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# Play Along

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Drum Table Activity Series

Student with Developmental  
Disabilities & Autism

Lesson 2



## Topic

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

## Skill Areas

Auditory Perception, Receptive Language, Nonverbal Communication,  
Music, Sensory Integration, Gross Motor, Teamwork,  
Imagination/Improvisation, Music Appreciation, Performance

## Goals

1. Participants will learn to begin playing the drum with a backing track.
2. Begin playing in time and rhythm to music.
3. Begin work on improvising.
4. Develop independence and access to non-facilitated activity.

## Objectives

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

1. Understand how to listen to a song and play along.
2. Understand how to develop their own unique rhythms
3. Begin moving specified body parts to music in a full range of motion.
4. Begin moving, clapping, walking, shaking shakers, hitting drums or other instruments in time with music.
5. Begin expressing and communicating music preferences.

## Materials

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

(30" and 22" Drum Tables can be  
used with smaller groups or with  
turn taking)

A music player (CD, MP3 player,  
computer, iPad, etc.) with access to  
various songs and genres of music.

Drum Table Activity Series

Lesson 2 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.

One of the easiest ways to quickly begin using Remo Drum Tables in the home or classroom, for seasoned musicians or complete novices, is to use pre-recorded music or backing tracks to play along with.

1. The best resource in selecting music to play along with will be the drumming participants. Finding music that resonates with individuals or groups can heighten concentration and participation. If participants have limited verbal or communication abilities, consider using adaptive communication devices such as iPads, Mayer-Johnson Symbols, or playlists with visual components. Try to select music with a steady beat and tempo of 120BPM or songs that make dancing and tapping to the beat irresistible to many people.  
(New studies suggest that songs like “Happy” by Pharrell Williams, with a balance of rhythmic predictability and a medium amount of complex syncopation may elicit a greater desire to dance and move to the music. Off-beat rhythm found in funk, disco, R&B and Motown can get many to their feet and playing along to the beat).
2. After selecting appropriate backing tracks for participant or group, explain that you are going to put on music to play along

## Development:

1. Allow students to create their own phrases and combinations
2. Incorporate other body movements (walking, dancing, swaying, clapping)
3. Incorporate tempo/dynamic with forms
4. Play name game: Basically take turns playing the rhythms in group member’s names.

## Helpful Resources

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

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

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

### Credits

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