**PERCUSSION DISCOVERY!**

**LEARNING GOALS**

Students will increase their knowledge of percussion instruments by discovering how to make sounds using everyday objects and their bodies.

**STUDENTS WILL BE ABLE TO**

* identify how percussion instruments make sound (CA VAPA Music 1.0 Artistic Perception)
* make comments that contribute to group discussion (CACCSS SL 1)

**MATERIALS**

Everyday objects such as pencils, spoons, cans, etc. that can be used to make sounds

**STEPS**

Have students watch the video introducing the snare drum, featuring San Francisco Symphony Percussionist Jacob Nissly:

 [Introduction to the Snare Drum](https://www.sfsymphony.org/EducationCommunity/Music-Connects-Kids/Instruments-of-the-Orchestra)

 *Click link and scroll down to Meet Our Instruments: Jacob Nissly Snare Drum*

Next, have students listen to the following music selection: Toccata for Percussion. Explain that Carlos Chávez, a famous Mexican composer, wrote this music to be played using only percussion instruments, including the snare drum, bass drum, timpani, and much more. Students should think about *how* the musicians might be making the sounds they are hearing.

[Chávez - Toccata for Percussion](https://s3.amazonaws.com/media.sfskids.org/music/chavez_toccata_percussion.mp3)

Begin the discussion. Ask students:

* *How were sounds created in the snare drum video?*
* *What actions or motions do you think the musicians used to create their sounds in the music selection, Toccata for Percussion by Carlos Chávez?*

(Some responses might be: they hit the instruments with sticks or with their hands, they struck the instruments, drummed on them, shook them back and forth, scraped them with a stick, etc.)

Summarize to students: **All percussion instruments make their sounds by hitting, shaking, scraping, or rubbing.**

*Percussion with Everyday Objects*

Have students brainstorm how they might create a simple percussion instrument using everyday objects. Students should look around them, suggest objects to use, and describe if the sound will be made by hitting or striking the objects together, shaking them, or rubbing them together. Some simple examples might be:

* Tapping two spoons together
* Tapping two pencils together
* Clashing two potlids together
* Filling a jar or water bottle with dried beans, rice, small rocks, or sand to make a shaking sound
* Scraping a pencil across the spine of a spiral bound notebook

Anything will work as a percussion instrument if it can make sound by hitting, shaking, scraping, or rubbing!

*Body Percussion*

Next, explain to students that they can make percussion sounds using their own bodies! One example is by clapping. That’s right, clapping your hands together is a way of using your body to make percussion sounds!

Have students brainstorm other ways to use their bodies to make percussion sounds. Some responses might be:

* snapping your fingers
* slapping your thighs
* patting your shoulders or chest
* picking up one foot at a time and hitting it
* rubbing your hands together

Any similar actions will work as body percussion—as long as they make a sound!

Have students think of ways to create a **Classroom Percussion Band** by combining the sounds of their homemade percussion instruments and body percussion!

