

Strummin' and Drummin' Unit 2: Performing

Content Area: **Fine and Performing Arts**
Course(s):
Time Period:
Length: **90 Days**
Status: **Published**

Unit Overview:

Bucket drumming provides students the opportunity to learn how to read and perform basic and complex rhythmic patterns while reading music from a percussion staff. Students will also learn how to read Tab notation and chord symbols when playing the ukulele. Ukulele repertoire will include basic and complex songs and scales. Students will also venture into the use of alternative percussion equipment, both acoustic and electric. The performance aspect of this course will be intertwined with all lessons throughout the semester.

Essential Questions:

- How do we read and interpret rhythm on a percussion staff?
- What symbols and notation are used to represent different sounds and techniques on the bucket drum?
- How does reading music help us become more independent and confident performers?
- How do different playing techniques on the bucket drum create variety in sound and rhythm?
- What makes a bucket drum performance accurate, expressive, and engaging?
- How can we maintain steady tempo and rhythm while playing with others?
- How do tablature and chord symbols help us learn and play music on the ukulele?
- What is the difference between reading standard notation, tablature, and chord diagrams?
- How do correct finger placement and strumming techniques affect the sound we produce on the ukulele?
- What makes a ukulele performance expressive and musically effective?

Enduring Understandings:

- Improvising and composing on accessible instruments like bucket drums and ukuleles encourages musical creativity and problem-solving.
- Simple musical tools can empower students to express complex ideas and emotions.

- Music can be a tool for cultural connection and environmental awareness—such as using repurposed materials for instruments.
- Learning music through unconventional instruments like bucket drums challenges traditional ideas of what music is and who can make it.
- Musicians grow by engaging in practice, performance, and self/peer critique with curiosity and openness.
- Feedback and reflection are essential parts of the creative process in music.

Standards/Indicators/Student Learning Objectives (SLOs):

- **MU.K-12.1.3C.12nov.Pr4a** Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- **MU.K-12.1.3C.12nov.Pr4b** Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- **MU.K-12.1.3C.12nov.Pr4c** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- **MU.K-12.1.3C.12nov.Pr6a** Demonstrate attention to technical accuracy and expressive qualities in prep music.
- **MU.K-12.1.3C.12nov.Pr6b** Demonstrate an awareness of the context of the music through prepared and improvised performances.

Lesson Titles:

- Do Now Performances
- Bucket Drumming Repertoire Performances
- Ukulele Repertoire Performances
- Play-Along Video Performances
- Auxiliary Instrument Performances: Cups, Boomwhackers, Electronic/Percussive Keyboards

Career Readiness, Life Literacies, & Key Skills:

- **CRP.K-12.CRP5.1** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings,

procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP.K-12.CRP6.1** Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Inter-Disciplinary Connections:

- **CRP.K-12.CRP6.1** Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- **9-12.HS-PS3-5.2.1** Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system.

Equity Considerations

Amistad Mandate

Topic: Contributions of African Americans to Music

Materials Used: *Surdynski Sounds* listening and accompaniment component.

Addresses the Following Component of the Mandate: Students will listen to pieces by Black Americans and will critique, respond, and connect to the music through group discussion.

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society

- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

- Buckets and found objects (such as old plastic containers, paint cans, or metal lids) are often repurposed as percussion instruments.
- This teaches students that reuse is a practical form of recycling, reducing demand for new products and keeping materials out of landfills.
- By making music with non-traditional, recycled materials, students experience firsthand how creativity and sustainability can go hand in hand.

- Bucket drumming lowers environmental impact by using materials that would otherwise be discarded.
- Traditional instruments can involve energy-intensive manufacturing and materials like exotic woods or metals.
- Bucket drumming lowers environmental impact by using materials that would otherwise be discarded.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Ukulele performance

Materials Used:

Soprano Ukulele

Addresses the Following Component of the Mandate:

The ukulele is closely associated with Hawaiian culture, where it was developed in the late 1800s. It originated from Portuguese instruments brought to Hawaii by immigrants, but Native Hawaiians adapted and embraced it, making it a key part of their musical identity. By learning the ukulele, students can explore Native Hawaiian traditions, which are part of the broader Pacific Islander identity within the AAPI community. Through performance and research, students can learn about AAPI artists who use the ukulele to express identity and preserve culture—like Israel Kamakawiwo‘ole, Jake Shimabukuro, and Taimane Gardner. Encouraging students to explore the stories behind the music fosters empathy and a deeper connection to AAPI communities.

- Economic
- Political
- Social

Summative Assessment:

Summative assessments will consist of individual performances by the student on pieces of music learned for multiple days in class. Summative assessments will include performances on the bucket drums and ukulele. Students will be graded on hand/sticking position, music reading abilities, and the overall performance.

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Writing Prompt

Skills Based Assessment

Reading Response

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment:

- Individual and group performances of daily bucket drumming do now
 - Individual and group performances of bucket drumming music learned daily in class as an ensemble
 - Hand/finger positions on ukulele
 - Individual and group performances (daily) of ukulele music using Tab notation
 - Individual and group performances (daily) of ukulele music using chord symbols
 - Individual and group performances on auxiliary percussion instruments
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- Anticipatory Set
 - Closure
 - Warm-Up

Resources & Materials:

- Bucket Drum Sticking Exercises and Ukulele Worksheets by Music in Everything
- Student Workbook, Soprano Ukulele Karate, General Music Resources 2022
- Promethean Board

- Youtube Play-Along Videos
- *Give Me a Bucket* by Mark Shelton
- *Easy Buckets* by Mark Shelton
- *Bucket Blast* by Tom Anderson
- *Accelerated Piano Adventures* by Nancy and Randall Faber

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Daily Performance Do Now
- Classwork
- Critiquing (Self Reflection and Peer Feedback)
- Performing

Modifications

- Give directions orally.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Employ differentiated instruction to keep interest and success high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Invite students to explore different points of view on a topic of study and compare the two.

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities

- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

Promethean Board

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.AP.4 Break down a task into a sequence of steps.

CS.K-2.8.2.2.ETW.2 Identify the natural resources needed to create a product.

CS.K-2.8.2.2.ETW.3 Describe or model the system used for recycling technology.

CS.K-2.8.2.2.ETW.4 Explain how the disposal of or reusing a product affects the local and global environment.

