

Youth Concerts

Rhythm and Stomp

discover the percussions



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Foreword

This teaching guide has been designed for use by students in all three cycles of elementary education and their teachers. It can be used to prepare students for their concert experience, and also to review the event and look in more detail at the topics covered.

In the new Québec Education Program, the Québec department of education states that its mission is to develop students' competencies, in other words their "capacity to use appropriately a variety of resources, both internal and external"* (ability). As a result, this teaching guide is designed as a research tool. It has sections that repeat from one guide to the next, rather like a magazine. We hope that this type of informational document will be attractive for students and that they will continue to consult it to find answers to their questions.

The teaching guide is intended to be easy to consult, for both students and teachers. It uses simple language, so that young students can read it independently; it has been divided into ten short sections to make it easier and more fun to read.

Target competencies

Although the teaching guide as a whole can be considered as a music exploration activity, it is also an important tool for use in preparing students for the concert.

From this point of view, the key tool used to develop the music competency "to appreciate" is the concert itself. Our ultimate objective is to enhance the students' interest in pleasure when listening to music. Music appreciation is discussed in the teaching guide, in the section "Developing an understanding of music", which includes a list of recordings that students can use to study a work or excerpt while focusing on various elements listed in the references. If this is done as a classroom activity, the students can share their appreciation with other students. We are also counting on teachers to review the concert with their students. A discussion group format is proposed, and we consider this an important step in the development of critical judgment.

The competency "to invent" is dealt with in certain text boxes, headed "Making music", and in the project at the end of the teaching guide. The project is designed to extend the effect of the concert into other areas of learning such as French, drama and visual art. It also helps develop various cross-curricular competencies such as the implementation of a creative idea, the discovery of efficient working methods and the use of information and communication technologies. The project also sets up a learning situation that gives students an opportunity to undertake and complete a project directly linked to the realities of the working world.

The competency "to interpret" is dealt with specifically in the section "Pick up your instruments! Get ready? Play!", which encourages students to discover a piece of music and to perform it alone or with their fellow students.

Above all, we hope that students will develop their knowledge and creativity in an active and enjoyable way! This is why the teaching guide also contains activities and games to integrate knowledge and develop competencies.

We hope that you will have as much fun using this teaching guide as we had preparing it!

Enjoy the concert!

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Teaching guide completed
in September 2004

* *Programme de formation de l'éducation préscolaire et de l'enseignement primaire, page 5.*

Educational objectives

achieved through the animated concert or learning manual

Learning fields and multi-disciplinary skills

Geography, history and citizenship education

Skill components:

- Situate oneself in both time and space;
- Touch upon the realities of daily life here and elsewhere, past and present;
- Situate our society and territory in both time and space;
- Explain the influence of people and events on the social and territorial structure;
- Situate a society and its territory in both time and space during two distinct periods;
- Explain the influence of people and events on these changes;
- Identify signs of these changes in our society or territory;
- Situate societies and their territories in both time and space.

English, language arts

Shared learning:

Use critical thought in relation to oral, written (learning manual), visual (animated concert) or media texts.

Skills 1, 2 and 3: Read and write a variety of texts; oral communication.

Visual arts — Skill 1: Produce individual works in the visual arts

Music — All skills

Broad areas of learning

Citizenship and community life

Third area of development: culture and peace

- The interdependence of individuals and peoples and their activities.
- The rights of individuals and groups to express their differences.
- The negative consequences of stereotypes, discrimination and exclusion.
- Familiarization with situations of cooperation and of aggression.

Transferable skills

Through the learning manual, concert and instructor, students will be able to develop each of the transferable skills. Here are some of the key components:

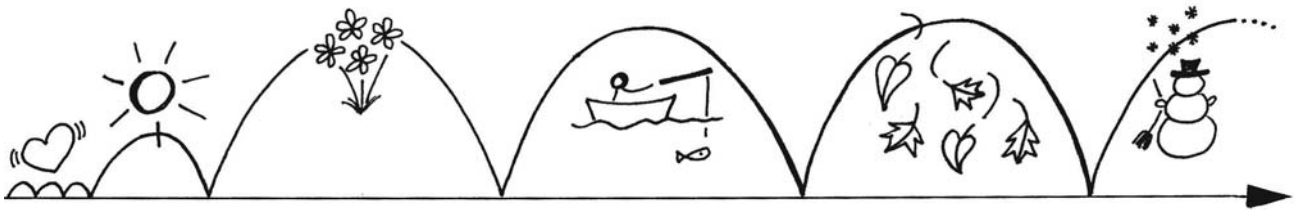
- Skill 1 — Assimilating information: making good use of information.
- Skill 3 — Exercising critical judgment: all skills.
- Skill 4 — Exercising creative thinking: coming up with an idea, adopting a flexible methodology and carrying it through.
- Skill 5 — Adopting effective work methods: completing a task.
- Skill 7 — Identity-building: opening up to one's surroundings; making the most of one's personal resources;
- Skill 8 — Cooperating: working in a group; making the most of cooperative teamwork;



HISTORY TELLS THE STORY

Percussion instruments throughout the world

Percussion instruments have been around since the beginning of time because human beings have always been curious about rhythm: the cycle of life and death, passing seasons, the sun's travel across the sky — and closer still, the rhythm of footsteps, dances, breathing and heartbeats.




For the first human beings, rhythm was a basic need. They tried to create rhythms with everything that made a sound! First they clapped their hands and used their voice and body. Then they discovered they could make sounds by hitting two things together, such as rocks, branches and shells. And then they started to create new sounds by hitting whatever they could find.

And so percussion instruments were born. They were the first musical instruments invented by man.

AFRICA:

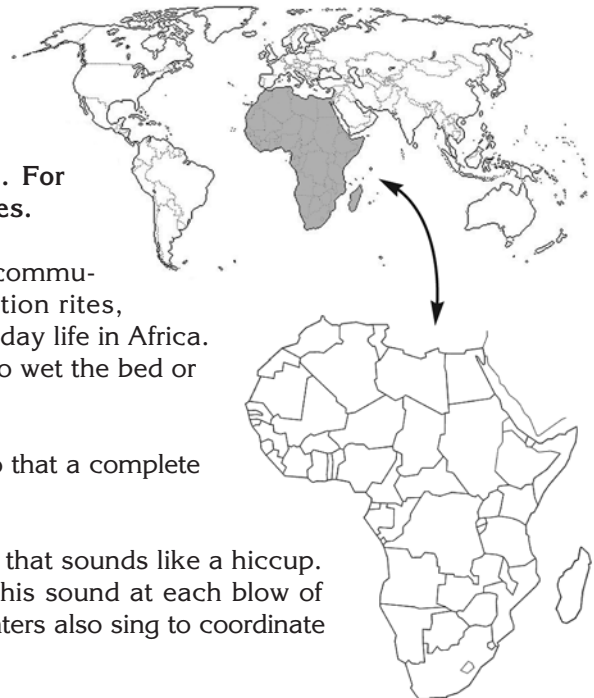
Birthplace of percussion instruments

Music plays a central role in the social life of Africans. For them, it's a way to pass down their knowledge and values.

 Music is used to celebrate the life of both people and communities. It is played to children's games, teen initiation rites, religious rites, funerals, etc. Music is a part of everyday life in Africa. Just imagine, there are even songs for children who wet the bed or lose their baby teeth!

Music is also played to speeches, dances and visual arts so that a complete show can be offered to those watching and listening.

People even work to music! Men produce a throaty sound that sounds like a hiccup. When they prepare the ground to plant rice, they make this sound at each blow of the machete, so they can all work at the same rhythm. Hunters also sing to coordinate their movements.



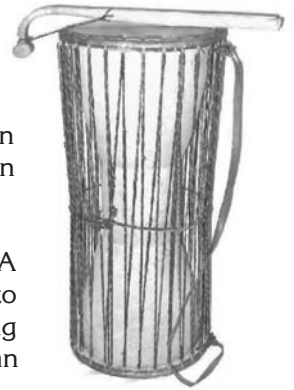
African percussion instruments

Africa is the birthplace of percussion instruments. Most of them were invented on this continent. Percussion is at the heart of African music. The drum is the most popular instrument. Drums exist in all shapes and sizes.

The **kalungu**, or **talking drum**, is a drum with two heads, one on each end, each covered with goatskin or lizardskin.

A series of strings links both skins together. Musicians hang the drum on their shoulder from a strap attached to the instrument and hold it under their arm. They strike the skin with a mallet or their free hand. With their arm, they can squeeze the strings to tighten or loosen the tension on the skins. This way, they can play a great variety of tones.

In the old days, Africans used these talking drums to communicate with each other. A drum code was used to send messages that could be understood from one village to another. Africans also, of course, used them when they played music. Today, talking drums are used to create rhythm, play melodies or imitate the inflections of the human voice, hence its name!



The **djembe** is an African drum usually made from a hollowed out tree trunk. A goat or antelope skin is stretched over the drumhead, usually shaped like a goblet. The djembe produces a sharp, vibrant sound. That's why it's often used to make people dance.

Bells are also very popular in the music of Africa. There are all kinds of African bells. Some are made of wood, others from the shells of emptied out fruit. Some bells are also made of iron. There are single, double, and triple iron bells. In Nigeria, there are even octuple iron bells. A musician plays eight bells at once. Impressive, isn't it? Then there are bronze bells, which are newer and come in all sizes.

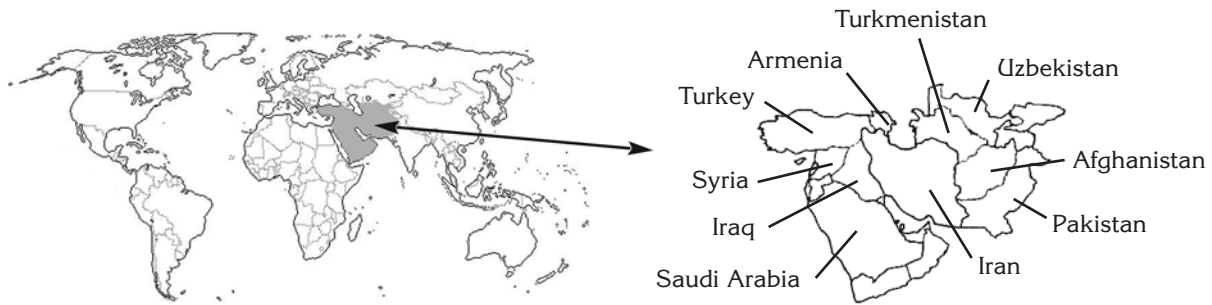


Music in action

Africans also play clappers, rattles, slit gongs, gourds, clay pots, rhythm sticks and balafons.

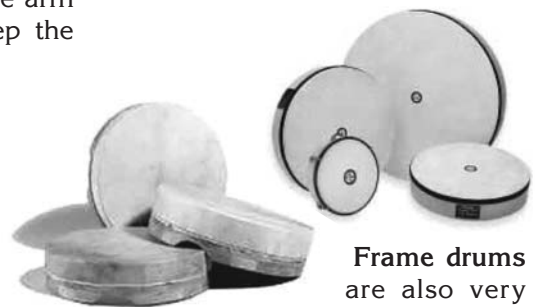
How are they played? What do they look like? Do a little research to find out about these instruments.

The MIDDLE EAST



The **darbuka** is a member of the drum family. The body, also called the drumhead, is made of wood, metal, ceramic or baked earth. It's covered by a skin, which musicians play with their fingers or the palm of their hand, depending on the sound they want to produce. The darbuka is held under the arm or between the legs. It's mostly used to keep the rhythm for Middle Eastern dance.

The **tambourine** is a small drum. The wooden frame may be covered with animal skin or synthetic material. In the frame are metal discs that strike each other when musicians hit or shake the instrument.



Frame drums are also very popular in the Middle East. They are simply a skin stretched over a circular frame. There are an amazing variety of them. They're played with the fingertips, the hand or drumstick.



The **cymbal** is a very old instrument. It was first used around 5,000 years ago. Today, cymbals are made of bronze or other types of metal. But most professional musicians prefer the sound of bronze cymbals by far.

The suspended cymbal is a simple, slightly concave metal disk held by its strap. It's played with a wooden drumstick, a mallet or a wire brush. When hit, the cymbal vibrates and create sound.

Cymbals can also be played in pairs, by clashing them against each other to create an explosive sound. Or they can be rubbed against each other in a sliding movement for a softer sound.

EUROPE and military music



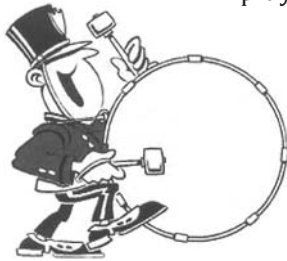
The history of percussion instruments in Europe is tied to the infantry. **Infantry** are soldiers who fight on foot. Throughout history, infantry conquered, occupied and defended territory. They were the first to use drums in Europe. As early as the 800's, drums were used in battle to send soldiers signals.

Over time, drums became the preferred instrument of soldiers. When large numbers of troops moved, drums were used to organize the march and motivate the soldiers. Drums were just the right instrument to set the cadence.



The **bass drum** produces a very low pitch.

In the Middle Ages (476-1492), the bass drum was carried on one person's back while another person walked behind him and played it.



In today's marching bands, each musician carries his own drum, holding it out in front of him by means of a support system especially designed for the instrument.

When the bass drum is part of a drum set, it is placed on the ground and played with the foot. A pedal is attached to a beater, which strikes the drum.



The **snare drum** has vibrant sound. This is due to the small metallic strings stretched against the bottom drumhead. When the musician strikes the top head, the strings vibrate against the bottom head. In the past, instructions were sent to the infantry on the snare drum.

In the 1800's, snare drums began to be used in popular music and symphonies. In Maurice Ravel's *Bolero*, for example, the snare drum plays the same rhythmic pattern 169 times!

Today, the snare drum is the drum most used in the drum set. It's the one that produces the highest pitch.

Even though **cymbals** have been around for 5,000 years, they were only introduced into military music and symphony orchestras 300 years ago.

Today, cymbals are extremely popular. Rock, jazz, hip-hop, R&B... Just listen and you'll hear them in every musical genre.





BRAZIL

Brazilian culture is a blend of many different cultures. This is because people originally came to Brazil from Europe and Africa. The Spanish, Portuguese and Italians came to Brazil during the great explorations of the 15th and 16th centuries. Africans were brought to Brazil around the year 1550 as slaves, to perform hard labour.



The culture of the newcomers blended in with the culture of the people already there, bringing about a new culture and a new music. Brazilian music is also influenced by the music of indigenous people, which often imitates the sounds of nature and animals.



Brazilians have a wide range of musical tastes. They like religious music, operas and concerts, as much as they like frenzied rhythms to which you can dance all night long! Traditional Brazilian music is characterized by mesmerizing rhythms. Brazilian music is loved throughout the world.

The **Samba** is a very popular dance in Brazil. It is also a unique style of music on which you can dance the samba. The samba is therefore both a dance and a type of music. The beat of the samba is strongly influenced by the beat of African dances. Traditional samba is a group dance to music in which a number of percussion instruments are played. Often, a soloist and chorus alternately sing to the music.

At the end of the 1800's, the samba became a partner dance. It was very popular in the 1920's and 1930's, and took the United States and Europe by storm.



In Brazil, people dance the samba at Carnival and all sorts of other occasions. Each year, Brazil organizes a huge festival just before Lent. It's the Carnival of Rio de Janeiro. For several days, people wear lavish and colourful costumes, dance the samba in the street and make music.



Make your own Carnival mask!

From a piece of cardboard, cut out an oval large enough to cover your eyes and part of your nose. Make two holes for your eyes so you can see when you put on the mask.

Decorate the cardboard to make your mask unique. You can draw on it with coloured pencils, for example. Or glue pearls, feathers, sequins or shiny things on it. Let your imagination run wild!

Glue a photo of yourself and your friends wearing your masks here.



Wooden apito

Metal apito

The **apito** is a three-pitched whistle used to keep the beat. It is regularly heard in the samba. It's the whistle played by the leader of percussion ensembles. He uses it to announce changes in the music to the group members.



The **ganza** is an elongated cylinder filled with seeds or small glass beads. To play it, you just shake it. Ganzas are also called **caxixis** because of the sound they make.



Agogo bells are made up of two, three or four metal bells of different sizes, and are played with a wooden stick.



The **tamborim** is very small drum held in one hand and struck with the other hand or a wooden stick.

You can change the pitch of the tamborim by pressing on the skin of the instrument. The pressure adds tension to the skin of the little drum, producing a higher-pitched tone.

The tamborim is very popular in Brazil. Because it's so small, musicians can dance while they play it.

Music in action

Make your own ganza.

You'll need a paper towel cardboard tube. First decorate it with drawings or a collage.

Close one end of the tube with a small piece of aluminium foil and a rubber band. Put a bit of rice, dried noodles or dried peas inside the tube. Close the second end the same way you closed the first end.

Now, shake the ganza to hear the sound it makes. You can listen to music and shake your ganza to the beat.

The **surdo** is an enormous drum. It's often the largest instrument in the percussion ensemble. They're always big, but still come in different sizes.

Musicians play them with a mallet. They place their hand on the skin of the drum to dampen the sound. The sound is louder when the skin of the drum is hit with the mallet alone. Musicians use their hand to produce loud and muted tones when they make rhythms.



The **repinique** is a metal drum with two very tightly stretched plastic skins. Musicians play them with a wooden stick and one hand.



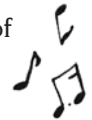
CUBA



Christopher Columbus discovered the island of Cuba in 1492. A short time later, the Spanish arrived there in great numbers. They wanted to seize the gold that was on the island, and convert the indigenous people living there to Christianity. Unfortunately, the Spanish killed many natives and quickly depleted the gold reserves. To get rich, they turned to growing tobacco, plants and sugar cane, which they then sold abroad.

To grow, maintain and harvest all these products, the Spanish brought Africans over to work as slaves. It was only at the end of the 1800's that slavery was abolished and that Blacks and Whites got the same rights.

Cuban music came as a result of the blend of the Spanish, African and native cultures.



Here are a few **instruments** regularly heard in Cuban music.



Congas are cylindrical drums shaped like barrels. The drumhead is covered with cowhide, which can be easily stretched and loosened with a system of screws. Musicians can tune them quickly to the tone they want.

There are three types of congas. The *quinto* is the smallest conga. It produces the highest-pitched sound and is used in solos. The *tumba* is the largest conga. It produces the lowest sound and plays the accompaniment. The *conga* is medium-sized. It plays rhythms to go with the accompaniment.

Bongos are pairs of small drums of different sizes attached together by a metal frame. The smaller drum is called the *macho* and plays the high-pitched sounds, while the larger drum, the *hembra*, plays the low sounds. In Spanish, macho means "male" and hembra means "female".



Bongo players traditionally place the instrument between their knees. Nowadays, they are often attached to a tripod, so that they're just at the right height for the musician's hands. Bongos are played with the fingertips. They are typical Cuban instruments and are used to play the beat of the mambo and cha-cha-cha.



The **timbales** (pronounced *tĩmbalès*, like in Spanish) consist of two metal drums of different sizes. The smaller drum is called the *timbalito* and the larger one the *timbalon*.

Timbales are installed on a tripod to make them easier to play. Musicians play them with their hands or very thin drumsticks. Sometimes, timbales players strike the side of the instrument to produce another kind of sound.

The **guiro** is an instrument with a grooved surface. To play it, you just scrape the grooves with a wooden stick. It makes a sound like a frog croaking! Guiros can be made of wood or from a gourd called the calabash.



Claves are cylindrical pieces of wood or synthetic material. To play them, you simply strike one against the other.



But be careful! To make claves sound right, musicians must create a resonance chamber with one hand. To do this, they bring the fingers of one hand together, cup their hand, and set the first clave on the tip of their fingers and the side of their thumb, leaving the rest of their hand empty to make the sound resonate.

Claves are almost always used to create the basic rhythm of Cuban music.

Bells can often be heard in Cuban music. They come in many sizes, from the small **cha-cha bell** the medium-sized **mambo bell** and the large **bongo bell**.



Musicians strike the bells, usually made of metal, with a wooden stick. The size of the bell's opening also influences the sound it makes. The larger it is, the deeper the sound. Conversely, the smaller the opening, the higher the sound it makes.

Music in action

Make your own claves

You'll need a wooden broomstick. Ask an adult to cut out two pieces of wood about 20 cm long from the broomstick.

Paint them anyway you'd like. When the paint is dry, you can varnish them so the paint doesn't get damaged or stain your hands when you play them.

Spirited rhythms



Dance is also very important in Cuban culture. Have you heard of the mambo? The **mambo** is a popular dance that started in Cuba. Today people dance the mambo all over the world to Afro-Cuban beats.

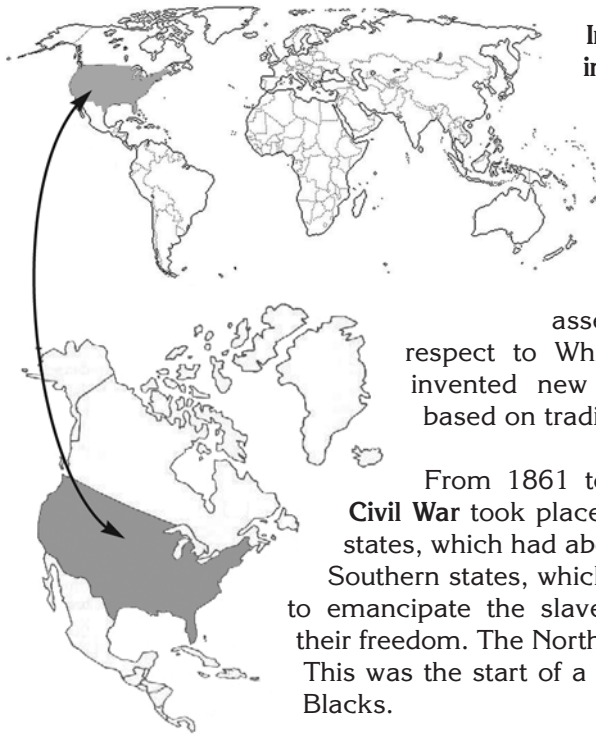
The mambo came out of an English dance that was brought to Cuba with the immigrants. Gradually, the moves and rhythms of the English dance were replaced or changed by the Africans to create a completely new style: the mambo.



The mambo is the basis of another very popular Cuban dance, the **cha-cha-cha**. The cha-cha-cha is slower than the mambo. The word "cha-cha-cha" refers to the sound of the dancer's feet sliding on the ground.



The UNITED STATES



In the late 1800's, a new rhythm began to make an appearance in American music and dance. Why? Because African musical styles were becoming popular around the world.

African music came to the United-States with the Blacks, who were brought there to work as slaves in the cotton fields of the South.

Since they wanted to assert their identity with respect to White culture, the slaves invented new rhythms and sounds based on traditional African music.

From 1861 to 1865, the **American Civil War** took place between the Northern states, which had abolished slavery, and the Southern states, which had not. The war was to emancipate the slaves, to give them back their freedom. The Northern states won the war. This was the start of a new era of freedom for Blacks.




Black slaves at work in the cotton fields.

After the Civil War, which freed the slaves, the Blacks took up the band instruments left behind by the soldiers. Blacks and Whites began to come together to form musical groups, creating a new generation of sound and rhythms like jazz, blues and Cajun music.

Europeans and Asians living in the United States also kept their musical traditions. Their musical genres also began to blend, creating new styles. Today, there are many styles of American music. Hip-hop, rock, western ... something for everyone!

Music to knock your socks off!

 During the Rhythm & Stomp concert, you'll hear some hip-hop music. **Hip-hop** is a musical genre that was born in New York in the 1970s.

Around that time, people started programming rhythms on electronic equipment. The programmed rhythms were very complex, practically impossible to play by drummers! Electronic equipment became more and more popular, and drummers less and less. To make sure they were not replaced by machines, drummers started imitating them. Electronics therefore helped to perfect drums and the way drummers played them.

Hip-hop artists started recite their lyrics to the same fast and complex rhythms of the music, bringing about a new way to sing.

But hip-hop is much more than just a musical genre. It is also a culture, an attitude and even a lifestyle.

The origins of drum sets

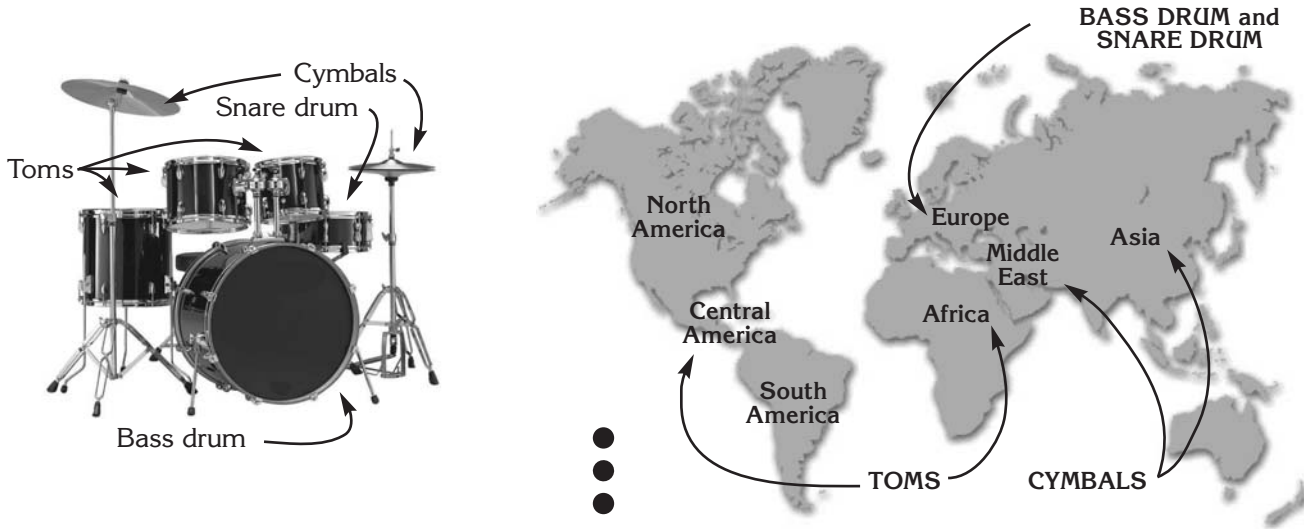


Although percussion instruments go back to the beginning of man, drum sets are a very recent invention.

Drum sets are in fact one of the youngest instruments in musical history.

Drum sets just celebrated their hundredth birthday!

Despite their 100 years, drum sets are very young. They've only just started to evolve!



1900

1 At the beginning of the 20th Century, each American orchestra had **three percussionists**. The first played the bass drum, the second the snare drum and the third produced effects with cymbals and a few auxiliary instruments.

4 The invention of a pedal for the Charleston cymbal completed the drum set configuration. Although it has evolved and a few auxiliary instruments have been added to it, drum sets still look like this even today.

6 With the advent of new styles, drum set equipment adapted to be able to produce new sounds.

2 In brass bands, these roles were split between **two musicians**.

3 The invention of stands for the bass drum and cymbals, and the bass drum pedal, made it possible for all the instruments to be assembled together. **A single musician** could now play **ALL** the instruments, conveniently within reach of his hands...and feet!

5 The ride cymbal, toms (bass and alto) and several auxiliary instruments were then added to the drum set. Since it was now part of large orchestras, it had to be loud, precise and effective.

2000

Despite their 100 years, drum sets are very young. They've only just started to evolve!



RÉMI'S MAILBAG

RÉMI'S ANSWER

Hi Rémi!

My grandmother's birthday is one month away. My family is making a big party. My parents, aunts and uncles gave us a big challenge. My cousins, two brothers and I have to form a group to play music during the party.

What can we do? Aside from my cousin Geneviève who plays the guitar, none of us knows how to play music.

Any ideas for us?

Laura

Dear Laura,

What a challenge! It's a big one, but don't worry, it's doable.

Did you know that Black slaves used handmade instruments and recycled household objects to make music? For example, they turned the washboard into a percussion instrument. They played it by striking it or by scraping it like a guiro.

You don't need to have a lot of money to play music. You, your brothers and cousins can make instruments out of objects around you. Why don't you form a percussion ensemble? If you look around you, you'll find there are percussion instruments everywhere.

A wooden chair, a hardcover book, a corner of a table...all you need is a hard surface and your hands. An empty shoebox is all it takes to make a drum! A box of rice can double for maracas or a ganza. You can play the cymbal with a saucepan lid and a wooden spoon.

With a little imagination, you'll quickly have a wide range of instruments.

A tip: play softly and listen to each other to avoid cacophony! Make it easier by playing to recorded music. Then all you'll need to do is follow the beat.

Have fun! And wish your grandmother a happy birthday for me!

RÉMI'S ANSWER

Hi Rémi!

I went to a concert last week.

It looked to me like there were two entirely different drum sets on the stage. Is this possible?

Raphael

Dear Raphael,

It's not only possible, it's even likely! The first thing you need to know is that traditional drum sets are made up of a bass drum, snare drum, a few toms and cymbals. Musicians can then add any other percussion instrument they want to it.

Today, with more people traveling, the Internet and the **multi-ethnic nature** of many countries, local and foreign cultures are blending together and influencing each other. Drum sets are therefore often enhanced with percussion instruments from all over the world. These are called hybrid drum sets. New music created by the blending of cultures and new instrument combinations is being introduced, for our great listening pleasure.



THE LEGENDS: IT'S ALL IN THE CARDS

Glue this page to a piece of cardboard and cut along the dotted lines to make your own set of cards. Then you'll have a collection of cards on some of the most famous musicians of all times. Find pictures and information about your favourite musicians and make your own cards to add to the collection.



BABATUNDE OLATUNJI 1927-2003

Babatunde Olatunji was a master percussionist and drum virtuoso. He was born in a small fishing village in Nigeria. His musical career started while he was in the

United States studying politics. Babatunde and his African friends got together and formed a band to play music from their homeland. His genius consisted of blending African music with American blues and jazz. He and his band made many recordings (Drums of Passion sold over 5 million copies!) and influenced many musicians. Some even consider Babatunde as the ancestor of rap and hip-hop.



AIRTO MOREIRA 1941-...

Legend has it that Brazilian Airto Moreira could play percussion even before he could walk! Whenever he heard rhythmic music, he would start moving and beat on the floor. At age six, he had already won several musical contests, singing and playing percussion. Throughout his career, he collected and played over 120 percussion instruments. Moreira has become one of the most important percussionists of his time.



TITO PUENTE 1923-2000

Tito Puente was born in the United States. He was only thirteen when he became a drummer in a Big Band. His Puerto-Rican origins were always felt in his music. Throughout his career, he explored a wide range of musical styles: jazz, cha-cha-cha, bossa nova, salsa, mambo. Because of his versatility and talent as a percussionist, he is one of the most influential figures in Latin music. Nicknamed the *King of Mambo* or *King of the Timbales*, there is definitely something regal about Tito Puente!



RAY BARRETTO 1929-...

Ray Barretto is one of the most influential Latin percussionists in the history of modern jazz. He fell in love with music by listening to big bands on the radio. Throughout his career, he tried to incorporate Afro-Caribbean beats into jazz. Few artists accomplished this musical fusion as well as Ray Barretto. The percussionist is also one of the musicians who created salsa, a very popular musical style in the 1980s. His great talent can be heard on dozens of recordings.



LET'S HAVE SOME FUN!

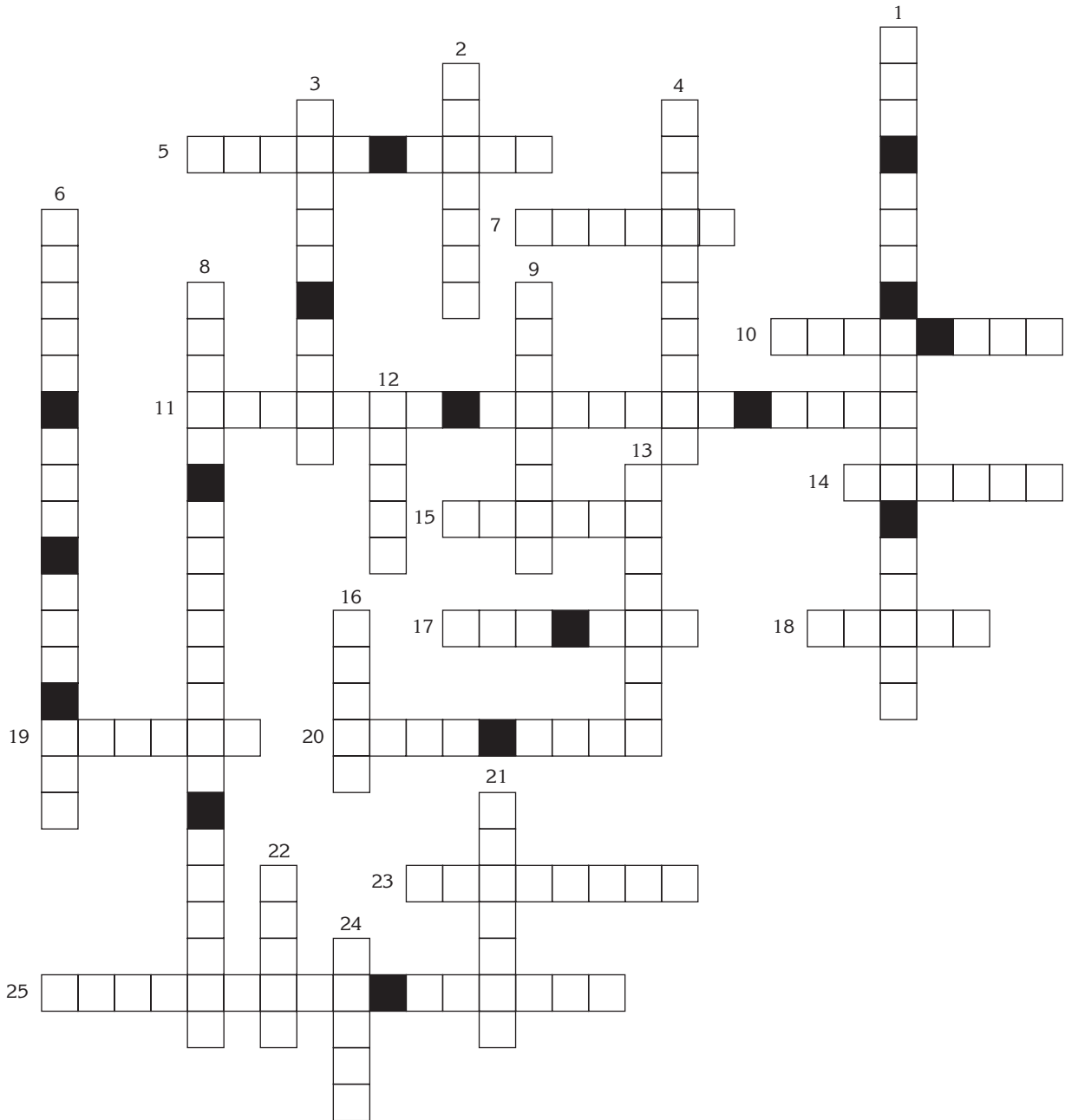
Giant percussion crossword

Horizontally

5. Skin-covered instrument that contains metal wires that give it an explosive sound. It can be heard playing the same rhythmic pattern 169 times in Maurice Ravel's Bolero!
7. African drum made from a hollowed-out tree trunk.
10. Instrument invented in the early 1900's. It's a combination of several instruments, including a bass drum, snare drum and cymbals.
11. The _____, also called a _____ is a drum that imitates some inflections of the human voice.
14. Pair of small drums of different sizes. The smaller one is called the *macho* and the larger one, the *hembra*.
15. Continent on which percussion instruments were born.
17. American musical genre characterized by fast rhythms. More than just a genre, it also reflects a culture and a lifestyle.
18. Cylindrical Brazilian instrument filled with seeds or small glass beads. Also called a caxixi.
19. Wooden instruments frequently used to keep rhythm in Cuban music.
20. In the Middle Ages, it was carried on the back. In marching bands, it's carried on the chest. When it's part of a drum set, it sits on the ground.
23. Metallic drums of various sizes. The small one is called the *timbalito* and the largest one, the *timbalon*.
25. Through music, Africans wanted to pass down their _____ and _____.

Vertically

1. The small one is called the _____ - _____, the mid-sized one is the _____ and the big one is the _____.
2. Rhythm instrument used in dance of the Middle East.
3. Very popular drums of the Middle East. They are simply a skin stretched over a circular frame.
4. Small drum with metal disks that clink together when a musician strikes it or shakes it.
6. The _____ and the _____ - _____ - _____ are popular Cuban dances.
8. Things found in nature used by the first human beings to make rhythms.
9. Armed troops who used drums for the first time in Europe. The history of percussion instruments in Europe is tied to them.
12. Instrument with a grooved surface that sounds strangely like a frog croaking.
13. Small drum held in one hand. Musicians can dance while they play them.
16. A very popular dance in Brazil. It's danced on many occasions, including the Carnival of Rio de Janeiro.
21. A 5,000 year-old instrument. Can be played by hitting two together, or striking one with a drumstick, mallet or wire brush.
22. Enormous Brazilian drum used by musicians produce alternately clear and muted tones.
24. Very popular in Africa, some are made of wood, others of iron, and still others in bronze. They can be single, double, or triple. There is even an octuple one.





TO YOUR INSTRUMENTS! READY? SET... PLAY!

PA C PA PA C PA C PA PA C

Rf Lf Rf Lf Rt Lt Rt Lt Rt Lt C C Rf Lf Rf Lf Rt Lt Rt Lt Rt Lt C C

Rt Lt Rf Lf C Rf Rt Lt Rf Lf C Rf Rt Lt Rf Lf Rt Lt Rf Lf Rt Lt Rf Lf C Rf

Rt Lt Br Bl Rf Lf Rt Lt Rt Lt Br Bl Rf Lf Rt Lt Rt Lt Br Bl Rf Lf

Rt Lt Br Bl Rf Lf Rt Lt Rt Lt Br Bl Rf Lf Rt Lt Rt Lt Br Bl Rf Lf Rf Lf

PA PA PA C PA PA PA C

PA PA PA PA PA PA PA PA PA C "HEY"

Notation for the percussion piece

PA = palm (clap hands with rounded palms to create a deep, muted sound)

C = clap (clap hands with flat palms to create a sharp, explosive sound)

Lt = left thigh (left hand pats left thigh)

Rt = right thigh (right hand pats right thigh)

Bl = belly/left hand (left hand pats belly)

Br = belly/right hand (right hand pats belly)

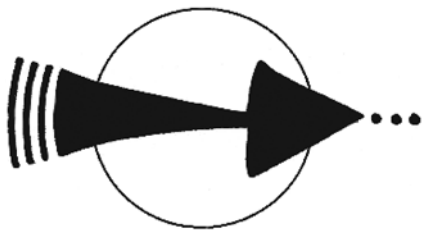
Lf = left foot (left foot stomps the floor)

Rf = right foot (right foot stomps the floor)

Music in action

The first line of the music is the bass line, the foundation on which the music is built and to which other rhythms can be played. One or more persons can play the other rhythms while everyone else plays the bass. Lines 2 and 3 of the music were written especially to be played at the same time as the bass.

For fun, each person can invent his own rhythm in 8 time or 16 time, and play it solo, one after the other, while everyone else plays the bass rhythm. It's really fun and not at all easy!



MAKE THE FUN LAST

The project

Percussion instruments throughout the world

Now that you know that percussion instruments are part of music everywhere, do some research on a group you like or on a particular country.

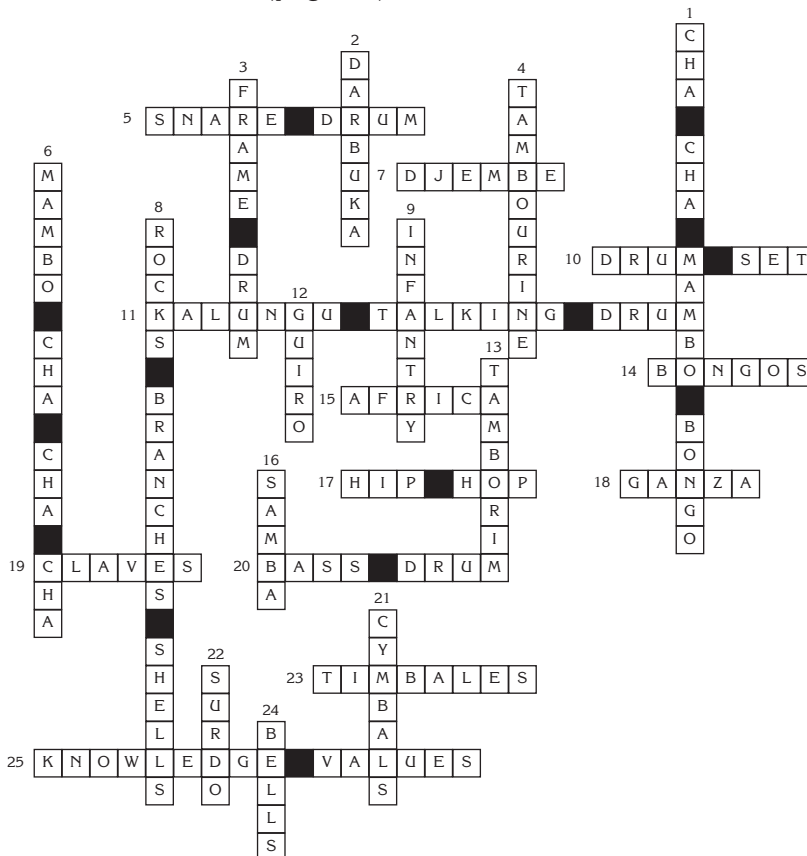
If you decide to research a group, try to retrace its history: how the members met, what style of music they play, their shows, tours and recordings, and a few anecdotes. Then, find out exactly which percussion instruments each musician plays. Look up the instruments' origin, what role they play in the music and how they're played.

If you decide to work on a country, first find out which musical genres are most popular there. Then research the percussion instruments most often used in the music. Find out their origin, what role they play in the music and how they're played. Include any other interesting information you find, such as the country's flag, traditions, food, animals and climate.

Now take all the information you've found and make a poster. On a large piece of poster board, paste photos of musicians, instruments, maps showing where the percussion instruments originated, and any other images you'd like to add. Include the note cards on which you've taken down the information you found.

Then share what you've learned with your classmates. Have fun!

Answers Crossword (page 18)





GETTING READY TO GO TO A CONCERT

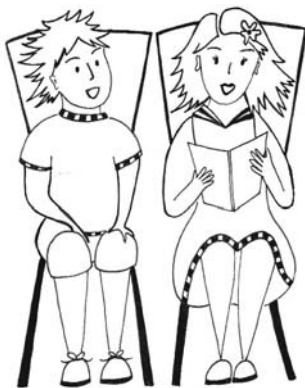
You can keep this guide and refer to it every time you go to an opera or concert. It sets out various rules that you must follow before, during and after the concert, and information about applause, an ancient custom that has continued to this day.

Read the guide carefully to become an experienced concertgoer!

1 BEFORE the concert

To make sure you don't distract the artists and audience, turn off any electronic device (watch, pager, cell phone, etc.)

Make sure you don't arrive late for the concert. It is preferable to arrive 10 to 15 minutes before the concert is scheduled to begin. This will give you time to read the program!



2 DURING the concert

To show your respect for the musicians and the audience, don't talk to the people next to you. Silence is essential to allow the musicians, and everybody at the concert, to concentrate.

Candies and sweets should only be eaten outside the concert hall. They can make a lot of noise and disturb your neighbours if you unwrap them during the concert.

Unless there's an emergency, never leave the concert hall during the performance. If possible, wait for the intermission.

The musicians on the stage are aware of everything going on in the hall and hear all the sounds made by the members of the audience. By keeping a respectful silence, you will allow the performers to give the best concert possible.

3 AFTER the concert

Make sure you haven't forgotten anything on or under your seat. Leave the concert hall calmly, without pushing or shoving. Take the time to discuss the concert with your friends.

It is often possible to meet the performers after a concert to congratulate them or ask them questions. Sometimes, the musicians come back on stage to meet the audience members; if this is the case, you just have to go up to them and speak to them. If the musicians do not come back on stage, ask one of the ushers where to go to meet them backstage or in their dressing room.

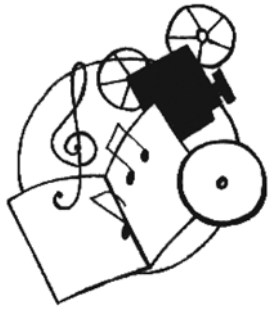


CLAP YOUR HANDS

To show your appreciation during a concert, you can clap your hands.

In a concert, it is customary to applaud the performers at the end of each piece. If the piece is in several movements, you should wait for the end of the last movement and leave a moment of silence, just as the musicians leave a moment of silence between movements.

At the opera, a different system applies. The audience often applauds the singers at the end of a well-known or difficult aria, as well as applauding at the end of each Act. At jazz concerts, the audience often applauds the players after each solo improvisation.



EXPAND YOUR MUSICAL KNOWLEDGE

☺ = Geared particularly to children

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To discover the mambo and the cha-cha-cha: *Goza MiTimbal*, by Tito Puente.

Afö, by Mamady Keita, a famous African djembe player.

No Caipira and Sol Do Meio Dia, by Egberto Gismonti (of Brazil).

The Colors of Life, by Aírto Moreira and his wife, Flora Purim (of Brazil).

Y Son Del Solar (live), by Ruben Blades (of Cuba).

The Best of Celia Cruz, Queen of Salsa (of Cuba).

A few hip-hop artists: Dr. Dre, Snoop Doggy Dog, Montell Jordan, Big E., Eriqah Badu, Run-DMC and Usher.

The Putumayo series: a World Music CD collection (Blues, Reggae, Salsa, Rumba, Calypso, Bossa-nova, Cajun music, Celtic music, etc.) Official Web site: putumayo.com.

Web sites of interest

For a wealth of information about music in Canada: Historica, The Canadian Encyclopedia
thecanadianencyclopedia.com

A French music dictionary and music history site: dictionnaire.metronimo.com

A French site on which we recommend “La petite histoire de la batterie” and “présentation de l’instrument”: pascal.mathelon.free.fr

framedrums.de: site on which you can hear a few percussion instruments.

You can also see videos showing how drums are played on the Montréal DrumFest site:
montrealdrumfest.com