

# 2024 Day of Drumming Elementary Lesson Plan – Rhythm Path

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**Overview:** Rhythm Path’s “Day of Drumming” assembly program is for all students PK through 12<sup>th</sup> grade, but most often works with elementary schools. Most elementary campuses use their regular enrichment rotation schedule for the day. In keeping with the regular schedule then 1 whole grade can drum together in the gym, and almost any non-testing day will work well. Each student is given their own hand crafted West African djembe drum to play. Rhythms, song, improvisation, listening skills, musicality, and basic percussion techniques are taught by the facilitator.

**Program Goals:** At the end of a session students will have experienced and practiced the following:

- Introduction to the West African Djembe Drum; where it comes from, how it is made, meaning of the word djembe (peaceful gathering drum)
- Student Expectations; encouraged to listen, play within the group (not too fast or too loud), performance etiquette (attentive to teacher/performer, not being silly with friends, etc), be engaged and ready to share relevant knowledge or ask relevant questions, be respectful listeners and participants when a classmate is leading the group
- Learn the basic sounds and associated techniques of the djembe drum
- Play a steady beat/tempo together
- Play multiple patterns within the group
- Play echo patterns
- Improvise their own rhythms/sounds
- Musical dynamics, be able to play soft & loud, learn to play accents
- Sing/chant and play the drum at the same time
- HAVE FUN!

**Basic Program Outline** – *Not all activities will be taught or used depending on time of the session, age of students, attentive listening, and skill level.*

**3min** - **Introduction** of Mr. David (Howdy Mr. David!)

- First things First, no hand jewelry (including smart watches), be listening at all times, “Drumming Is EASY!”

**5min** - **Rumbling**, have students rumble (play fast) on their drum. Introduce dynamics

(Forte/Piano/Crescendo), teeter/totter facilitation, the wave, teach stop cut. With older students have individual solos.

**6min** - **All about the djembe.** Explain where the drum originally comes from & how it’s popularity spread globally (popular b/c all of the sounds it can make). Describe how it is made and the materials.

Describe the symbols and pictures carved into the drums. Older students will learn how to hold the drum correctly.

**8min** - **Let’s PLAY.** Enough talking, let’s get to playing! Start with the low/bass sound. Demonstrate more specific techniques with older students. Play a steady beat together using the low sound. Pass out

larger shaker and cowbell to adults/teachers to help younger students be able to hear the steady beat. Alternate the low sound between hands (right, left, right, left, etc).

- Stop Cut
  - Teach the higher sound or tone. Start playing a steady beat.
  - Once steady beat is established then add the lower sound by alternating hands (right hand plays low sound and left hand plays the higher sound, for example).
  - Change the rhythm to “We Will Rock You”, 1-2-3 (bass bass tone)
- Add a clap (bass bass tone clap)
- Add 8<sup>th</sup> notes (tone tone tone tone, bass - , clap - )
  - Play steady beat and tap your head, rub your head
  - Play 16<sup>th</sup> notes (faster) on the drum
  - Gradually slow down (make sure students are listening and paying attention)
  - All stop together by watching facilitator

**5 to 10min - Keep Going!** Depending on how the group is drumming (older ages more likely) then play a simple pattern and of the group keep drumming! Facilitate dynamics by sculpting the drum circle. Introduce more instruments & sounds. Encourage improvisation. Start to facilitate group consciousness.

**10min - Badabaday Goon!** If you can say it then you can play it! Teach badabaday goon through echo playing. BaDa is the higher sound and goon is the lower sound. Students say it first then play it. Encourage saying it and playing it at the same time. With older students sculpt 2 groups, each group plays opposite, but everyone is playing at the same time. With younger groups teach various other syllables and phrases (cheeseburger and fries) to teach “If you can say it, then you can play it.”

**10min - Elephant Rhythm.** Teach the cultural specific elephant rhythm. This rhythm has many names all over the world, but David’s friend, Abdoulaye, grew up calling it the “Elephant” rhythm in Senegal. Have students stand up and act like an elephant (stomp feet, swing arms, trumpet sound). Teach the sound on the djembe. Play it slow to sound like an elephant. Gradually speed up until they cannot go any faster. Ask what does it sound like now? A cheetah? Encourage imagination and explain how music evokes imagery. Is there an elephant walking in the gym?

**10min - Echo Patterns/Talking Drum**

- Have students echo the sounds & rhythms back. Demonstrate the various sounds of the djembe. Play the high and low sounds. Play with fingers, scratch the drum with fingernails, brush the drum with the palm, play on the side, play a glissando, play a slap & muted slap, demonstrate a conga roll (palm/fingertip technique)
- Explain how you can make around 20 unique sounds on a djembe. This is one of the reasons why the djembe drum is so popular all over the world.
- Demonstrate the Tama Drum (talking drum from Senegal). Ask a student permission to be used as an example of being called by the talking drum. For older students explain how the tama drum was used in the movie “Black Panther”.
- Give time for students to make up their own sounds/rhythms on their drum. Free play.

**5min - Accent Tap.** Works well with older students. Have students play a steady beat. Teach the difference between taps and louder notes. Teach difference between accent and tap. Play 1 accent followed by taps. Play 2 accents, then 3, then 5. Have students choose different number of their choice. Have

them choose a very large number (100 for example) and let them experience how long that is to play in music. Finally, have students play accents on the drum to their left and right!

**5min - Baye, or another song.** Have students play a steady beat on their drum. Teach the song “Baye” (to celebrate together), and sing/shout and play the drum at the same time.

**5min - Student Led Rumbling.** Have teachers pick winners (students) who have been listening and participating correctly to lead the group in rumbling. Student leaders may do dynamics, dynamic sculpting, solos, the wave, etc.

**2min - Outro/End**

- Jeryjef (thank you)

- Nokobok (You’re Welcome), Wolof language

- Don’t forget anything! Look around your spot and make sure you have all of your jewelry, watches, coats, water bottles, name tags, etc.

- Remind teachers to have them wash their hands.

## TEKS Incorporated into Rhythm Path Interactive Drumming Programs

*\*Not an exhaustive list. Students are not evaluated during a Rhythm Path Facilitated Event. Ideas/Concepts/Methods may be used, recreated, and reinforced after the event by classroom teachers.*

### MUSIC - Elementary

revised August 2022 <https://tea.texas.gov/academics/curriculum-standards/teks/>

#### **§117.103. Music, Kindergarten, Adopted 2013.**

- (a) Introduction.
- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
- (b) Knowledge and skills.
- (1) (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
  - (2) (A) sing or play classroom instruments independently or in groups;  
(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups;  
(D) perform simple partwork, including beat versus rhythm; and  
(E) perform music using louder/softer and faster/slower.
  - (4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:  
(A) identify and demonstrate appropriate audience behavior during live or recorded performances;  
(B) identify steady beat in musical performances;

#### **§117.106. Music, Grade 1, Adopted 2013.**

- (a) Introduction.
- 1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
- (b) Knowledge and skills.
- (1) (C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano; and
  - (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:  
(A) sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;  
(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;  
(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and  
(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.
  - (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:  
(A) identify and demonstrate appropriate audience behavior during live or recorded performances;  
(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology; (C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances

#### **§117.109. Music, Grade 2, Adopted 2013.**

- (a) Introduction.

- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
- (b) Knowledge and skills.
- (1) (B) identify instruments visually and aurally;  
(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo;
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
- (A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
  - (B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
  - (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
  - (D) perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
  - (E) perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.
- (4) Creative expression. The student creates and explores new musical ideas. The student is expected to:
- (A) create rhythmic phrases using known rhythms;
  - (B) create melodic phrases using known pitches; and
  - (C) explore new musical ideas in phrases using singing voice and classroom instruments.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) sing songs and play musical games, including patriotic, folk, and seasonal music;
  - (B) examine short musical excerpts from various periods or times in history and diverse and local cultures
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
- (A) begin to practice appropriate audience behavior during live or recorded performances;
  - (B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;
  - (C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances

**§117.112. Music, Grade 3, Adopted 2013.**

(a) Introduction.

- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
- (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical

listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

- (b) Knowledge and skills.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
    - (D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and
    - (E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.
  - (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
    - (A) create rhythmic phrases through improvisation or composition;
  - (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
    - (B) identify music from diverse genres, styles, periods, and cultures;
  - (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
    - (A) exhibit audience etiquette during live and recorded performances;
    - (C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary;

**§117.115. Music, Grade 4, Adopted 2013.**

- (a) Introduction.
- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
  - (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing revised the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.
- (b) Knowledge and skills.
- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
    - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally;
  - (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
    - (A) sing and play classroom instruments with accurate intonation and rhythm, independently or in groups;
    - (E) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire;
  - (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
    - (A) create rhythmic phrases through improvisation or composition;
  - (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
    - (C) identify and describe music from diverse genres, styles, periods, and cultures

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) exhibit audience etiquette during live and recorded performances;

**§117.118. Music, Grade 5, Adopted 2013.**

(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

(B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm;

(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:

(A) create rhythmic phrases through improvisation and composition;

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(C) identify and describe music from diverse genres, styles, periods, and cultures

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) exhibit audience etiquette during live and recorded performances;

(C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;

## TEKS Incorporated into Rhythm Path Interactive Drumming Programs (October 2023)

*\*Not an exhaustive list. Students are not evaluated during a Rhythm Path Facilitated Event. Ideas/Concepts/Methods may be used, recreated, and reinforced after the event by classroom teachers.*

### Social Studies – Elementary

Social Studies, Kindergarten, Adopted 2018

(a) Introduction.

(1) In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.

(b) Knowledge and skills.

(7) Government. The student understands the purpose of rules. The student is expected to:

(A) identify purposes for having rules; and

(B) identify rules that provide order, security, and safety in the home and school.

- **following rules and expectations of the drum circle. Safety while playing a hand drum (no jewelry, no pounding, etc). Social etiquette of listening and playing together.**

(12) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:

(A) identify examples of technology used in the home and school;

(B) describe how technology helps accomplish specific tasks and meet people's needs; and

(C) describe how his or her life might be different without modern technology.

- **Students will learn how the technology of the djembe drum and other instruments have shaped communication and how technology has changed through history. Example: Historical and patriotic figure, George Washington, used drums to communicate.**

(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

- **students may have the opportunity to be the leader to lead in drumming activity and will have to decide how to lead the group based on what they have learned; and/or the entire group of students will communicate together to drum together.**

### RULE §113.12 Social Studies, Grade 1, Adopted 2018

a) Introduction.

(1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.



(b) Knowledge and skills

(15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:

- (B) describe how technology has affected communication, transportation, and recreation;

(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

## **Social Studies, Grade 2, Adopted 2018**

(a) Introduction.

(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.

(b) Knowledge and skills.

(3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:

(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; - **this would be reinforced by the classroom teacher as students learn that the djembe drum comes from West Africa and as they learn where other instruments/songs/rhythm games originated.**

(12) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:

(A) identify the significance of various ethnic and/or cultural celebrations; and

(B) compare ethnic and/or cultural celebrations.

- **How we can celebrate with different instruments/songs/groups**

(13) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

(A) describe how science and technology have affected communication, transportation, and recreation; and

- **Students will learn how the technology of the djembe drum and other instruments have shaped communication and how technology has changed through history. Example: Historical and patriotic figure, George Washington, used drums to communicate.**

## **Social Studies, Grade 3, Adopted 2018**

(a) Introduction.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

- **A Rhythm Path interactive drumming program is all about how to facilitate learning through hands-on participation. This is accomplished by using drums and musical instruments. Texas citizenship of being kind, friendly, and encouraging our neighbor is taught. The history of the djembe drum and the location/geography of where the instruments are from are taught. Students also learn the technology of the instruments and how to listen & communicate in a social environment.**

## **Social Studies, Grade 4, Adopted 2018**

(b) Knowledge and skills.

(17) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:

(A) identify customs, celebrations, and traditions of various cultural, regional, and local groups

### **Social Studies, Grade 5, Adopted 2018**

(b) Knowledge and skills.

(21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:

(A) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and

(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

(22) (C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States. – **students will learn how communication technology has changed and how to help communicate/listen in a social setting**

(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. – students will be drumming as a whole group, in small groups, and as individuals. - **At various times students will need to problem solve to keep the activity going, by gathering information (the sounds, the rhythm, the temp, visual cues), processing, and finally evaluating (what worked, what didn't work, what was the volume, tempo, etc). How did the group interact and create their own community?**