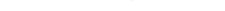


CONTENTS

D.R.U.M. MEMBERSHIP CERTIFICATE	3
INTRODUCTION	4
Forming a Group	5
D.R.U.M. CODE	5
Using Drums in the Classroom	6
Fostering the Creative	6
The Power of a Strong Music Program	6
JAM RHYTHMS AND JAM RHYTHM ENSEMBLE	7
Jam Rhythms	8
Jam Rhythm Ensembles	8
Customizing the Ensemble for Your Players	9
Notation/Rote	9
Difficulty Ratings	10
Jam Rhythms in 4/4	11
Jam Rhythm Ensembles in 4/4	14
Jam Rhythms in 6/8	22
Jam Rhythm Ensembles in 6/8	24
Jam Rhythms in 3/4	27
Jam Rhythm Ensembles in 3/4	29
ENSEMBLES BASED ON SPEECH	31
MONKEY, MONKEY MOO	32
PIGS LIKE MUD	33
TINY SURFER	34
ORDER IN THE GALLERY!	35
PETER, PETER IF YOU'RE ABLE	36
IF YOU SEE A MONKEY	37
SODA POP	38
OLD JOHN TUCKER	39
DR. FELL	40
RIQUE, RIQUE, RIQUE, RAN	41
JACK BE NIMBLE	42
AWAKE, ARISE	43
APPENDIX	44
Form	45
Improvisation	46
Teaching Suggestions	47
Building an Ensemble with Student-Created Rhythms	49
Instrument Technique	50

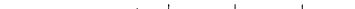


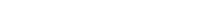
SPECIAL GROUPS

- | | | |
|-----|-----------|---|
| 33. | Shaker |  |
| | Cowbell |  |
| | Lead Drum |  |
| | Bass Drum |  |

Example 34 is the same figure as Example 10 with accents on 1, 3.

- | | | |
|-----|-----------|---|
| 35. | Clave |  |
| | Shaker |  |
| | Lead Drum |  |
| | Bass Drum |  |

- | | | |
|-----|-----------|---|
| 36. | Shaker |  |
| | Cowbell |  |
| | Lead Drum |  |
| | Bass Drum |  |

- | | | | |
|-----|-----------|---|--|
| 37. | Shaker |  |  |
| | Cowbell |  |  |
| | Drum #2 |  |  |
| | Lead Drum |  |  |
| | Bass Drum |  |  |

ENSEMBLES BASED ON SPEECH

MONKEY MONKEY MOO

Traditional

Arranged by Jim Solomon

Recommended grade level: 2nd, 3rd

$\text{♩} = 92 \sim 108$

T = Tone (Open tone) B = Bass

The musical score consists of three staves. The top staff shows a bass clef, a common time signature, and a key signature of one sharp. It includes a measure of four quarter notes followed by a measure of four eighth notes. The middle staff is labeled "Conga" and shows a continuous line of eighth notes with lyrics: "Mon - key mon - key moo!" and "Shall we name a few?". The bottom staff shows a continuous line of eighth notes with lyrics: "Yel - low mon-keys, pur - ple mon-keys, mon - keys red and blue!". The staff ends with a double bar line.

FORM:

A Section - Play all parts 1x

B Section - Only accompanying parts play

(use "inner hearing" to know when Ratchet, Vibraphone, and Cymbal play)

A Section - Play all parts 1x

Another option for the form is to have all parts played 2x or 4x, then use accompanying parts 1x as an interlude before repeating all parts again.

ACCOMPANYING PARTS:

The accompanying parts are shown on four staves. The Ratchet staff has two short vertical dashes at the beginning of each measure. The Vibraphone staff has a short vertical dash at the beginning of each measure. The Cymbal staff has a short vertical dash at the beginning of each measure. The Bass Drum staff has a continuous line of eighth notes.

TEACHING SUGGESTIONS:

Rhythm of Rhyme: 1) Ask students what colors they hear, then speak the rhyme. 2) Show a chart. Mark words where bass is played with a "B." Speak rhyme again and clap on basses. 3) Students speak rhyme and clap on basses. 4) Patsch rhythm of entire rhyme. 5) Play on drums.

Play Ratchet on first rest in the rhyme, Vibraphone on the second rest, and Cymbal on the last rest.

When students are secure with the rhythm, teacher can add Cowbell: ♩ ♩ ♩ ♩

