



ASSEMBLY DATE: _____
ASSEMBLY TIME: _____
FOR STUDENTS IN: _____



Young Audiences Assembly Teacher Guide

ADVENTURES IN RHYTHM

Steve Cyphers

Adventures in Rhythm is a three piece percussive-rock band/Assembly, featuring Steve Cyphers on Vocals, Drums, and Percussion, backed by a Bass player/vocalist, and a guitarist/vocalist.

The students will be introduced to the drum-set and many percussion instruments, their names/history, how they are played and how they are applied in the context of various styles of music. Throughout this Assembly, Steve uses the drums and percussion to make connections to History, Math and Physics. Students also learn elements of music like pitch, tempo, and tone. For many years, Steve

toured the U.S. and abroad as a professional musician and singer. He has a unique ability to engage and entertain audiences of all ages. As a front man with his band Blue Miracle, he has performed as a supporting act for such notable artists as Santana, Tom Petty, The Band, Blues Traveler, Hootie & The Blowfish, and countless others.

*It was my
favorite part of
first grade when
Mr. Steve came to
drum. He rocked!*

- Student

It was such a wonderful experience to work with such a talented musician who was willing to both grow as a teaching artist and to share his knowledge. My first-graders loved drumming with Steve and learned so much--it is no small feat to manage a classroom of primary students with bucket drums and make it so much fun to learn!

-Candice, Teacher, Kensington Parkwood Elementary



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Program Description

Adventures in Rhythm is an interactive assembly that teaches students about the history of percussion instruments, and touches on elements of music such as pitch, and tempo. I begin with a call and response (stomp-and-clap) exercise on the drum-set and solo on the drums.

After a brief intro, I play a modern song that the students know well, (currently-“Happy” by Pharrell) and introduce a clapping rhythm that the audience performs to accompany the band. I then ask members of the audience to join the band on stage. I pick 3 students to play tambourine in tempo with the band, and guide the [student] audience in singing along. Defining tempo along the way, (students repeat the word), I identify the pieces of the drum-set, and explain their function. I talk about the drummer’s role in “keeping time”- make connections to Math, as I explain the Hi-Hat’s role in “dividing & marking” time. The band plays a song from New Orleans, (Iko Iko-I discuss its unique rhythm-“the Bo-Diddley Beat” & the students clap), which segways into my telling how the drum-set was developed in New Orleans by Jazz musicians in the early 1900’s. I then take the students back in time, showing one of the first percussion instruments made by the hands of man (the Log- or Slit-drum, from Africa). I use the Log- Drum to demonstrate and define pitch...(again, students repeat the word pitch, aloud, in unison) I talk about the drum’s role in early humans lives, (communication, celebration, tribal rituals) and I have the students close their eyes, and express with movement, how the drum makes them feel. I teach that vibration creates sound, and how different materials produce different vibrations. I introduce Latin percussion [congas, bongos, cowbells, timbales...] with the song “Low-Rider,” which incorporates all of these instruments. (I invite students from the audience to join the band again, on stage, with a variety of percussion instruments, (and buckets). I talk about the evolution of drums from Log – to skin covered drums (Conga and Djembe - and show how the buckets I use, [students play] are much like the first versions of congas (w/ a fixed head-tacked on a hollow log). I have students repeat the names of the aforementioned drums, demonstrating the sound of each as I go. The Santana song, “Soul Sacrifice,” is an exciting showcase for the percussion instruments I’ve introduced, and sounds great w/claps (and stomps) from the student audience. I make a brief closing statement that encapsulates my presentation and the concepts I’ve covered. The band closes with the Sly and The Family Stone song, “Thank You (Falletinme Be Mice Elf Again).”





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***Please pass along the attached teacher program guide to all participating classrooms**

Inside this guide:

- Program description
- Artist Bio
- Standards
- Resources
- Vocabulary
- Discussion questions
- Pre & Post Performance Activities
- Background info
- Lesson Plan
- Activity sheets

Set-up Requirements

2-socket outlet, 6-chairs

Arrival time: at least 30 minutes before performance

Suggested Introduction

“Ladies and gentlemen, boys and girls, please give a warm welcome to The Steve Cyphers Trio”

Inclement Weather

DON'T WORRY! Artists will follow school closings and delays and will work with you to reschedule the performance if necessary.

Young Audiences Contact Number

410-837-7577

Call 410-837-7577 and follow the prompts to be connected with a staff member on call for After Hours or Emergency.



Maryland

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"I enjoy exposing students to live drumming and percussion for what is often the first time. Learning an instrument is a long, tedious and challenging endeavor. Many children give up before they are able to experience the rewards of their efforts. To allow a child to see the "pay-off," at such a formative age can be very powerful and inspiring.

Percussion and music can be great tools for teaching any subject. I can engage students to learn about Math, History, and Science from a different vantage point, while having fun at same time!"

Artist Bio

Steve Cyphers has been a percussionist for 30 years. He has performed on stage his whole adult life, touring with bands in the U.S. and abroad, contributing drums, percussion, songwriting, and vocals. As a front-man, he has a unique ability to engage and connect with audiences. Since 2011, Steve has pursued a career as a teaching artist, beginning with performances as a back-up musician for Young Audiences artist Kevin Martin's "Birth of Steel Drums." Steve has taught residencies, completed the Teaching Artist Institute Seminars 1 and 2 and has performed countless times with the Young Audiences ensemble, "Rock Creek Steel Drums. Steve looks forward to bringing his assembly and residency, both titled "Adventures in Rhythm," to a school near you!

*Mr. Steve was nice
because he actually let
us drum on the drums.
He taught us a song.*

- Student



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Common Core Standard:

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Maryland State Curriculum Standards For Fine Arts:

2.0 Historical, Cultural, and Societal, and Social Context:

Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression

I truly believe music and art can help break down social and political “walls” and help to build cultural bridges. That being said; I simply enjoy performing for, and with, people! I’d like to inspire students to venture further into music and performance, and interact with them in a positive, fun, and educational, way!”

-Steve Cyphers

Resources

Online

http://www.softschools.com/timelines/history_of_drums_timeline/291/

<https://en.wikipedia.org/wiki/Drum>

<http://ocdrumschool.com/history-of-drumming>

http://www.nationaljazzworkshop.org/freematerials/fidyk/Steve_Fidyk_History_Drum_Set.pdf



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Vocabulary

Rhythm: a series of sounds and silences differing in duration and stress-often in some kind of recurring pattern.

Steady Beat: A repeated pulse of identical sounds with the same space of silence between them.

Tempo: How fast or slow a given piece of music is, or is played.

Pitch: How high or low a sound is.

Duration: How long a sound lasts. (Ex. How long a bell rings when struck)

Tone: The characteristics or quality of a given sound, voice or instrument. (Ex. "This guitar has a warm tone...")

Volume: How loud or quiet a sound is.

Accent: prominence of a syllable (or sound) in terms of loudness, pitch, or length, or a combination of these.

Form: Organization or arrangement of music. (verse, chorus, verse – ABA)

Percussion Instrument: Any instrument that you can play by striking with your hand, a stick, bang against the ground, shake, scrape, rattle, or rub together.

Rudiments: basic rhythms in percussion, that help to gain stick control, dexterity, and stamina



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Pre/Post Assembly Classroom Discussion Questions

See handout at the end of this program guide.

Answer key:

1. What is a percussion instrument?

Answer: Any instrument you can strike with a hand or stick, hit against the ground, shake, rattle, scrape, or rub together to create sound.

2. Name one of the first drums ever created...

(Mr. Steve shared one of these with us in his Assembly!) Answer: the "Log" or "Slit" drum (the "talking drum" is also one of the earliest drums made by man)

3. In what country were the first drums created?

Answer: Africa

4. A) In what state was the modern drum-set invented? B) By Whom?

Answer: A) New Orleans B) Jazz musicians

5. What is the difference between Bongos and Congas?

Answer: Bongos are Small, Congas are Large

6. Which instrument is higher in Pitch: Bongos or Congas?

Answer: Bongos



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Pre-Performance Activities:

The teacher can play some acoustic blues songs in class and compare and contrast them to the music the students listen to today. Artists like Robert Johnson can be found on YouTube.

After playing both pieces of music ask the children:

- Can you name one thing that sounded the same between these two pieces of music?
- Can you name one thing that sounded different between these two pieces of music?
- What do you already know about blues music?
- After listening blues music, can you tell me one new thing you learned about it?
- What do you want to know more about blues music?

Post-Performance Activities- with assessment:

Ask students to describe what changed in music as it went from acoustic blues music into either: country, pop, rock, hip hop or rap music.

Students should describe how the rhythm and tempo changed as well as the instruments used as demonstrated in the assembly program.

Classroom Discussion Questions:

Can music express a culture or time period? If so, how?

Can you name one new vocabulary word you learned today and define it?

Why do you think today's music is so connected to music of the past?

Can you give an example of a modern lyric that uses figurative language?

Background/ Additional Information:

Delta blues is a musical form invented by African American in the South, particularly Mississippi, during the 1920's -1940's. During the great migration of African Americans from the agricultural South to the industrial jobs of the North, they brought their Delta style music with them. This music was electrified with the introduction of the electric guitar and access to microphones in the 1940's which served as the basis for rock n' roll and rap music.



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Adventures in Rhythm - LESSON PLAN - DAY 3

TITLE: Adventures In Rhythm

SAMPLE LESSON PLAN

TEACHING ARTIST'S NAME: Steve Cyphers **ART FORM:** Music **GRADE LEVEL:** K

21ST CENTURY SKILLS

- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Collaboration and Teamwork
- Social and Cross Cultural Skills

FINE ART STANDARDS

1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment

MARYLAND STATE CURRICULUM

Science 1.0 Skills and Processes

D. TECHNOLOGY

INDICATOR

- 1. Design and make things with simple tools and a variety of materials.

OBJECTIVES

- Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task.

KNOWLEDGE OBJECTIVES <i>Students will know...</i>	SKILL OBJECTIVES <i>Students will be able to...</i>	FORMATIVE ASSESSMENTS <i>Check for understanding along the way...</i>	SUMMATIVE ASSESSMENT(S) <i>Final check for understanding/ culmination...</i>
Many things can be re-purposed, recycled, and/or re-used sometimes old things can be combined to create something entirely new -Percussive things are all around us in the environment	Use the "design process" to solve a problem-(i.e. Make their own percussion instrument 1)Look 2)Decide 3)Create their own drum and "Make their own Sound"	Teacher and artist observe, assist. Rubric/checklist: 1) Is this a percussion instrument? 2) Participation? Students share ideas and discuss their creations in groups while building Turn and talk/ pair and share	Students will present AND play their instruments – class, teacher, and artist will critique—and help if in need of improvement Teacher /artist observe, assist class discussion

VOCABULARY

Percussion instrument (Any instrument that you strike with your hand, a stick, or mallet - shake, rattle, scrape, rub together, or hit against the ground to make sound, is considered a percussion instrument.)

Vibration – (all percussion instruments make sound by vibration, shaking, movement...)

recycle, re-purpose, re-use

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Lesson Plan continued

MATERIALS AND RESOURCES FOR THE CLASS

Students are encouraged to bring items from home that could be recycled, re-purposed, or re-used to make a percussion instrument (e-mails/hand-outs are given to students/parents listing recycled materials that can be brought into class for use in building instruments)

MATERIALS AND RESOURCES FOR THE TEACHER

This is a **SAMPLE** Lesson. I have used it in residencies. However, with very little alteration, you may use it prior to, or after my visit to your school- for grades Pre-K thru 3rd)
(See docs included in Teacher's Guide Packet: "Create A Drum Power Point," and "Recycled Materials List")

PRIOR KNOWLEDGE

There is no prior knowledge needed for this lesson- but a good discussion would be about things in the students' environment that they think might be a re-usable item, or that might make a good instrument. What kind of "sound makers" would these items be? (Good / bad? too much vibration? no vibration? high pitch? low pitch?)

PROCEDURES *These are suggested....not required!*

Introduction/Motivation:

(objectives and skills are displayed on posters, black board, dry erase, or smart board)

I will perform a song and/or a drum solo on my "recycled/re-purposed drum-set"

We discuss how these recycled drums are similar to the real drum-set

MODELING:

I will explain how I made the drum-set, and discuss what items I used for each drum, or piece.

I use call and response chants to demonstrate what repurposed materials replaced which drum-set pieces. Which also reiterates/assesses the students' knowledge of the pieces of the drum set I introduced In the first lesson.

We will talk about percussive things we see and hear every day in our environment.

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Lesson Plan continued

Guided Practice:

Students will break into groups, and watch a power point presentation on how to make a percussion instrument out of recycled, and re-purposed materials...

I clearly state criteria—"How to succeed" referencing examples (of instruments) in the power point

I point out materials & test the sounds/giving examples to the class, THEN ENCOURAGE STUDENTS TO DO THE SAME—TEST, AND EXPERIMENT WITH MATERIALS

I make sure to separate FUNCTION from DECORATION in making instruments.

*Focus first on how your instrument will "work" as a percussion instrument.

*What will vibrate to make sound?

*Do you have the right materials to successfully create a working percussion instrument?"

I have class repeat right answers ["YES!"/"NO"]—(ex. Would this make a good choice for an instrument? Would these materials work together as an instrument? Is this material more for decoration—or for actually making sound? (function)

Then, each group will choose items from the collection of materials that the class has brought in.

Independent Practice:

Students will work on building their own percussion instrument from their chosen materials. They will be encouraged to share ideas, and to help one another. The teacher and I will walk around assessing, and helping individual students where needed, occasionally sharing good and unique ideas with the whole class.

CLOSURE

We will practice our song of the week with the "new" instruments, and I will tell the class about the final lesson. I will answer any questions the students might have.

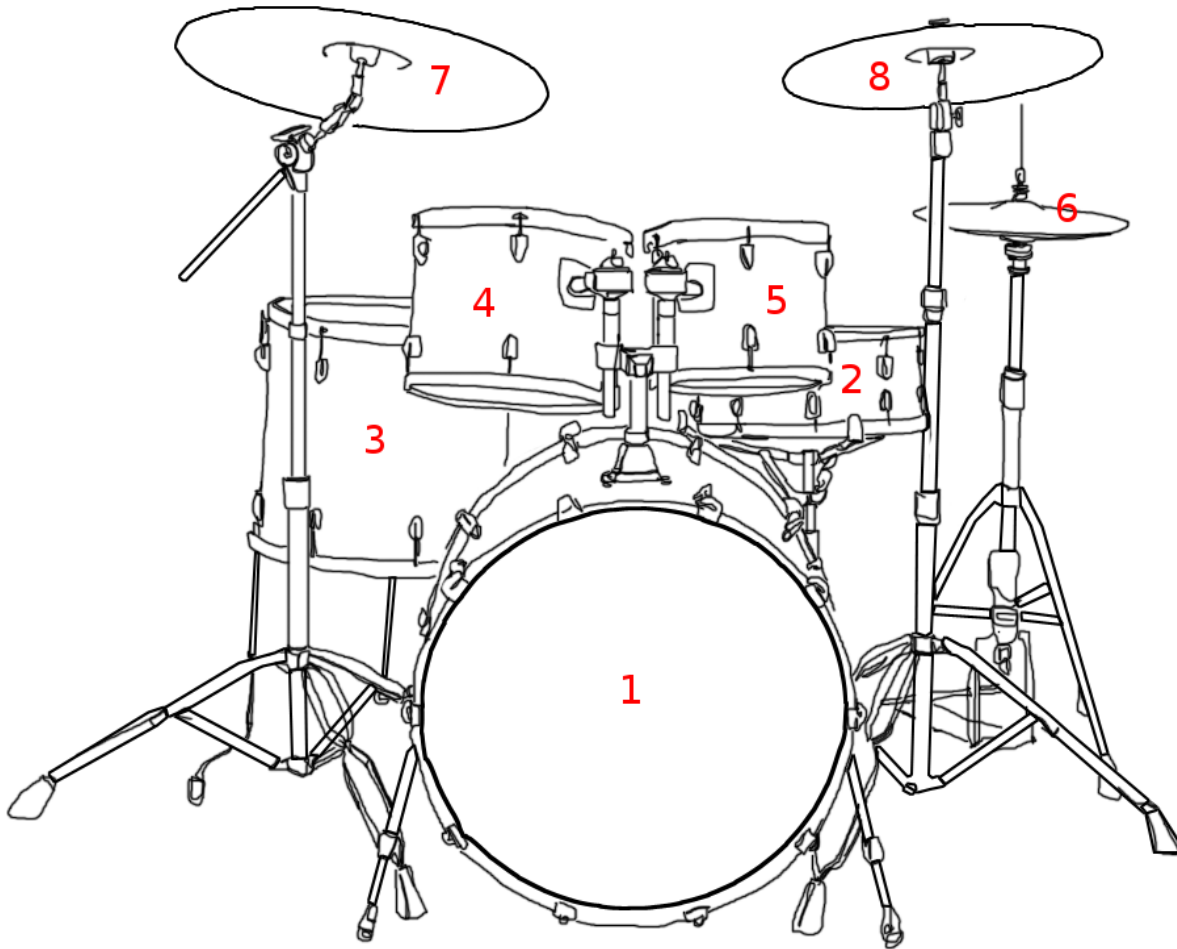
CLASSROOM TEACHER FOLLOW-UP

The teacher could teach more songs, and use the STUDENTS' INSTRUMENTS or use buckets, and mallets to enhance any lesson.

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Post-Assembly worksheet

Parts of a Drum Set



List the parts of the Drum-Set that you see numbered:

1)

5)

2)

6)

3)

7)

4)

8)



Classroom Discussion Questions

1. What is a percussion instrument?

2. Name one of the first drums ever created...

3. In what country were the first drums created?

4. A) In what state was the modern drum-set invented?

B) By Whom?

5. What is the difference between Bongos and Congas?

6. Which instrument is higher in Pitch: Bongos or Congas?



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CREATE YOUR OWN PERCUSSION INSTRUMENT

Remember: A percussion instrument is a musical instrument that is sounded by being struck or scraped by a beater (including attached or enclosed beaters or rattles); struck, scraped or rubbed by hand; or struck against another similar instrument.

- Any item that could be use as part of a percussion instrument:
- Different color and patterned duct tapes
- Kool Aid/Ice Tea/Lemonade containers
- Wooden spoons
- Bells
- Wax paper
- Chopsticks
- Thin string
- Disposable different sized pans (baking section)
- Clean dried water bottles different sizes
- Ribbon different colors/ different thicknesses
- Stickers
- Beans
- Rice
- Plastic Easter eggs
- Different colors of sand
- Paper plates
- Cleaned out Pringles containers
- Shoe Boxes
- Cleaned out oatmeal containers
- Aluminum Foil
- Wax Paper
- Bingo Dotters
- Stickers
- Clean dried plastic fruit/snack containers
- Wooden Dowels (thin: to use as mallets)
- Wrapping paper
- Decorating items for instruments

