



Topic

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

Skill Areas

Auditory perception, Receptive language, Nonverbal communication,
Math, Musical, Other, Sequencing, Memory, Attention span, Impulse
control, Self-esteem, Imagination/improvisation, Performance Goals

1. Learn to understand and use symbolic representations as a guide to musical tasks on the drum
2. Listen and repeat rhythmic ideas and phrases
3. Participants will be able to begin to work on improvising
4. Associate meanings with symbols.

Objectives

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

1. Understand how to use abstract X and O's symbols to form different patterns of rhythm.
2. Understand how to develop their own unique rhythms using X and Os.
3. Play and read symbolic sequences with others.
4. Perform and execute basic x and o notation.
5. Follow directions and improve sequencing, abstract thinking, and imagination.

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 9 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. Explain the importance of listening when playing with others. Create clear messaging dependent on abilities of participants on how to copy or repeat what someone plays. Consider that with some groups with limited verbal communication simple nonverbal modeling may be the best approach. Begin by showing participant 4x4 graph drawn on dry erase white board. Chalk board, large paper can be used if white board is unavailable.
2. Draw or replicate fig. 1. Explain that X means play the drum one time and that means do not play. Demonstrate the counting of quarter notes 1234 and show how X fall on the counts. Remember the accuracy of the rhythm replication is not important. The only objective is to listen to others and try to follow directions making associations between symbol and playing or not playing.
3. After successful completion how to play the X on the beats. Begin by erasing an X and adding an O. Explain and demonstrate to not play when there is an O in the box. Then lead participants in playing boxes with O.
4. Use Fig 2 as a guide. Play a couple rhythm passes around the table. Allow participants to lead the pass by creating their own rhythm to be passed. Encourage participants to create simple patterns/phrases using the X O notation on the board.

Development:

1. You can use graph to begin teaching some basic music notation and reading. For example Fig 3 can demonstrate whole note, half notes, quarter notes, and eighth notes. After successful use you can replace X and O with standard notes and rests. Or replace with notation and no rests to demonstrate note values.
2. You can use X and O for creating a piece to perform or to help instruct other lesson or teaching rhythmic phrases or song forms.
3. Create or allow students to create other symbols for music notation, i.e. drum roll, right and left hand play, dynamics loud and soft, playing middle and side of drum, clicking mallets together, etc.

Helpful Resources

American Music Therapy Assn
(musictherapy.org)

The Comfort Sound
(comfortsoundtechnology.com)

Remo, Inc. (remo.com)

Credits

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Fig 1			
1	2	3	4
X	X	X	X
X	X	X	X
X	X	X	X
X	X	X	X

Fig 2			
1	2	3	4
X	X	X	X
X	O	X	X
X	O	X	O
X	O	O	X

Fig 3			
1	2	3	4
X	O	O	O
X	O	X	O
X	X	X	X
X	X	X	X