

Learn Some Taiko Drumming Rhythms



Prep - Year 6 CURRICULUM GUIDES

AUSTRALIAN CURRICULUM

The incursion addresses these elements of the Intercultural Understanding Curriculum:

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

INTERNATIONAL BACCALAUREATE

PYP – Enhanced Framework Overview 2018

IB learners strive to be:

- **OPENMINDED** we critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **CARING** we show empathy, compassion, and respect. We have commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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. Try out some taiko drumming rhythms

- 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.

Year 3 - 6

- **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.