

## Learn Some Taiko Drumming Rhythms



### Year 7 - 10 CURRICULUM GUIDES

#### AUSTRALIAN CURRICULUM

This lesson plan includes the general capabilities of the Intercultural Understanding Curriculum:

- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility

#### INTERNATIONAL BACCALAUREATE

**IB Diploma Programme Subject Brief 2019 Individuals and societies: Social and cultural anthropology**

Areas of anthropological inquiry in this course are: belonging; classifying the world; communication, expression and technology; conflict; development; health, illness and healing; movement, time and space; production, exchange and consumption; and the body. Key anthropological concepts addressed in this lesson plan include: belief and knowledge, change, culture, identity and symbolism.

### OBJECTIVE

Say and play some taiko drum rhythms and learn about their origins.

### RESOURCES - 10 min

Teacher laptop linked to interactive display screen

#### 1. Watch a Toko-Ton Drumming Video

- Use this link to watch and listen to [Toko-Ton Taiko Drumming](#)
- Ask students to comment on the performance, using prompts if needed:
  - What did you like?
  - What musical elements stood out (tempo/speed, dynamics/volume)?
  - How many different kinds of drums could they see?
  - How do taiko drums differ from a drum kit?

#### 2. Watch a Toko-Ton Drumming Video

- At 00:20 in the video, this rhythm is played four times:



**tai- ko drum**

- Ask students to try saying the words "tai-ko drum" with the rhythm in the video. Then play that section again and ask them to clap as well.

- At 00:29 in the video, another rhythm is added



**Tai- ko drum it sounds good**

- Ask students to try saying the words "tai-ko drum it sounds good" with the rhythm in the video. Then play that section again and ask them to clap as well.
- **Extension 1:** as a class, think of other words you could say to that rhythm. Then students in groups could come up with their own words, and add movements or body percussion, to put with the rhythm and the class could hear each group.
- **Extension 2:** if you have access to percussion instruments, use two different types in a call-and-response pattern ie with claves playing bar 1 and djembes playing bar 2, then adding some unison sections and repeating to flesh out to a short performance.
- **Extension 3:** Explore some Japanese instruments as a whole class

with the computer program Sound Infusion.

1. Go to: <https://soundinfusion.com.io>
2. Register to try for free
3. Find instruments on the interactive map of Japan - click on them to hear and read information about each
4. Go to the studio section of the website
5. Select Japan in the library, and explore the 40+ instruments that are there
6. Create an arrangement of those sounds by dragging them around the studio