

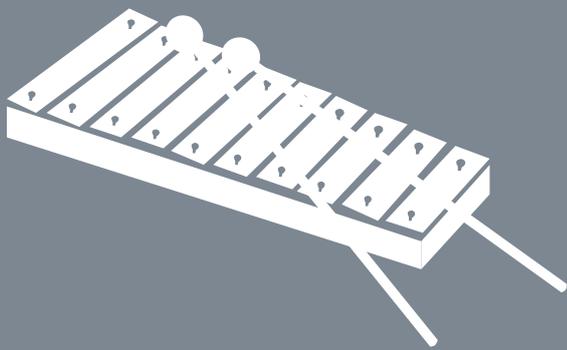
PERCUSSION

LEARNING PERCUSSION INSTRUMENTS THROUGH
WHOLE CLASS ENSEMBLE TUITION (WCET)

WHAT ARE PERCUSSION INSTRUMENTS?

Percussion is the name given to the family of instruments whose sounds are made by being struck, scraped or shaken. Percussion instruments fall into two distinct groups:

TUNED PERCUSSION



UNTUNED PERCUSSION



WHAT IS INVOLVED IN LEARNING PERCUSSION INSTRUMENTS?

In WCET percussion lessons, pupils begin by learning simple rhythms on a snare drum and teaching is supported by learning traditional percussion instruments. Correct stick technique leads onto the Glockenspiel and the introduction of pitch.

An important experience in percussion programmes is playing Samba. Samba originates from Brazil. A samba band consists of a lot of untuned percussion instruments playing different rhythms simultaneously, layered on top of each other to form a spectacular wall of sound.

In WCET Samba sessions the instruments learnt are the Surdo, Tambourim, Agogo bells, Ganza, Chocalho and Caixa. Pupils are taught through call and response rhythm games. Through performing, composing and listening and appraising, pupils learn how samba music is put together. Links are made with the geographical and cultural contexts, and particularly, its place in Brazilian society.

WHAT IS A PERCUSSION WCET LESSON LIKE?

A typical percussion lesson might proceed as follows:

01

Pupils enter the classroom/space listening to music, thus ensuring a musical focus from the very start. Once they have all arrived there is a 'warm up' based on rhythms, QA on the music heard as they entered and the elements of music linked to the learning objectives of the lesson.

02

The teacher or pupil might then model the activity for the lesson linking it to earlier lessons and embedding their learning through recall.

03

The new tasks is then introduced and modelled.

04

Small groups of pupils work together to creatively explore music.

05

Whole class joins together to demonstrate understanding through group performance of the work.

06

Perform - record and evaluate the musical outcomes of the lesson, particularly focusing on what worked well and what could have been improved.

07

Targets and plans set for the next lesson.

THE STORY OF MAX



MAX
YEAR 4

“ **It's the best thing I've ever done!**
I love the drums! ”

A Year 4 pupil, Max started the whole class Samba project having no previous formal music education. At first Max was shy and found it difficult to participate. Over the course of the project, Max's confidence grew as did his engagement and enjoyment of the sessions. Learning to play Samba allowed him to feel part of the class yet also maintain his independent part. Peer to peer learning and mirroring helped Max develop both musically and socially within the ensemble. Whole class Samba drumming allowed Max to experience good team working and non-verbal communication first hand.

Over time, Max's presence in the group flourished. He went from simply copying to leading activities and ultimately leading the end of project performance. Max is a shining example of how the project not only develops children's musical skills but also their growth as a person socially and emotionally. Max went on to become a member of the junior percussion ensemble and continues to perform regularly.