

# MAKING IT WORK: GOALS AND ACTIVITIES

## EXAMPLES FOR DRUMMING - BIRTH TO THREE

### DEFINITIONS

- Goal: What we want the child to learn
- Activity: What the child does to reach the goal
- Teaching Practice: How adults can support the child's learning

### PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

- Goal: Dance to drum music
- Activity: Play drum music and dance
- Teaching Practice: Dance with children, provide differing tempos and rhythms to your drumming to encourage a variety of large motor movement.

### SOCIAL AND EMOTIONAL DEVELOPMENT

- Goal: Join in drumming (connect with other children and adults)
- Activity: Join peers in drumming, share drums, imitate peer and adult drumming
- Teaching Practice: Model sitting near children, asking children to dance, and engaging in conversation.
- Goal: Has an understanding of events that happened in the past and how these events relate to one's self, family, and community
- Activity: Provide children with opportunities to hear Elders speak about the importance of drumming to the community in the past and present.
- Teaching Practice: Connect Elders' stories about drumming into other parts of the lesson plan and learning experiences to integrate the stories and reinforce these connections for children.



### APPROACHES TO LEARNING

- Goal: Engage in drumming activity with support of familiar adults
- Activity: Join drumming activity and interact with familiar adults and new friends
- Teaching Practice: Model and encourage the child to sit by other adults/children who he/she is not familiar with by sitting with the child and her peer until she is comfortable with the new friend.
- Goal: Show interest in the drum and the drumsticks
- Activity: Explore and try out drumming with drums and familiar home items such as pots, pans and containers to use for drumming
- Teaching Practice: Give children the opportunity to drum. Use containers, pots, and pans.

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## LANGUAGE AND COMMUNICATION DEVELOPMENT

- Goal: Listen to and begin to have preference for certain drumming songs
- Activity: Listen to drumming songs and identify those that have special meaning or are favorites
- Teaching practice: Provide opportunities in the classroom to listen to drum music; play drum music throughout different parts of the day and during transitions and label them by name so that children can request their favorites.
- Goal: Asks to have stories about drumming told or read
- Activity: Have books available about drumming; ask a community member to come and tell a story about drumming/dancing
- Teaching practice: Read books aloud to groups and individual children, connect your book reading back to the reading by a community member or an Elder to remind children of prior events and to connect to their community (E.g remember when Elona came and read this book to us? She told us about her favorite drumming songs, do you recall which ones were her favorite?)

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## COGNITION DEVELOPMENT

- Goal: Count the beats of the drum
- Activity: Children count the beats as they drum, in groups and during their own exploration of drums.
- Teaching Practice: Model counting while you drum. Have the children count with you. Practice this at circle or other group time so children have experience to build on in their own drumming and counting.
- Goal: Try hitting the drum soft and then hard.
- Activity: Children explore drumming soft and hard by experimenting with the sounds made as they use different strategies in their drumming.
- Teaching Practice: During children's experimentation with drumming, discuss soft and loud sounds while modeling these levels of sounds. Ask children open ended questions like, "How can I make my drum sound softer? What ideas do you have?" so they connect their actions with the resulting sound differences.

# MAKING IT WORK: GOALS AND ACTIVITIES

## EXAMPLES FOR DRUMMING - THREE TO FIVE

### DEFINITIONS

- Goal: What we want the child to learn
- Activity: What the child does to reach the goal
- Teaching practice: How adults can support the child's learning

### PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

- Goal: Develops hand strength/dexterity/eye-hand coordination using drumsticks
- Activity: Have children drum different rhythms/patterns using different sizes of drum sticks.
- Teaching practice: Make different size drum sticks available to children. Provide time for them to explore on their own. Model different drum rhythms/patterns, then have children copy.

### SOCIAL AND EMOTIONAL DEVELOPMENT

- Goal: Show respect for drumming by following directions.
- Activity: Have children drum to music, stopping and starting whenever the music starts or stops.
- Teaching practice: Use positive guidance strategies, such as helping children partner with a friend, to help children learn when it is appropriate to drum or not, as indicated by the music.
- Goal: Has an understanding of events that happened in the past and how these events relate to one's self, family, and community
- Activity: Provide children with opportunities to hear Elders speak about the importance of drumming to the community in the past and present.
- Teaching practice: Invite Elders, or other community members, to speak to the children about the drumming tradition, including the connections to song and dance and how it creates community.



### APPROACHES TO LEARNING

- Goal: Show persistence in learning rhythms and songs
- Activity: Have children perform drumming for their families and the community.
- Teaching practice: Include drumming performances in program events throughout the year.
- Goal: Ability to maintain interest while drumming/dancing
- Activity: Support children to become more persistent and attentive by having them gradually drum/dance for longer periods of time.
- Teaching practice: Identify and introduce increasingly more lengthy drum patterns and songs.

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## LANGUAGE AND COMMUNICATION DEVELOPMENT

- Goal: Uses new drum vocabulary in both English and tribal language.
  - Activity: Have children use new drum vocabulary in both languages during activities and in conversations throughout the day.
  - Teaching practice: Display new vocabulary words, such as “drumstick,” “hand drum,” “drum head,” and “beat” both in English and the tribal language (when possible) throughout the environment.
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## LITERACY DEVELOPMENT

- Goal: Identifies and discriminates between separate syllables in words of song
  - Activity: Have children identify sounds by beating out the syllables of their names and words in chants or songs.
  - Teaching practice: Model tapping, beating, or clapping out syllables in children’s names or in common words in songs.
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## SCIENTIFIC REASONING

- Goal: Recognizes cause and effect relationships
  - Activity: Have children recognize that beating the drum hard causes a loud sound and beating it softly creates a soft sound.
  - Teaching practice: Offer opportunities for experimentation. Ask children to thinking about what happens with their body when they drum softly or loudly.
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## MATHEMATICS DEVELOPMENT

- Goal: Recognizes, duplicates, and extends simple patterns
- Activity: Have children experiment with drumming the same pattern at different tempos (speeds).
- Teaching practice: During children’s experimentation, talk to them about the speed of their drumming. Model different patterns and ask children to duplicate it.
- Goal: Observes and discusses common properties, differences, and comparisons among objects
- Activity: Have children identify the similarities and differences of various drums.
- Teaching practice: Have a variety of drums available to children by asking family or community members to bring in their drums. Ask children to notice and describe the size or material it’s made from and how those characteristics affect the sound. Record their observations.