

DRUMBEAT

Room 2 - 2011

Situation Analysis:

Room 2 consists of eight students in the junior school. Their ages range from 7 years to 11 years. There are 2 girls and 6 boys. Five students have a moderate intellectual disability and three have a severe intellectual disability. Three students are verbal/partially verbal while the others use Picture Exchange Communication System (PECS) as their means of communication. Other influences to their learning and understanding include autism and emotional trauma.

It has been decided to run Drumbeat as short sessions of 15/20 minutes several times across the week. Each session will revise previous work and add one new aspect to the session. Greater emphasis will be on one key concept at a very basic understanding in each theme and more of an overall understanding of drums, how different groups use them, how drums differ in their construction, ceremonies that use drums and how a drum is made. This will allow prior learning to be established before the student reaches the senior school and works through the DRUMBEAT program.

Outcomes (letters represent participants):

A/B/C – to sit in chair for session, to increase attention during sessions, to play drum, to play the drum in unison with others, to experience other's having fun, to experience that other cultures use drums.

D/E/F – to play drums, to experience calm drumming, to experience chaotic drumming, to follow group rules, to experience other's having fun, to experience that other cultures use drums, to gain a basic understanding of concepts used in DRUMBEAT.

G/H - to play drums, to experience calm drumming, to experience chaotic drumming, to follow group rules, to experience other's having fun, to experience that other cultures use drums, to gain a basic understanding of concepts used in DRUMBEAT, to gain understanding of emotions, to use strategies to calm when upset.

Theme 1. The Rhythm of Life

Session 1

- ❖ Intro to drums – one of these drums is not like the others..... (visual discrimination) – plastic, wood, metal
- ❖ Classify the drums into 3 groups. Do they all sound the same (aural discrimination)
- ❖ How to hold a drum – not flat on the floor – why not? A to use the green/yellow drum with the neck strap to assist him to hold.
- ❖ Listen to the sound – bass/tone. Where did I play each sound?
- ❖ Play what I play – Individual response then as a group
- ❖ Tonal play – soft/loud (light/heavy), scratch

Session 2

- ❖ Our Rules for drumming. What rules do we need to make drumming fun and pleasant for everyone in the group? Write up on a large sheet of paper. Rewrite neatly on the computer for display in the area.
- ❖ Warm up exercises – flicking fingers,
- ❖ What's a rumble?
- ❖ Rumble if.....
- ❖ Keep a steady beat (heartbeat)

Good session all quite interested and attentive. H waited, listened and played well. G hesitant but listened well to questions and if phrased so that he could point to the answer he was correct. D absent. A and F are unsure both need lots of verbal prompts to play. B loved it! C difficult to keep on chair but he does love the Bongo drums.

Session 3

- ❖ Review – how to play
- ❖ Steady beat (heartbeat)
- ❖ Chaos – get students to play a steady beat and one teacher to play something else.
How did that feel? We feel calm when we have a steady beat. When the beat gets crazy we feel upset. Lots of rhythms are steady in our lives – our heart beat, a birds wing, our school timetable. We know these rhythms and feel them inside us. When rhythms get wrong we feel them – you know when things are different at home (calm before a storm) or when you shouldn't do something or when you are in trouble. Calm rhythms are safe rhythms. Wrong rhythms (conflict rhythms) cause us problems.
- ❖ 2 hand drumming
- ❖ Rumble if you are happy, sad, hungry
- ❖ L led the drumming in a steady beat. Teacher to drum to cause confusion. Should I have done that? Why was it a problem? How did you feel? What rules should we have?
- ❖ Play as I Dance.

*Short session – spent most time feeling the heartbeat. D is able but mostly chooses not to. H tries hard and is able to keep to rhythm for short periods. G hesitant to hit drum and has shown little feeling for the heartbeat rhythm but this may improve with practise. A/C/F happy but have little attention span. B loves to use the drum but is not able to keep heartbeat. Rumbles were good. Play as I dance will be next time.
Short session on play as I dance later in week was good.*

Session 4

- ❖ Who uses drums? (Intro to the drum p 12)
- ❖ Repeat Chaos from last session. All of life has rhythms – heart beat, ocean swell, birds' wings flapping (humming bird), and our breath. Rhythms happen in and around us all the time. When they are in harmony (playing together) things are ok. When they are conflicting things seem wrong (like - a car misfiring, or the sea is rough, when things are tense at home, just before someone gets really angry, when some one is cross). When these conflicts happen in us **we** are the only ones that can change them.
- ❖ Who uses drums?
Internet: pictures of drums – collage
People using drums – Africa, Asia, South America, Caribbean, Australia, Ireland, “Many People Use Drums”
Make a collage of drums being played. Try to identify the times (happy, sad, lots of people, a few people, where are they – city, country, jungle)

Class enjoyed looking at pictures and making them into a mural. H, G & D could point to different places/times that drums are used. Chaos really chaotic, kids love breaking loose. H was frustrated as he wanted the group to play his rhythm. Asked how can we do that? Answer – have to listen and play quietly. He is starting to realise some aspects of working as a group.

Theme 2 – Relationships

Session 1

- ❖ Review who uses drums and why they are used.
- ❖ What are our heartbeat, the waves and a bird's flapping wing, drumming called – rhythms
- ❖ Warm up exercise – using heartbeat use alternate hands
- ❖ There are stable rhythms – what are they like?
- ❖ There are chaotic rhythms – what are they like?

- ❖ What is a relationship? Words for it – friendship, family, companion,
- ❖ Draw a friendship circle with ME in the middle. Add a circle with Mum, Dad, brothers and sisters. Identify the different groups and how we function in them.
- ❖ Review the three strikes – (bass, tone, slap)
- ❖ Rumble if..... you had breakfast, slept really well, like drumming
- ❖ Review heartbeat rhythms
- ❖ Teach Listening Song Part 1

Circle work was good. H, D and G seem to understand that there are people we have different relationships with. They all love to rumble. Playing rhythms with this group is difficult as only one appears to have natural rhythm, two are improving and the others require one to one assistance from staff.

Session 2

- ❖ What are our rules? Review
- ❖ Review – what is a relationship – friendship
Who can be our friends?
How do we know people are our friends? (fun, trust, feel good, laugh,) make a wall chart with picture of a persons outline and list words around it)
- ❖ How can we be a friend? If you wanted to be A's friend what would you do? Construct another chart titled "to be a friend"

Rules kept simple only three – Don't play when someone is talking, don't throw drums, stay on your seat. Others will be added when required. Lots of assistance from staff when talking about how to be friends, this has had to be a very teacher led session. Used lots of examples from the playground to keep to the level of the students.

Session 3

- ❖ Friends work together
- ❖ Drum as I dance – One person moves at the front of the group. The group needs to feel for and be "in tune" with the person out the front and drum as the person is moving. 2 people chosen to move.
When was the relationship at its best? When the beat was constant and dependable. When we felt we had a connection.
When did we loose touch? When there were too many things happening
- ❖ Rhythm Detective
- ❖ The Echo
- ❖ Review Listening Song Part 1. Teach Parts 2 & 3

H loved "drum as I dance". He really thought about expressing himself. He assisted D who was a little worried about being in the middle. At the end both were laughing and having fun.

Session 4

- ❖ Friends Rock! Make a paper chain person and list your friends.
- ❖ Books – "I'm Sorry", "John Brown, Rose and the Midnight Cat"

Paper chain friends was good. Some students chose staff to be on their chain rather than peers. H enjoyed stories and was able to discuss that the cat was sad.

Session 5

- ❖ Respect. What is respect? (the condition of being esteemed or honored: to be held in respect)

- ❖ How do we show respect? – listen, look at, don't butt in, help, be nice, talk nicely, do as you are asked, don't whine,
- ❖ Drum as I dance – respect for dancer and drummer – look at each other, work with each other,
- ❖ Play "Rhythm Detective"

Difficult session as H needed time to calm down several times. Something is quite wrong in his world at the moment.

Session 6

- ❖ Review rules
- ❖ Play "The Echo"
- ❖ Rumours – What are rumours? Has anyone ever said something that wasn't the truth about you? How did you feel?
- ❖ Listening Song Part 1 & 2 Intro

Session 7

- ❖ Review – The three strikes (bass, tone, slap).
- ❖ Listening song – Part 1 (BTT)
- ❖ **Peer Pressure**
- ❖ Peer Pressure. Some times friends try to get you to do things you don't want to do. That's Peer Pressure. What makes it so powerful? (A need for belonging)
- ❖ Why is peer pressure a problem? You want to do as your friends say/ want to belong. It's not bad to want to belong but can be a problem when your friends want you to do things that you feel inside you, is wrong.
- ❖ How can we resist peer pressure? Open question
The Peer Pressure Challenge. You are going to be challenged to hold onto your rhythm (something you believe in)
– Have one student at a time play the first part of the Listening Song. As a group play the second part of the Listening Song (BTTT). While a student plays the first part have the rest of the group play the second part, getting faster and faster. Can you keep your rhythm while the tempo gets faster? If you loose the rhythm assign someone next to the student to help them. Was this easier?
- ❖ How hard was it to do your part? How did you feel when you weren't able to play your part? Cross, confused, angry
- ❖ What can you do to help when there is peer pressure?
Know your rhythm – what is right for you
Focus strongly on that rhythm – don't get distracted
Get others to help you, to support you, to be with you
- ❖ (use - know your rhythm sheet)

Peer pressure was a difficult concept as H is only just becoming aware that it exists. He still feels that he is the one in control not the other person.

Theme 3 – Harmony

Session 1

- ❖ Review group rules
- ❖ Warm up – call & response
- ❖ The big word for today is Harmony. What is Harmony? Things going well, feeling calm, happy

- ❖ What is musical harmony – Youtube - discordant music (Disharmonic Orchestra) harmonic music (Rhapsody in Blue, Yellow submarine, Surrey Harmony: Bohemian Rhapsody).
- ❖ Harmony – play anything (chaos). Let's play something together (harmony) Which sounded better? Why? Which felt better? Why? Which was easier to sustain (play for longer periods)

Fun session. Kids liked the music videos. Playing together is still a major problem. We just need more playing sessions.

Session 2

- ❖ Social harmony is when we work together. Working together is good as we can do things we can't do on our own.
- ❖ How we feel about ourselves comes from how we think others see us, what others say to us. Do you feel good when someone says "you're stupid", "idiot", "you can't do it". How do you feel when someone says "great work", "hey that's terrific", "you are so smart", "I like you".
- ❖ Say something nice to the person next to you. It doesn't always have to be something we say. We could smile, nod our head, wink, put our arm around someone.

Good discussion with H about saying things to hurt others. He is aware that he is doing it but has a compulsion to hurt. A lot more work needs to be done on trauma and enabling him with skills and understanding of who he is.

Session 3

- ❖ Revise – Harmony
- ❖ How do we recognize harmony? How do we make it happen?
- ❖ Some things working in harmony are..... group playing together, people singing together, playing on a cricket team. How important is it for these groups to be working in harmony?
- ❖ What can we do to be in harmony with others? Listen, try to understand.
- ❖ When people fall out of harmony what do we see, hear, feel?
- ❖ Drum – Listening song Part 1 & 2

Session 4

- ❖ What is Harmony Day? Google and Youtube
- ❖ How have we celebrated Harmony Day at school? Hands mural above office door.
- ❖ Listen to harmony – Youtube – Ambassadors of Harmony, Surrey Harmony (Bohemian Rhapsody)
- ❖ Harmony Banner – add words to describe harmony

Theme 4 – Identity

Session 1

- ❖ What is an individual? It's a big word.
- ❖ Let's look at likes and dislikes. What is your favourite food? Look for pics on the Web. What is your favourite music? What is your favourite toy? What is your favourite colour? Make a group pictorial representation. Some of these answers are not the same. Is that ok? YES.
- ❖ It's ok to like some things and not like others. Everyone is different and these differences are what make us individuals.
- ❖ In music these are the times we play solo. The group keeps the rhythm going and supports us but we are able to express who we are. See individual solos p28

All involved with likes and dislikes sheets. Good understanding that we like different things – H, D & G. Think maybe even B understood this. Playing solo H liked having everyone listen to him. D not able to as he waited for what I would play and then copied. G hesitant today, has not been one of his better days.

Session 2

- ❖ Game : Who is this person? List of 4 questions for each member of the class plus a picture of each person in the class. Ask the questions for a person. Who is able to match the picture with the questions? (1. This person has brown hair 2. This person likes ribbons 3. This person doesn't like loud noises 4. This person has a wheelchair)

H & G very quick to work out who each person was. They enjoyed this. Next time do a printed booklet that we can look at during reading times.

- ❖ How do we know about other people? We watch them, we talk to them, we listen to them. Listening to other people is a good skill to learn. Listen to what I play and play it back to me.
- ❖ Drum: The bass is the community exercise p 28

Session 3

- ❖ Being part of a group means working/doing things as a group. Great if it's the soccer team and we are all working towards scoring a goal. What if the group wants you to do something you know or feel is wrong or dangerous? Like kick the ball at the window.....hit someone..... take a toy off someone.... Take something out of someone's bag.....
What should you do? Listen to the voice inside you that is saying it is wrong and don't do it or ask someone you trust what they think.

Theme 5 – Emotions and Feelings

Session 1

- ❖ What are feelings? I've just kicked the ball through the class window – how do I feel when the teacher is walking towards me? I've been to respite and Mum has just picked me up – how do I feel? Look at feeling/emotion cards. Make the faces.
- ❖ Youtube "I feel" <http://www.youtube.com/watch?v=Eu-Ztd0XMUo&feature=related> Feelings and emotions <http://www.youtube.com/watch?v=rV4NfXSNrgE&feature=related> Feelings Talking Flashcards <http://www.youtube.com/watch?v=dNP5BzrBiOg&feature=related>
- ❖ List and have pictures to show feelings. Happy, sad, angry, calm, scared, defiant,
- ❖ Read "I feel Like....." Add any feelings you have found.
- ❖ Books - **Alexander and the Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst and illustrated by Ray Cruz, **The Bad Tempered Ladybird** by Eric Carle,
- ❖ Name a feeling and play how you think it sounds. Angry, sad, scared, tired
- ❖ Sometimes a person doesn't act like they are feeling and it is hard to tell how they feel. This is when you ask them and listen to their answer.
- ❖ Listening activity. Close eyes and listen to the sounds I play. Identify if it is a bass or a tone. Start with single sounds then add to make it more complicated depending on the group. E.g.B T T B T

Good involvement with flashcards and story. Not a lot of difference between happy/sad/tired when H played. Very on edge day. G worried about H's behaviour. H listening was not good. G when not watching H was able to identify combinations of 3 sounds.

Session 2

- ❖ In music feelings are referred to as soul. Music that has no soul is cold. Listen to electronic music. Raymond Scott Cindy Electronium 1959 <http://www.youtube.com/watch?v=1SHJ6CcML80> compare Wiggles - Big Red Car or Hannah Montana - Lowdown Hoedown or Twinkle Twinkle little star orchestral version - <http://www.youtube.com/watch?v=jFYdCq1LOWs>
- ❖ What were you doing while listening? Toes? Fingers? Body? We engage with music when it moves us.

H didn't realize he moved so much to music. Music may be the way to reach this student to gain a greater understanding of who he is. He is so tuned in to music. Just not sure how to use other music to deepen his understanding or would expressing himself through singing/playing more formally work for him?

- ❖ We respond to people when they express their feelings. We laugh when people laugh, we feel sad when they cry, and we feel scared when people feel scared. That's why we like television we respond to the emotions we see on the screen and we become involved with what is happening on the screen. We need to be able to acknowledge these feelings and say that they are not because we are scared, angry or sad right now but we know how this person feels because of how we have felt in the past. Being able to identify and feel like this is called empathy.
- ❖ Having feelings is good. Feelings come from deep within us. They can warn us that it is dangerous (I'm gonna get hit) or they can let us know that things are good (I like being with this person). We have ways that are good to express our feelings – crying at funerals, laughing at jokes. What about pushing people when we are angry? Or hitting girls when they won't do what we want? These actions are not acceptable in our society. Why are they not acceptable? We don't want to hurt other people even if we have been hurt. We need to change what is happening and not repeat it. Sometimes we learn ways of expressing our feelings that are not good. We need to find ways to express how we feel in a way that is safe for us and for others that are around us.

H was willing to talk about feeling sad when another person was and that he put his arm around their shoulder. He didn't want to hear the examples pushing or hitting (problems for him). He can articulate the incident but not take ownership of the action.

- ❖ Bottling our feelings is an unhealthy way to deal with them. Take a deep breath and hold it. You are holding your feelings in your lungs. What happens if you don't let go and breathe. You feel like you are going to explode. You feel worse if you bottle up and when you do let go you react worse than if you had talked or exercised or moved away from the problem.
- ❖ How do you feel now? You can talk about it, you can play it.
- ❖ Play how you feel when you can't ride the bikes, haven't been in trouble all day, when you are told no DVD right now, when you are playing chasing with friends,

H seems to be aware of the feelings and played quite well in the last session. D and G not on task. D is unwell.

Theme 6 – Teamwork

Session 1

- ❖ Warm up – call and answer. Heartbeat
- ❖ What is a team? List the different types of teams – sport, community groups (scouts), church, McDonald's staff. What does a team do? Is a team only for people who get on or can you be in a team even if you have trouble with another person? Can you do the task by yourself? Why do you need a team? (Bring different skills and ideas to the group)

- ❖ 'We all fit together'. Discuss things that we like. Emphasise that sometimes we like the same as someone else sometimes we don't. That's ok. One thing that draws us together is that we belong in Class 2. We are special, important and make this group who we are. Write each persons name on a large blank jigsaw puzzle. Give each student an adjoining piece and get them to draw something special about themselves (like/interest/something they are good at). Get the students to put the jigsaw back together one person at a time clearly saying their name and the thing they like. Finish the activity listing all the names and saying "we are special, we all fit together, we are Class 2"

This activity was really good for H. Attention was very good, made many positive comments about others and seemed happy that he was part of the group. D tired and needing constant cues to complete task.

- ❖ The Groove – in music this is a rhythmic pattern when everyone plays with the same timing and feeling. Play a heart beat rhythm with everyone. Get in the groove! It has taken us a while to get to this point in playing. We have had to practise, practise, practise. That's being **consistent**. We have had to concentrate and be aware of what is happening. We have had to help some people so that they can enjoy with us. That's being **cooperative**. We have needed to keep trying, that's being **committed**. We have helped each other, encouraged and praised, that's making a **connection** with others.
- ❖ Play a rhythm without speeding up or slowing down for 2 min, 5 min, 7 min. What problems did we have? What was easy?
- ❖ List examples under the headings
 - Concentration**- watching the story, keeping your eye on the ball, listening to a teacher, colouring in a shape, keeping the rhythm
 - Distraction** – thinking about lunch when listening to the story, watching the kids on the bikes when you are stopping the ball, watching the kids out the window, listening to another rhythm and playing it.
 - Perseverance** – keeping on with the task and finishing it. Finishing sight words, puzzle, stencil, building blocks to make a garage, trying to get the rhythm right (Books - The Little Red Engine who could/Tortoise and the hare). Resilience – bouncing back
 - Commitment** – working with the group, playing to your best ability
- ❖ You're Special – Max Lucado/
- ❖ Obama's Affirmation Game p37

We used this session more of a time to play. Talked about staying on task to finish the job and working together as a group.

We didn't play for an audience as such this time but did play for another member of staff who had not been involved. H quite happy about the positive feedback from the staff member.

In 2012 I'm going to restructure the time and use three twenty minute sessions per week. One will be for drums, the second for craft/DVD/Story and the last drums and to wrap up the idea. This year I tried to put too much into what we were doing and feel that it was over crowded. It would be much better to run the course twice in the year reviewing and extending the ideas the second time. This program will evolve as I find different ways to explore the themes using all the senses.