more hazy. The text box is white with a black border and contains the following text:

Rumor has it that this song is really from the
SMOKY Mountains.

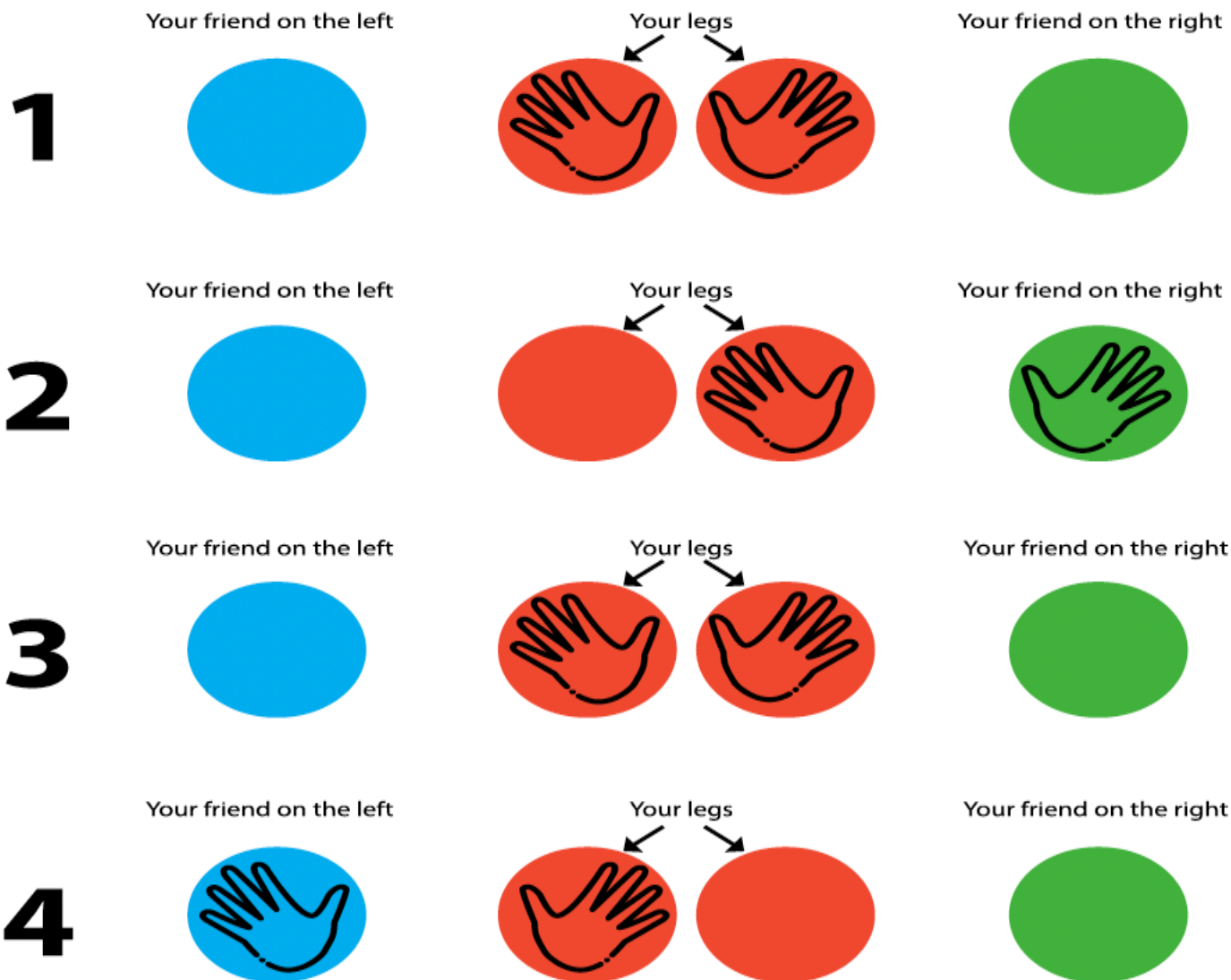




Body Percussion Diagram

for Rocky Mountain Drum Game

Here's where you'll pat on each measure:



Rocky Mountain: A Hand Drum Note Value Lesson

(American Folk Song)

Source: *Percussion Parade (Publication by Almeida)*

Focus: *Note Values (Whole, Half, Quarter, Eighths)*

Process: Teach melody, showing the direction with hand levels. If you know the entire song – sing both the A & B sections for the children. I usually just teach this A Section melody for the note value experience. Discuss the four note values to be reviewed (whole, half, quarter, eighths). Tell students we will only use the A Section of the piece for this lesson. Clap whole notes while singing the A section. Ask students how many occurred. Repeat with other three note values. Perform entire song with clapping game: Pat the value on your own lap, move one leg to the right, then your own lap again, then one leg to the left. During each B section sing only, with no movement. Transfer clapping to drums. It is helpful if teacher displays a visual of each note value as it is performed.



ALBERTA ORFF CHAPTER
EDMONTON CANADA

**Two is Company:
A Hand Drum Mixer**

Two Is Company

A Section Visual



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Two Is Company

Two-Person Drum Score

The musical score is written in 4/4 time and consists of three staves. The first staff, 'Clap Partner's Hand', has a treble clef and a 4/4 time signature. It contains four measures: Measure 1 has a whole rest; Measure 2 has a quarter rest followed by a quarter note with the label 'Clap'; Measure 3 has a whole rest; Measure 4 has a quarter rest followed by a quarter note with the label 'Clap'. The second staff, 'Partner's Drum', also has a treble clef and a 4/4 time signature. It contains four measures, each with a quarter rest followed by a quarter note labeled 'Theirs'. The third staff, 'Your Own Drum', has a treble clef and a 4/4 time signature. It contains four measures: Measure 1 has a quarter note labeled 'Yours'; Measure 2 has a quarter rest followed by a quarter note labeled 'Yours'; Measure 3 has a quarter note labeled 'Yours'; Measure 4 has a quarter note labeled 'Yours' followed by an eighth rest, then an eighth note, a quarter note, and an eighth note, all labeled 'Ti - Ti - Ta'. The score ends with a double bar line and repeat dots.

Clap Partner's Hand

Partner's Drum

Your Own Drum

Two Is Company

Three-Person Drum Score

Drum to Left

Drum to Right

Your Own Drum

Left

Right

Yours

Yours

Yours

Yours

Yours

Ti - Ti - Ta.

The Bear Lake Sound after performance at Epcot



About the Clinician

Dr. Artie Almeida has 37 years of public-school teaching experience and was the music instructor at Bear Lake Elementary in Apopka FL, where she taught 1200 K-5 students. Her dynamic performing groups have performed for FMEA, AOSA , NAFME, Walt Disney World, many educational organizations and on the NBC Today Show. For the last 35 years she has traveled to provide elementary music symposia to teachers around the globe. Each year she presents workshops for many state MEAs, Orff chapters, school districts and other education organizations.

Artie's accolades include Florida Music Educator of the Year, Runner-Up for Florida Teacher of the Year, Seminole County Teacher of the Year, International Educator 2006 (Cambridge UK Biographical Society), school level Teacher of the Year six times, and University of Central Florida Alumni of the Decade. Artie is included in the publications Who's Who in American Education and Great Minds of the 21st Century.

Artie was an adjunct professor of music education at the University of Central Florida for 35 years, the saxophone instructor at Valencia State College, the music and movement instructor at Seminole State College and a saxophone performer and teacher. Additionally, she performed early music with Ars Antiqua and the Halifax Consort.

Artie's 29 publications celebrate innovative delivery systems for K-5 music instruction. Her themes in teaching are "Heavy Academics: Delivered Joyfully!" and "Where There's Passion, There's Retention!"

You can contact Artie at musicja@mac.com