



Interactive Performing Arts Co.

Angela Roy
Presenter & Performing Artist

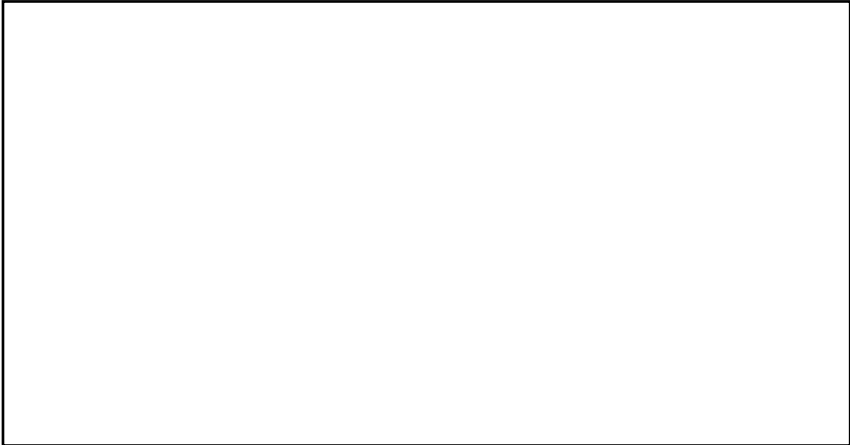
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Rhythmic Art!

Storytelling through rhythm, song & movement!



THE RHYTHMIC PLAN!

INTRODUCTION:

About Rhythmic Art!

Drum up a rhythm! Facts & Culture

SONG SET

Name Game: Walking down the street

African songs: « Ma Ma Ley Eh »

First Nation Lullaby: "Ani Coni"

RHYTHM & PERCUSSION SET

Vocal Percussion: Pebble in the Pond

Polyrhythmic combos

RHYTHMIC GAMES SET

Rhythmic song writing

Pass the shaker

SONG SET

African Children song: "Che-Che"

African Birth Song: "Manga"

RHYTHM & PERCUSSION SET

Polyrhythmic combos!

RHYTHMIC STORYTELLING SET

"Tell a story! Dance a story!"

FREE FLOW SET

Rhythm in your school! Rhythm as a teaching tool!

Available "en Francais"

RHYTHMIC ART IN YOUR SCHOOL!

Expect high energy, dynamic, multi-sensory, kinesthetic & creative experience! Facilitated with African drums (Djembe) and an assortment of world percussion instruments for each student to play & explore!

Cultural & educational experience for your Students as program content respond to social, cultural studies, Language arts & music curriculum

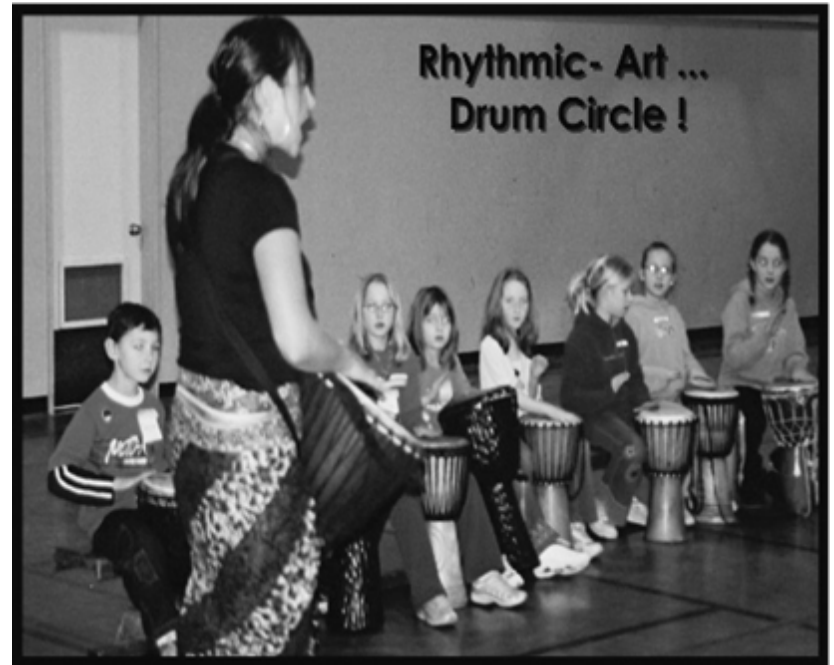
Designed for Primary to Secondary levels

- Cultural Events % Assemblies
- Class room Presentation
- Social-Cultural Studies & Music curriculum
- French Immersion programs

Explore/learn five main musical model;

- Vocal & body percussion exercises
- Hand drumming techniques & patterns
- World song & chants
- Rhythmic games
- Rhythms & Polyrythm

Framework of the workshop will be presented through **song & storytelling** as this acts a liaison for each of the rhythmic activities.



"Angela captivated her young audience immediately with her many different types of dynamic presence! I was most impressed by her ability to explain the intricate rhythms in simple yet effective manner. I was very pleased by with the professional conduct of Angela and most appreciative of her wiliness to share her expertise.

Beairsto- School District 22 Teacher

Rhythmic Art!~ World & African Hand drumming

Sing and Play

Once we have sung the rhythm or beat patterns. We are ready to play the rhythms on the drum.

Listen and Play

Drum **techniques and patterns applying** the sounds of the Djembé- **the base, tone and slap**

Practice and Play

The extended version of each rhythm is played on diverse world percussion instruments and the Djembé.

Learn and apply

Breaks /calls to the rhythms, which indicate a change in tempo, rhythm or beat.

Apply and create...Multiple rhythms plays at once create a polyrhythm. We will divide the group into rhythm section! Each group will play a different rhythm learned. The overlapping of rhythms creates a polyrhythm.

***“If you can sing the rhythm
you can play the rhythm!”***



Art-work by 10 year old drummer/ participant
School District #23

Rhythmic Art ~ Songs

Note: words/phrases spelled phonetically

Ani Coni!

Traditional Native Canadian Chant

Ani Coni, Sha a ou a ni.
Ani Coni, Sha a ou a ni.
Hei yei yah, Pic a lah, shah eeh nah.
Hei yei yah, Pic a lah, shah eeh nah.
Shee ah ouh ni, pis I nie.
Shee ah ouh ni, pis I nie.

CheChe Koule,

Call & Response Song Ghana, Africa

CALL

Che Che Koule
Che Che Kofisa
Kofi Salanga
Ga ga salanga
Koumba dede
Koumba dede
Koumba dede

RESPONSE

Che Che Koule
Che Che Kofisa
Kofi Salanga
Ga ga salanga
Koumba dede
Koumba dede
Kum.Kum.Kum

Ala Walee

Women in society, Senegal, Africa

Ala Walee, Ralah fah lou.
Ala Walee, Ralah fah lou.

Senegali -leh, roh-ho ga-bara-gai.
Mousou nah, dabba so fa rah-lah.

Mama Ley Heh,

Gratitude Song, Africa

Mama Ley Heh, Oh Mama Ley heh
Mama Ley Heh oh Mama Ley heh.
Zim bo ga wey. Mamama Ley Heh.
Zim bo ga wey. Mamama Ley Heh.

Rhythmic Art ~ Rhythms & Polyrhythm

RHYTHM & SONG

Touji, Sur la montagne

Togo, Africa

Sur la montagne il y a une richesse, moi et mamie nous irions souvent. Moi et mamie. Moi et mamie nous irions souvent.

Sur la montagne il y a une richesse moi et mamie Nous irions souvent.

Djembe1:

Btt Btttt / Btt Btttt / Btt Btttt / Btt Btttt / B B B tttt

Djembe/Gonga:

Bt Bt Bt tttt/ Bt Bt Bt tttt / Bt Bt Bt tttt

BREAK & CALLS

Che-o-le

Voice/ Voix : Che-o-le-o-l e! HA HA HA!

Drum: Ttttt BBB Tttt BBB ttttT-ttttT-ttttT-BBB

POLYRHYTHM COMBO

Macro

Voice:

This is good and this is nice and this is good and this is nice. (x4)

Voix : Cest la vie et C'est la vie et C'est la vie et C'est la vie

Drum: B tt T Btt T B tt T Btt / B tt T Btt T B tt T Btt

Merenge!

Voice:

Ba ba ba ba ba! On va danser! Ba ba ba ba!
On va danser, Oui!

Voice:

Ba ba ba ba ba! We will all danse! Ba ba ba ba.
We will all danse now!

Drum: B B B B - T T T T. B B B B T T T T t

LEGEND:

B= BASE

T= TONE

T = slap

/ = end of pattern repeat

- = one count space in pattern

Rhythmic Game ~ Name Game

Direction

1. Introduce Greeting Song & Game
2. Demonstrate song with name each participant states name after song phrase.
3. Repeat song until each participant has introduced themselves
4. Demonstrate Rhythmic clapping patterns 1-2-3-4
5. Repeat song as many times as participants. Great for transitional games.



Song: Walking down the street

Call:

I was walking down the street and
who did I meet?

Response:

I met (repeat name x2), he/she was
walking down the street.

En Français!

Appel

Je marchais dans la rue regard ce qui
j'ai vue

Réponse :

J'ai vue (nom X2). Il/Elle
marchait dans la rue.

Rhythmic Game ~ Pebble in a pond



“ If you can sing it you can play it...”

Polyrhythm, interweaving of rhythms which create new sounds. Rhythms are interconnected relating to one another. Layers of sound create resonance. We will explore this concept layering voice and body percussion.

Polyrhythm: The use or an instance of simultaneous contrasting rhythms.

Direction:

- Create 3 groups or more of a 2 – 4 persons
- Each groups stand in a separate circle formation, one center circle, outside circle so on...
- Begin with vocal sounds only. Select sound that relate to a theme ex: nature
- Participants in the inner circle begin then sound phrase, Then Middle circle begins and layers, the outside circle join in and so on
- Identify the groups 1st group may represent wind, 2nd group water fall sound so on...
- Practice sound in round of repetitions.
- Part 2 Select rhythm sounds from songbook or make up your own.

Idea: Create your own rhythms vocalizing and repeating sound patterns in loops from participants names

Add: Movements or Body Percussion to accompany each vocal percussion sounds.

Rhythmic Game ~ Pass the shaker!

Direction

1. Sit in a circle "crossed legged" on the floor.
2. Place right hand in the air.
3. Place left hand, palm up on your left knee.
4. Place your right hand palm up on the person beside you left hand palm up.
5. Bring your right hand over to clap the right hand of the persons sitting to your left.
6. Your right hand will tag the person's right hand.
7. Now, here we go!
8. Sing song as shaker are being passed around.
9. Counting in song indicates a stop.
10. Last five persons could identify favorite food, color etc..

Song

Stella Stella Oh La! Clap! Clap! Clap!

Singing S-Chico-Chico!
Chico-Chico, cracker jack!

Singing S-Chico-Chico!
Bole-Bole! Bole-Bole-Bole!
HEY~ 1,2,3,4,5

Materials:

Small egg shaped shakers

Rhythmic Game ~ Percussion & Rhymes

Directions:

1. Create groups of 4 to 6 participants
2. Introduce counting rhythmic beat
123-123-123-3-3 // 321-321-321-1-1
3. Practice rhythmic beat add hand clapping
4. Create first phrase with three beat counts.
5. Remember to use the ending syllable to begin your next phrase
6. Repeat each phrase three times.
7. The third phrase, the last word or syllable is said three more times.

Example:

This is good - This is good - This is good, good, good.

1 2 3 - 1 2 3 - 1 2 3 3 3

Good to eat - Good to eat - Good to eat, eat, eat.

Song: Trois petits chats!

French

Trois petits chats. (X3)

Chapeau de paille, (X3)

Paillason. (X3)

Somnambule. (X3)

Bulletin. (X3)

Tintamarre, (X3)

Marabout. (X3)



Rhythmic Game ~ Rhythm Sticks

Direction:

1. Pass out a set of Rhythm sticks to each child
2. Introduce foot stepping pattern 1-2-3-4
3. Add rhythm stick or clapping pattern
4. Introduce Rhythmic phrase "Mare don"
5. Indicate "each time we hear the sound "De" we stop" for 1-2-3-4 & begin
6. Sing rhythmic phrase four times then sing first line of story-song
7. Use sticks to create story shapes
Ex: tree /branch/nest /bird and so on
8. Rhythmic phrase is repeated in between each story-song phrase.
9. Once children are comfortable with song and rhythm, sing the song in a parade format.

Materials:

Rhythm sticks or egg shaped shakers

Song : Mare Mare Don!

Chorus:

Mare Mare Don Mare don don de. (X4)

Break: 1-2-3-4 in between each chorus)

Song-story:

French & English parts may be sung together
Or seperately.

1 Sur l'arbre il y a une branche.

On the tree there grows a branch.

2 Sur la branche il y a un nid.

On the branch there is a nest.

3 Dans le nid il y a un oeuf.

In the nest there is an egg.

4 Dans l'oeuf il y a un oiseau.

In the egg there is a bird.

5 Dans l'oiseau il y a l'amour.

In the bird there is love.

EXPRESSION Interactive Performing Art co.

Expression provides Rhythmic Art Program through drumming, percussion, song and dance for schools presentation-performance.

- kindergarten to secondary
- child development centers
- festivals, cooperate events
- professional development training

ABOUT ANGELA

Performing artists; percussionist-drummer, dancer- choreographer and singer, Angela experienced many facets of the performing arts! Angela has studied- performed with the West African Drum & Dance Ensemble "Gamalie" of Togo, African for several years. Her artistic portfolio includes vocal & modern dance training. Her works have been showcased on CBC Radio-TV, Okanagan Life Magazine, and TV – CHBC. Today, she is in the studio working on a children world-song and rhythm CD – to be release fall 2005 or on tour facilitating the rhythmic art program in schools, conference events & at festivals!

Regatta – Kelowna BC

Dragon Boat Festival – Kelowna,BC

Fringe Festival – Kelowna,BC

One World Music Festival – Penticton, BC

Festival du Bois - Maillerville, BC

Festival D'ete - Vancouver BC

Educator, Facilitator, Instructor

Angela has taught preschool to college students in many disciplines. Her specialty is developmental studies, program design and French language programs as well as "performing art based" educational programs. She has over a decade of as an educator & program developer. Her professional work experience includes; workshop/conference facilitator and program developer for organizations such as North Okanagan Child Care Society, Federation des Parents Francophone, Educacentre and School district #22 & 23.

**"If you can walk you can dance!
If you can talk you can sing!
If you can sing the rhythm you can
play the rhythm!"**



"Walking in door Angela got your attention immediately. Imagine what we could do with children using her technique! The best facilitator thus far in the conference!" ECE Plan-it Quality National-Conference 2005 –Regina. Sask.

"I didn't know I had any Rhythm! I was wrong! I rock!! Angela is an amazing performer... and I'll be able to perform and teach children dancing and drumming altogether!

**Early Childhood Educator
Workshop Participant – ECEBC
Conference 2005 – Vancouver**

Rhythmic Art ~ Learning Outcomes

- To increase hand-eye coordination & global motor skills through multi-sensory & kinesthetic exercises using drumming, song, movement and games**
- To develop verbal and non verbal skills through rhythmic phrases, songs stories and group discussion**
- To demonstrate and teach basic musical rhythm concepts: tempo, timing pace, beats, pattern, dynamic, tone and base through hand drumming exercises and techniques**
- To generate awareness & knowledge of world music and culture**
- To foster group team work & individual leadership skills through rhythmic activities**
- To energize & motivate students through the rhythm, song & movement**
- To relate basic literacy concepts through narration , group participation and songs**
- To relay basic elements of movement, rhythm, pattern, body, space, energy, shape, and force**



“Constant student involvement and hands-on opportunities. Extremely good connection with the students! Students were motivated and engaged! They came back to class singing and drumming. Asking for a second class we hope to have Angela back!

Teacher District #22

Rhythmic Art ~ Body & Vocal Percussion

What is "Vocal Percussion"?

"If you can talk you can sing!"

The rhythms are presented as sound phrases to introduce each drum rhythms.

It is proven that if you can sing or vocalize the rhythm first you'll be able to play it on a percussion instrument or drum.

The program has adapted this concept into a series of activities called vocal percussion. Through vocal percussion participants can practice rhythm loops and patterns.

Two to Seven rhythms can then be layered at one time. The sounds of the vocal rhythm interweave and overlap to create a polyrhythm. Once the sound is practiced and participants are comfortable we will introduce movement.



What is body Percussion?

"If you can walk, you can dance!"

This is also an expression shared in the African communities. We will add body movement and rhythmic grooves to compliment each rhythm.

This looks like handclapping and foot patterns blended to the movement grooves inspired by hip-hop dance.

A multi-sensory experience that is sure to energize drummer and dancers!

"Angela came to do a workshop with our French Secondary Students. I was amazed by Angela's ability to inspire & encourage their participation. The second minute, every student involved & some of the shyest students were the first to volunteer. Angela won the trust of the class. Her great spirit & enthusiasm that is truly amazing. Her energy never waned event after four hours of workshops. My student loved her presentation they call it "the best French class ever!"

Kelowna Secondary High school, French Immersion Teacher

Rhythmic Art ~ Musical Vocabulary

Beat: the steady pulse of music (fast, slow, regular)

Dynamics: graduation of volume (louder, quieter, softer)

Rhythm: grouping of long and short musical sounds

Polyrhythm: layering of different rhythms patterns

Tempo: relatively rate of speed of the musical piece

Base: the sound created when striking center of the 'Djembé'

Tone: the sound created when striking outer rim of the 'Djembé'

Slap: an open hand technique of striking outer rim of the 'Djembé'

Break or Call: beat pattern used to indicate a change or transition in drumming rhythms

Melody: tune, or how pitches moves up and down in music

Vocal Percussion: voice application of rhythm

Body Percussion: kinetic application of rhythm through hand clapping, foot patterns and rhythmic movement

Synergy: when individuals become interconnect through music

Groove: when movement and rhythm synchronize in the body

Rhythmic Art ~ Percussion Instruments

Djembe (jem-bay): the djembé is West African drum. It is mortar-shaped drum that is open at both ends and has a single membrane of goat or antelope skin stretched over it and is beaten with the bare hands. It produces three sounds, slap, tone, and base.

Clave Sticks: Afro-Cuban percussion instrument made from Teak wood

Box drum or (Cu-Hon.): Cuban wood square drum made from Mahogany

Shaker: hand-held percussion instruments in West Africa. Made from a calabash or gourds which has a woven net of beads or seeds to strike against to create percussion sound

Gankogui: West African to part bell made of blacksmith iron. Played with a stick. Usually plays breaks and/or polyrhythm.

Cuillère de Bois: tradition French Canadian hand held percussion Instrument

