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# Play and Pass with Rhythm

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Drum Table Activity Series

Student with Developmental Disabilities & Autism

Lesson 4



## Topic

Communication, Academic, Cognitive, Sensory Motor, Social

## Skill Areas

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

## Goals

1. Participants will be able to begin taking turns playing the drum and/or passing the mallets rhythmically.
2. Participants will be able to listen and repeat rhythmic ideas and phrases.
3. Participants will be able to begin work in improving timing.

## Objectives

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

1. Understand how to listen and emulate different patterns of rhythm.
2. Understand how to develop their own unique rhythms.

## Materials

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

Drum Table Activity Series

Lesson 4 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.

Begin incorporating call and response rhythm pass.

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 (Call & Response). Consider that with some groups with limited verbal communication simple nonverbal modeling may be the best approach. The accuracy of the rhythm replication is not important at this stage. The only objective is to listen to others and try to repeat or play something similar.
2. Model a simple rhythmic pattern to “pass” around the table. Start with a simple easily replicated pattern, for example: 1, 2, Cha Cha.
3. 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.

## Development:

1. Incorporate participants’ favorite music or your own.
2. Incorporate other body movements (walking, dancing, swaying, clapping, shaking shakers, playing other instruments).
3. Conduct lesson without music. Concentrate on maintaining rhythm or counting throughout the lesson. Focus on a steady tempo and changing tempo during the progression of the activity.

## Helpful Resources

American Music Therapy Assn  
(musictherapy.org)

The Comfort Sound  
(comfortsoundtechnology.com)

Remo, Inc. (remo.com)

## Credits

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