
Play & Pass with Counting

Drum Table Activity Series

Student with Developmental Disabilities & Autism

Lesson 3



Topic

Communication, Academic, Cognitive, Sensory Motor, Social

Skill Areas

Receptive Language, Math, Sequencing, Attention Span, Gross Motor, Turn-taking/Impulse Control, Teamwork

Goals

1. Students will be able to begin taking turns playing the drum and passing the mallets
2. Students will be able to interact with others
3. Students will be able to distinguish patterns and counting principals

Objectives

As a result of this lesson participants will be able to:

1. Distinguish appropriate and inappropriate ways to take turns
2. Demonstrate passing, counting while increasing full range of motion in arms and hands

Materials

40" Remo Drum Table with Comfort Sound Technology and two (2) mallets.

3" and 22" Drum Tables can be used with smaller groups or incorporating taking turns.

Drum Table Activity Series

Lesson 3 Video at:

comfortsoundtechnology.com/lessons

Music Therapy

The clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program.

If you are working with or are a board-certified music therapist, download the Music Therapy Guideline that accompanies this lesson to explore deeper opportunities for your participant.

Introduction

Have participants seated or standing in a circle around the drum with room to stand and move around. Have all materials ready. Activity can be done for 15 minutes or longer if needed.

Instructions:

Introduce activity. Provide simple clear instructions slowly. Model each activity and ask conformational listening questions.

1. Begin with one mallet. Have participants look at their partner on their left and then their right. Facilitate a discussion about the importance listening, turn-taking, and how to politely pass the mallet. Select a direction around the circle. Demonstrate how to look and pass the mallet with a partner. Then facilitate participants in passing the mallet around the circle. Then change directions.
2. Next begin with hitting the drum one time and then passing mallet. After a couple successful circle completions begin to increase drum strikes, 2 times and pass, 4 times and pass, etc. Make sure to have participants count out loud together. Make sure to also change direction of pass throughout exercise.
3. After successful completion of a couple full circle passes around the table allow participants to lead the pass and select and communicate how many times to hit the drum.

Development:

1. Incorporate music on CD to play and count to.
2. Use additional mallet for two-handed play.
3. Incorporate playing counts on different parts of the drum surface for example the hitting the mallet stick on the rim of the drum. Use multiple sounds 1-2 on drum 3-4 clicking on sticks.
4. Conduct lesson without music. Concentrate on maintaining rhythm or counting throughout lesson. Focus on a steady tempo and changing tempo during progression of activity.

Helpful Resources

American Music Therapy Assn
(musictherapy.org)

The Comfort Sound
(comfortsoundtechnology.com)

Remo, Inc. (remo.com)

Credits

These lessons authored by:

George Thompson
Director of Music & Performing Arts
Teri, Inc.

In collaboration with:

Terri Wiener, MT-BC
Music Therapist
Teri, Inc.

Remo, Inc.