

# DRUM WITH A PASSION!

## New Mexico Music Educators Association

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### 1. Drum Set UP/Warm Up Exercises

- **Drum Set Up:** be consistent with your drum set up.
- **Exercises**
  - Tremolo's
  - Echo Imitation
  - Counting from one to eight. Reverse counting and add a clap to first beat. Then to beat 1 and 2, etc.
  - Name games using the first and/or last name
  - Question and answer improvisation: 8 count question; 7 count answer w/rest on end

### 2. *Drum with a Passion* by Chris Judah-Lauder

Source: *Drum with a Passion@2107* Beatin' Path Publication

All songs include a PPT and Keystone visuals. Visuals of all parts are provided in sequence as listed in this lesson.

#### A Section

1. Teach low floor drum.
2. Teach medium drum floor drum. Lower notes – bass. Higher notes – tone. Combine with low floor drum.
3. Teach cowbell part. Claves are optional.
4. Teach hand drum part. Combine with low floor drum.
5. Teach high floor drum part: play all notes on tones. Combine with high, medium & low floor drums and hand drum.

**B Section: See Score**

**C Section:**

- Students improvise eighth-beat question/answer phrases.

## Final Form Suggestion

- **A Section**
  - Low floor drum (bass bass, rest rest)
  - Add hand drum ("bass bass", I've got this..)
  - Add med floor drum (We will always...)
  - Add Cowbell
  - Add high floor drum (Drumming on a Monday...)
- **B Section (We will, 4x, drum with a passion)**

**B**

*D.C. al Fine*

CB: *Oh yeah!*

HD: *We will drum ev'-ry day!*

Hi Dr: *We will drum with a pas-sion, drum with a pas-sion. We will drum ev'-ry day!*

M Dr: *We will drum with a pas-sion, drum with a pas-sion. We will drum ev'-ry day!*

L Dr: *We will drum with a pas-sion, drum with a pas-sion. We will drum ev'-ry day!*

- **A Section**
- **C Improvisation**
- **A B A**

### Extensions

- Add movement for each part. Hand drums and cowbells could work together – playing in shared space.
- Create a C Section: Keep bass part, have players improvise question and answer or “call and response.”

# Drum with a Passion

Chris Judah-Lauder

**A**

CB

HD

Hi Dr

M Dr

L Dr

I've got this. You've got this. We've got this!

Drum-ming on a Mon-day, drum-ming on a Tues-day, oh yeah! Drum-ming ev' ry day!

We will al-ways, we will al-ways drum with a pas-sion, drum with a pas-sion.

Bass bass. Bass bass.

CB

HD

Hi Dr

M Dr

L Dr

I've got this. You've got this, oh yes! I've got this.

Drum-ming on a Mon-day, drum-ming on a Tues-day, oh yeah! Drum-ming ev'-ry day!

We will al-ways, we will al-ways drum ev'-ry day! We will al-ways, we will al-ways

Bass bass. Keep it real, I'm play-ing bass, bass.

# Drum with a Passion

Chris Judah-Lauder  
*Fine*

CB

HD  
You've got this. We've got this. I've got this. You've got this, oh!

Hi Dr  
Drum-ming on a Mon-day, drum-ming on a Tues-day, oh yeah! Drum-ming ev'-ry day!

M Dr  
drum with a pas-sion, drum with a passion. We will al-ways, we will al-ways drum ev'-ry day!

L Dr  
Bass bass. Bass bass. Keep it real!

**SEE B SECTION on pg 2**

### 3. *La La* by Chris Judah-Lauder

*Note: This piece was created after my students came to class singing this little motif.*

**Grade Level: 4<sup>th</sup> +**

#### **Objectives:**

- Teach barred orchestration with various ostinati.
- Sing and play melody on soprano recorder.
- Create a B Movement Section using 4 groups of 8 cts

#### **Teaching Process**

- Teach main melody by rote. Sing on “la”.
- Teach orchestration in this order: BB, melody, BX, SX, maracas, conga  
Set instruments by removing F’s and B’s.
- Combine with melody.
- Add melody on soprano recorder.
- Teach body percussion ostinato. See below. This part may be transferred to a conga.

L Elbow on L leg

Clap L hand on top of R hand, (which is on R knee)

Clap

Patch on R knee

Patch w/both hands

# La La

Chris Judah-Lauder

Melody

SX

BX. BM

Maracas

Conga

BB

### ● **Create movement for La LA**

- Discuss length of song: 4 groups of 8.

Students should have different movements for each group of 8 cts.

Invite the entire class to help with this.

- Combine orchestration with movement.
- Create an interlude: use shakers to keep a steady beat.
- If desired; add the “Sponge Bob” speech poem, before orchestration enters.

(I found the words on the internet, but all of my 5<sup>th</sup> graders already knew the words!)

## 6. *In Motion* by Chris Judah-Lauder

*Source: Drum with a Passion@2017 Beatin’ Path Publ.*

### **Equipment Needed**

- Low, Medium and High Floor Drums
- Hand drums with soft mallets
- Cowbell

**Starting position:** Place tubano/conga drums in a semi-circle. Hand drum players stand in the space between the tubano/conga drums.

Optional: hand drum players use a soft mallet.

### **Teaching Process**

#### **Exploration of sounds on Hand Drum.**

Echo short ostinato using mallet; hit in the center, side, rim, etc.

### **A SECTION**

- Provide visual of first two measures.
  - Teacher keeps steady “open/closed” beat on cowbell.
  - Teach parts in this sequence: Lo, Med, Hi, Hand drum, cowbell (director)
- When hand drums enter, they dance in the middle of the semi-circle.

### **INTERLUDE**

- Tubano mutes skin, while HD players move to stand in front of a tubano.

### **B SECTION**

- Cowbell continues to provide a steady beat.
- HD players improvise for 32 counts while tubano players move arms in air, in response to HD’s movement.

### **C SECTION**

- Create a vocal ostinato.
- (chipmunk voice, nonsense syllables, rap etc.) During this vocal ostinato, hand drum players move back into starting position.

- Decide on length for this part: 8, 16 or 32 counts. Decide as a class.  
(OR HD and tubano players could switch places!)

**FINAL FORM:**

Cowbell player directs and cues the group.

**A Section: layer in parts in this order**

Lo drum ,+Hand drum ,+Med drum ,+Hi drum

**Interlude:** Tubano drums mute for 8cts while hand drum players move to stand in front of a tubano.

**B Section:** Tubano drum players drop out. Hand drum player stands in front of a tubano drum and improvises for 32 counts while tubano player creates movement to reflect HD player.

**C Section:** All participate in a vocal ostinato as determined by class. While speaking the vocal ostinato, HD players move back in “A” position.

**A Section:** All play

**Interlude**

**B Section**

**C Section**

**A Section:** Freeze on final note Extension: switch parts

## In Motion

Chris Judah-Lauder

Interlude: Floor drums play muted tones. Hand drums move in place.

**A**

Hand Drum

Hi Dr

M Dr

L Dr

**B** Hand drums improvise over floor drums: 8 measures.

**C** Vocal Ostinato: Hand drums move to "A" Position.

Hi D