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# Making it Rain

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Drum Table Activity Series

Student with Developmental  
Disabilities & Autism

Lesson 7



## Topic

Communication, Academic, Cognitive, Sensory Motor, Social,  
Performance/Recreation

## Skill Areas

Auditory Perception, Receptive Language, Nonverbal Communication,  
Sequencing, Attention Span, Gross Motor, Sensory Integration, Teamwork,  
Impulse Control, Imagination/Improvisation, Recreation.

## Goals

1. Participants will learn about telling a story using the drum.
2. Participants will use their imaginations and creative skills.
3. Participants will begin working together to achieve a goal.
4. Participants will focus on verbal and non-verbal aspects of a guided imagery and visualization activity.

## Objectives

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

1. Understand how to follow a sequence of activities to tell a story on the drum.
2. Understand how to use their hands, fingers and mallets to create different sounds on the drum.
3. Begin moving specified body parts to music in a full range of motion.
4. Begin using dynamics and sound effects.
5. Take turns.
6. Begin exploring and talking about what they are hearing, feeling and seeing.

## Materials

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

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

Drum Table Activity Series

Lesson 7 Video at:

[comfortsoundtechnology.com/lessons](http://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 by asking students to take a deep breath and relax. Then ask students if they have ever heard a rain storm. Begin discussing (if appropriate depending on abilities) what they hear during a storm, what happens, how it begins, how does it end, etc. Consider that with some groups with limited verbal communication, simple nonverbal modeling may be the best approach. With responses or in demonstrating wind or rain you can briefly preview some of the steps of the lesson on the table. For example: "You hear rain drops" begin tapping your fingers lightly in the middle of the drumhead, etc.
2. Tell students that they are going to create a storm on the drum. Begin by having students lightly rub their open hands on the drum in small circles. Have students continue slowly asking them to hear the wind. You can then have the wind get a little fast or more dramatic. You can ask students then to lightly use their nails in the same small circles. Ask students to imagine they are laying in bed and listening to the storm. Then ask to listen and hear the raindrops. Start tapping fingertips lightly on the drum. Model and have participants follow. Alternate between wind and raindrops.

Ask participants if they can hear the rain getting louder. Have some participants turn their palms up and use their nails to tap out louder and more intense rain. Tell them that it is really starting to rain. As students are growing the storm take two mallets out. Have participants continue the storm. Then ask if students can hear the thunder in the distance.

3. Begin a gentle roll in the center of the drum. Have everyone say "thunder" as you increase intensity of thunder. Grow the storm.
4. Continue to tell students to listen to the storm. Imagine they are watching or laying in bed listening. Students can close

## Helpful Resources

American Music Therapy Assn  
([musictherapy.org](http://musictherapy.org))

The Comfort Sound  
([comfortsoundtechnology.com](http://comfortsoundtechnology.com))

Remo, Inc. ([remo.com](http://remo.com))

## Credits

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their eyes if they wish while continuing activity.

5. Begin making the thunder progressively more quiet. Explain the the storm is ending. Work backwards through the steps: rain, wind, soft rain, etc. As students are quietly rubbing hands on drum ask them to imagine the sun coming out and the wind fading. Have student continue to rub drum ask them to imagine the sound of cars driving by on the wet streets.
6. Conclude activity by having students take deep breath and reflect on the activity. Ask students what they thought, felt, etc.

## Development:

1. Take turns being the thunder
2. Allow participants the chance to lead the storm
3. Brainstorm other stories you could tell using sounds on the drum