
Phrase and Form

Drum Table Activity Series

Student with Developmental
Disabilities & Autism

Lesson 1



Topic

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

Skill Areas

Auditory Perception, Receptive Language, Verbal Communication

Nonverbal Communication, Math, Music, Sequencing, Memory

Attention Span, Gross Motor, Teamwork, Imagination/Improvisation

Music Appreciation

Goals

1. Participants will learn about rhythmic phrases and music forms and how they are used in music.
2. Listen and repeat various rhythms
3. Practice various combinations of simple rhythms in sequence to create form
4. Learn sections of songs
5. Begin listening to spoken syllable rhythm to follow and emulate in drum play

Objectives

As a result of this lesson be able to:

1. Understand how to listen and emulate different patterns of rhythm
2. Understand how to develop their own unique rhythms
3. Listen and repeat rhythmic ideas and combinations in phrases/forms
4. Begin to work on improving sequence and rhythm skills

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
individuals)

Drum Table Activity Series

Lesson 1 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.

Helpful Resources

American Music Therapy Assn
(musictherapy.org)

The Comfort Sound
(comfortsoundtechnology.com)

Remo, Inc. (remo.com)

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.

This activity can also go very nicely after the Play and Sing Activity

1. Begin by modeling a simple rhythmic pattern on the drum table. Start with a simple easily replicated pattern, for example 1, 2 Cha Cha, Jingle Bells, Happy Birthday, etc.
2. After successful completion of a couple of 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.
3. Next talk with student about song structure. Explain how the drum could be used for performances. Explain how we could create and put different pattern/phrases of rhythm together to create a song.
4. Show students an example of combining two or three simple phrases: 1,2, cha, cha, cha, jin-gle bells, Em-i-ly
5. Try playing and singing “This Old Man” or any other familiar song.
6. Have participants play the song without singing, just listening to the rhythm.
7. Speak with students about song form. Basic beginning, middle, end or verse/chorus depending on skill level.
8. Create a simple song form with 3 rhythmic phrases for a beginning, middle and end. For example, beginning: 3 set of 1, 2, cha, cha, cha, 2 sets of Jingle Bells, and 8 sets of Emily. Let students take turns trying to perform piece.

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.