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## About the Enhanced CD

*The Amazing Jamnasium* CD doubles as a fun multimedia learning tool that works on any Windows-compatible or Macintosh computer. Play the CD in a standard CD player to access the five rhythm tracks listed in the **Grooves to Drum By** section. Place the CD in your computer to enjoy watching video footage of many of the rhythm games.



## Games and Activities

### RAIN

This activity encourages students to use their imaginations and allows them to “play” with their instruments in a free-form setting. It’s a great way to introduce basic musical concepts such as timbre and volume (without getting too technical), and it allows everyone to contribute in his or her own way.

**Time span:** 5–10 minutes

**Instruments:** body percussion and/or drums and small percussion

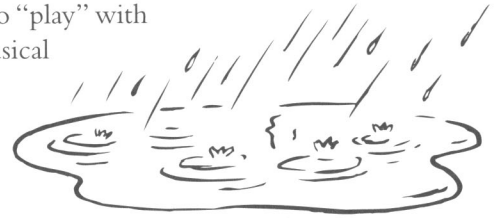
**Focus:** active participation, emulating sounds of nature, matching sounds with verbal cues, improvising, story telling

**NS:** 2 (performing), 3 (improvising), 4 (composing), 7 (evaluating), 8 (understanding relationships)

**MI:** verbal/linguistic, musical/rhythmic, naturalist

**MT:** reminiscence, reality orientation, attention span, impulse control, sensory stimulation, group leadership, self-esteem, creative self-expression, fine and gross motor skills, and abstract thinking

**Preparation:** Ask everyone in the group if they can remember the last time it rained. Ask them to describe what they noticed was happening before, during, and after the rain. Suggest they create their own “rain storm.”



#### PROCESS

Describe the following scenario to the group. Invite them to play along, creating sounds that complement the action in the story (see examples in parentheses).

1. The wind starts to blow. (*rubbing hands together or rubbing the head of a drum*)
2. As the wind gets stronger, the leaves rattle and the wind whistles. (*tapping the side of a drum and whistling*)
3. Small drops of water start to fall from the sky. (*snapping fingers or finger tips on the drums*)
4. The droplets get bigger. (*light clapping, patting the thighs, or playing with hands on drums*)
5. Thunder comes! (*stomping feet, playing low tones on drums, or striking a gong*)
6. The storm passes through and gets lighter. (*reverse the process until the group is back to a gentle breeze*)
7. The sun comes out, and birds and other animal sounds are heard. (*students vocalize nature sounds*)

#### Extension

- Use percussion instruments instead of body percussion, such as playing shakers for wind, bells and triangles for soft rain, wood sounds for heavier rain, drums for loud rain and a gong for thunder.
- Try the sequence first using only body sounds, then do it again using instruments.
- Have students take turns narrating.
- Play the game with closed eyes.
- Segue from the storm to a rumble-roll, then into rhythm.
- Describe other scenes, like jungles, prairies, cities, planets, etc.

#### Discussion

- Did you notice a difference between having your eyes open and closed?
- Did it make you listen harder when you couldn’t see the instruments being played?
- Did you see anyone creating sounds in ways that were new to you?
- What are some other musical sounds you hear when you’re outside?
- How can you play other “nature” sounds on the instruments?



## HAVE A BALL

This can be used as an ice-breaker or to help students move gently into the rhythmic setting as they learn about everyone in the circle. Sharing, awareness of self and others, and motor skills are developed in a friendly atmosphere. Great for groups who are meeting for the first time!

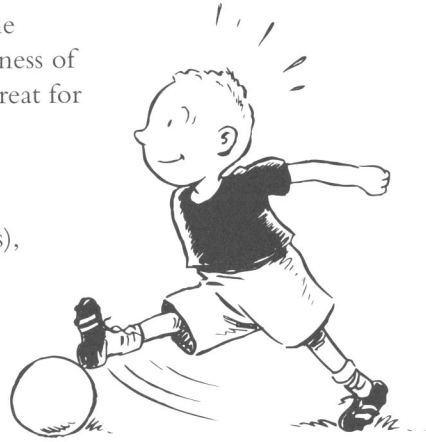
**Time span:** 5–10 Minutes

**Instruments:** small percussion (soft sounds such as small shakers or rattles), body percussion

**Suggestions:** *Shakers, small hand drums, finger cymbals, scrapers, frog rasps, Boomwhaker percussion tubes and most low-volume instruments.*

**Other materials:** rubber or foam ball, or ball of yarn

**Focus:** sharing, cooperation, keeping a steady beat, listening, learning about peers



**NS:** 2 (performing), 3 (improvising), 4 (composing), 7 (evaluating)

**MI:** musical/rhythmic, interpersonal, visual/spatial, verbal/linguistic

**MT:** verbal and non-verbal communication skills, attention span, gross and fine motor skills (passing and playing), self-esteem, reality orientation, acknowledging others in the group

**Preparation:** Sit in a circle, preferably on the floor. Have a small rubber or foam ball (or one made of yarn) ready to pass between participants. Place a small percussion instrument in front of each participant. Ask everyone to leave their instruments on the floor until they get the ball.

### Process

1. Begin by holding the ball.
2. Have everyone pat their thighs to a steady beat.
3. Speaking in rhythm, state your name and share something about yourself. **Example:** “My name is Robert and I like to draw” (align strong syllables with strong beats when possible.)
4. Roll the ball to someone across the circle and pick up your instrument and play along with the beat.
5. The student who gets the ball introduces himself (in rhythm).
6. The student then rolls the ball to someone else (who is still patting their thighs) and picks up their instrument, playing along with the beat.
7. The game continues until everyone has been introduced and is playing an instrument.

*Note: As more members of the group move from patting to playing, the volume level will increase. Ask or motion for everyone to play softly when someone is speaking. This will help everyone develop their listening skills, sense of dynamics and sensitivity as they learn to share the sonic space.*

### Extension

- Once everyone has been introduced, reverse the game and return to patting.
- Reverse game alternative: See if the student who *catches* the ball can tell the group about the person who rolled it (remember to always speak in rhythm).