

DRUMMING UP VALUES

AN INTERACTIVE RHYTHM EXPERIENCE



School Residency Plan

Presented by Toni Kellar
Teaching Artist and Director
Roots To Rhythm™

Interactive Development Programs & Rhythm Events
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Target Audience

Grades 3 through 6 (Program can be modified for other grade levels, including K-12)

Scope of Residency

Minimum length: 5 days

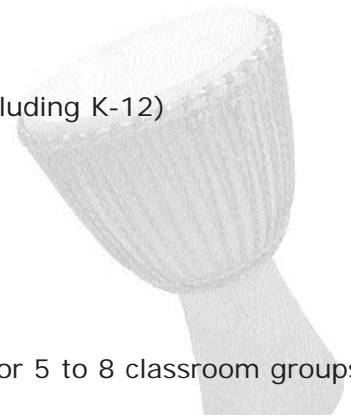
Maximum number of classes per day: 4

Number of sessions for each participating class: 5

Time length of sessions: 45 minutes

Preferred timeline: One week for 1 to 4 classroom groups; two weeks for 5 to 8 classroom groups.

Maximum size of classroom groups: 35 students



RESIDENCY DESCRIPTION

In this residency, students will experience hands-on rhythmic improvisation using a world variety of drums and percussion instruments (provided). Through this empowering process, students will develop values of self-esteem, respect, unity with diversity, and teamwork, while also learning rhythmic skills. Toni Kellar, a Drum Circle Music™ Practitioner, Trained HealthRhythms™ Facilitator, and director of Roots To Rhythm, will lead this joyful, interactive, and motivating residency.

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RATIONALE

Character Development From the Interactive Rhythm Experience:

Group rhythmic improvisation provides an effective method to explore themes in positive character development - respect, tolerance, listening, positive communication, self-awareness, motivation, empowerment, and team building. These positive characters are essential building blocks to establishing a well-balanced student, classroom, school, and community, and will help your school district achieve its positive values goals - providing Outcome From Within![™]

RESIDENCY COMPONENTS

Planning Meeting and School Visit

Toni will meet with appropriate teachers, administration, and support staff prior to the residency to discuss and fine-tune the program to meet specific needs or additional interests. Toni will also observe classrooms and tour school at this time to gain an understanding of classroom and school environment.

Professional Development Workshop for Teachers (optional)

- This optional program can be scheduled before, during, or after the classroom residency program. Program is 45 to 90 minutes long.
- It is preferable to schedule it before the residency program if possible so that teachers may fully understand the group rhythmic process that their students will be experiencing.
- Teaching tools to integrate rhythm into the classroom will also be presented, including a study guide.
- This Professional Development Workshop for Teachers can accommodate any or all of the school building staff, including those not involved in the residency program, as a motivating, stress-relieving, and teambuilding component of staff development.

Classroom Sessions

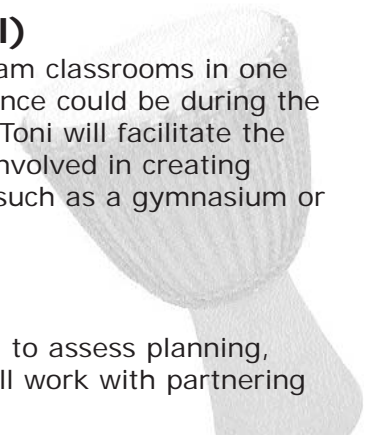
Please see separate **Classroom Sessions Outline** for details of the five residency sessions: One! Two! Ready! Go! Showtime!

Culminating Event to Share Student Learning (optional)

This participatory performance or assembly would combine all residency program classrooms in one culminating event performing an interactive drumming program. The performance could be during the day for other students and/or parents, or after school for parents/community. Toni will facilitate the performing students along with audience participation. Students may also be involved in creating additional aspects of the performance. **Requirements:** large assembly space such as a gymnasium or cafeteria; microphone and sound system.

Evaluation

Evaluation forms will be provided to all staff involved in the residency program to assess planning, communication, professionalism, and results of the residency program. Toni will work with partnering teachers to use assessment results to further improve the residency program.



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RESULTS

As a result of participating in this residency, students will:

Know:

- The components of rhythm in the music-making process
- How to play a variety of percussion instruments
- Appropriate ways of communicating with others
- The value of listening to and understanding another's point of view

Be Able To:

- Identify patterns and relationships in rhythm
- Participate in the creative process, develop their innate abilities to express rhythm, and develop listening skills
- Discuss areas of challenge in relationships with others
- Set positive behavior goals

Appreciate:

- How it feels to participate in a shared music-making process
- The joy of rhythm
- The values of teamwork and respect
- Their ability to express their own voice while valuing the voice of others



TEACHER'S ROLE DURING CLASS SESSIONS

Teachers are expected to observe in the classroom during the residency sessions, assist if needed, and maintain discipline. Teachers are encouraged to facilitate discussion on residency topics as opportunities arise to promote real-world connections.

LOGISTICAL FACTORS

Set-up and space requirements would include:

- A room with adequate space for chairs for each participant arranged in one large circle.
- This room should factor in the music-making experience - a closed space is required.
- Ability to set up the space in advance of sessions and keep set-up for duration of residency. The logistics of this program prevent moving the presentations from room to room.
- Security between classroom sessions for instruments.
- If culminating event option is chosen, microphones and sounds system would need to be provided.

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OVERVIEW OF CLASSROOM SESSIONS

One!

Activities: Introduce instruments; basic rhythm and music concepts of volume, pitch, tempo, repeating patterns; rhythm activities using drums and percussion instruments; behavior protocol.

Discussion topics: Successful communication tools, listening, respect, teamwork, consequences of personal choices

Two!

Activities: Interactive rhythm activities; opportunities for students to explore self-expression; overview of main groups of instruments; science of sound as vibration.

Discussion topics: Appropriate ways to express one's feelings, respecting others, self-esteem, honoring differences, bullying issues; diversity.

Ready!

Activities: Group improvisational rhythm activities.

Discussion topics: Value of honoring individuality while working respectfully with others, acceptance, responsibility of supporting each other to achieve success.

Go!

Activities: Facilitate process of creating original group rhythmic work.

Discussion topics: Teamwork, respect, trusting others.

Showtime!

Activities: Performance of rhythmic creation for other classrooms or parents/community.

Discussion topics: Joy of the result of successful teamwork and why it worked.



SAMPLE SCHEDULES

5 to 8 classroom groups (2 weeks)

Monday: school visit, set-up, teacher workshop

Tuesday: 2-4 "One!" classroom sessions

Wednesday: 2-4 "One!" classroom sessions

Thursday: 2-4 "Two!" classroom sessions

Friday: 2-4 "Two!" classroom sessions

Monday: 2-4 "Ready!" classroom sessions

Tuesday: 2-4 "Ready!" classroom sessions

Wednesday: 2-4 "Go!" classroom sessions

Thursday: 2-4 "Go!" classroom sessions

Friday: "Showtime!" interactive assembly program

3-4 classroom groups (1 week)

By arrangement: school visit, set-up, teacher workshop

Monday: 3-4 "One!" classroom sessions

Tuesday: 3-4 "Two!" classroom sessions

Wednesday: 3-4 "Ready!" classroom sessions

Thursday: 3-4 "Go!" classroom sessions

Friday: "Showtime!" interactive assembly program