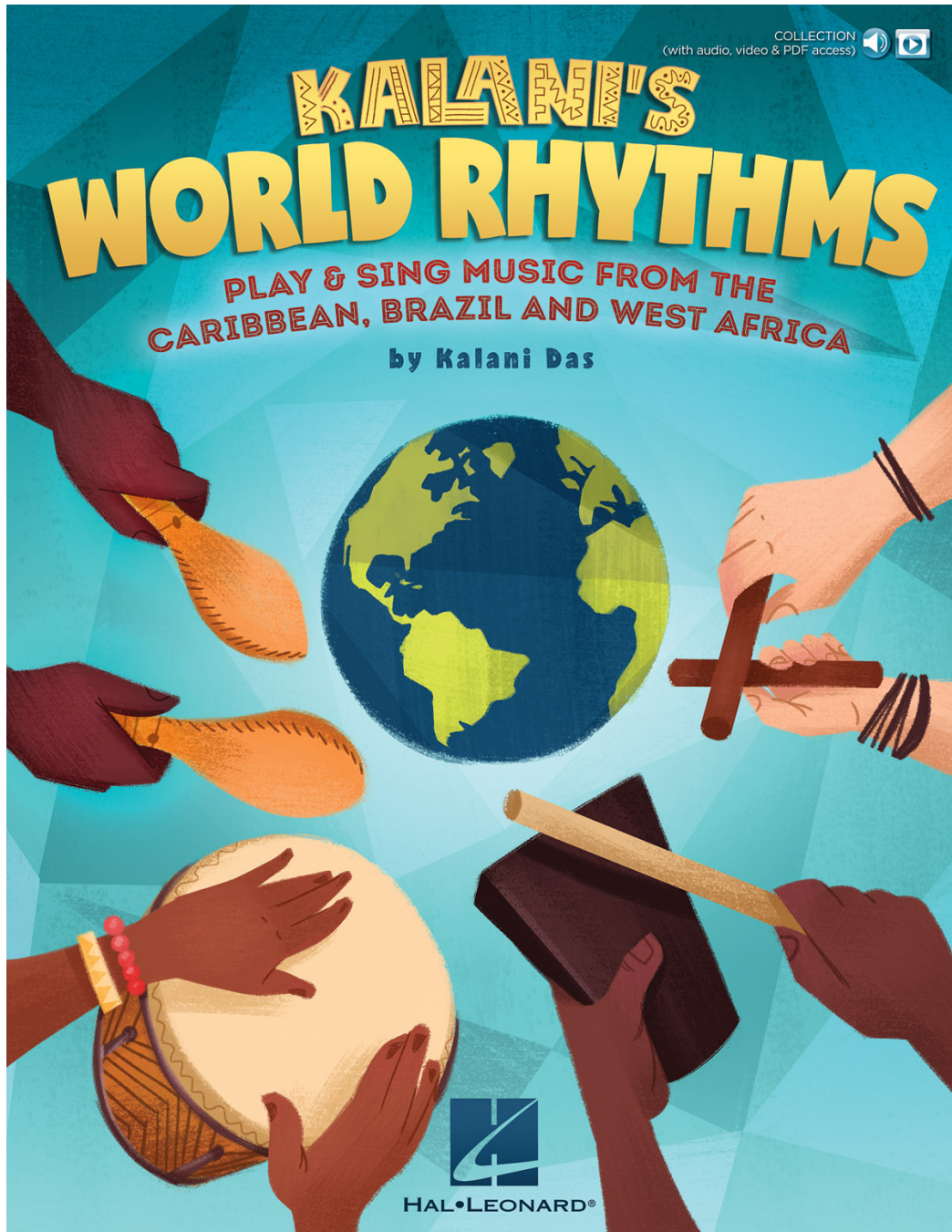


# WMEA 2018 Session Notes

## Kalani Das, MT-BC

Sponsored by

# PERIPOLE



## Level I Training Summer 2019

## Vandercook College of Music

# KAKILAMBE

## DJEMBE ENSEMBLE

## WEST AFRICAN

♩ = 95

<b>Create</b>	Listen and move to the rhythms. Embody the general feeling, weight, tempo, and qualities through body and voice. Learn each part & create complementary and contrasting music.
<b>Perform</b>	Play each rhythm on body percussion, then on the instrument, adding tonal variations last. Combine parts to form ensembles. Create appropriate dances and arrangements.
<b>Respond</b>	Discuss the qualities of the music from the musician and audience perspective. What are the challenges? What is the message? How does this music feel to you?
<b>Connect</b>	What are some examples of unique and universal rhythms and sounds in this music? How does these rhythms fit or contrast with music you already know? Who plays this music?

Need Drum Lessons and Ideas?  
See the **WORLD DRUM CLUB** YouTube Channel

# ZUNZUN

RUMBA RHYTHM

CARIBBEAN

♩ = 95

The musical notation is arranged in seven staves, each representing a different instrument. The tempo is marked as ♩ = 95. The notation includes various rhythmic patterns with accents and rests, typical of Rumba and Caribbean drumming.

- Shaker:** A continuous eighth-note pattern with accents on the first and third notes of each measure.
- Cowbell:** A simple pattern of quarter notes.
- Claves:** A pattern of quarter notes with accents and rests.
- Bongos:** A pattern of quarter notes with accents and rests.
- High Conga:** A pattern of quarter notes with accents and rests.
- Low Conga:** A pattern of quarter notes with accents and rests.
- Cajon:** A pattern of quarter notes with accents and rests.

<b>Create</b>	Move to the rhythms, explore weight, duration, tension and timing. Create alternative music to complement. Notate key rhythms and arrange sections into a performance piece.
<b>Perform</b>	Demonstrate an understanding of musical and thematic elements through expressive modalities such as dance, instrumental, and vocal music. Critique performances.
<b>Respond</b>	Notate or illustrate rhythms, themes, ideas, and other elements. Use musical terminology to describe and evaluate performances. Demonstrate proper performer/audience etiquette.
<b>Connect</b>	Discuss the role of drumming in Caribbean culture, slavery, religion, and social networks. Why is Caribbean music drumming oriented? How was music used to communicate ideas?

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# BAIANA

SAMBA RHYTHM

BRAZIL

♩ = 110

The musical score is written in 2/4 time with a tempo of 110 beats per minute. It consists of seven staves, each representing a different percussion instrument. The Shaker part features a rhythmic pattern of eighth notes with accents. The Agogo Bell and Woodblock parts play a melodic line of quarter notes. The Tamborim part has a complex pattern of eighth and sixteenth notes. The Hand Drum part plays a steady quarter-note pattern. The High Bass and Low Bass parts play a simple pattern of quarter notes.

<b>Create</b>	Move to the basic beat and embody the Samba rhythm. Sing rhythms and melodies alone and in combination. Compose and improvise music. Notate ideas and arrangements.
<b>Perform</b>	How are the lines between performer and audience different in Brazil than in the US? Explore a variety of performance pieces, from pantomime, to acting and playing music.
<b>Respond</b>	What emotions come up when you move to this music? Describe and/or notate the primary musical elements and features. How is this music performed and by/for whom?
<b>Connect</b>	What is the role of community-based music making? What other information do musicians often transmit through lyrics and rhythms? Identify other forms of music with similar roles.

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# KAKILAMBE

TRADITIONAL  
GUINEA

LYRICS/CHORDS/MELODY

MALINKE LANGUAGE

1 A **D<sub>m</sub>** **G**

Mai' - mbo \_\_\_\_\_ Mai' m - bo ma - ma

5 **B<sub>b</sub>** **C** **D<sub>m</sub>**

Mai' - mbo Ka - ki - lam - be khe - bum\_\_ be\_\_

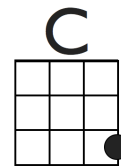
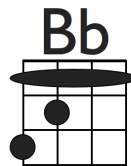
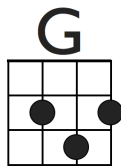
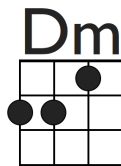
9 B **C** **D<sub>m</sub>**

— Mai' ————— Mai' - mbo

**MAIMBO (NAME)**  
TELL US WHAT KAKILAMBE SAYS

**MAI MBOH, MAI MBOH MAH MAH**  
**MAI MBOH KAH-KEE-LAHM-BAY GEH BUM BEH**

**STRUM PATTERN: D- -U -- D-**



<b>Create</b>	Explore movement, sound, and visuals based on looking towards the future and family connections. Themes include: wishes, goals, safety, asking, visioning, and wisdom.
<b>Perform</b>	Play and combine key rhythms into ensembles. Create costumes and/or masks. Take turns playing, dancing, and singing/strumming. Compose and/or improvise supplemental music.
<b>Respond</b>	Discuss parallels to the “Maimbo” character in our society. Invite students to talk about their personal dreams, goals, and wishes - and ways they can achieve them.
<b>Connect</b>	Compare ways various cultures express their wishes for a better future, what rituals or ceremonies they perform to mark those intentions and personal actions along similar lines.

# ZUNZUN

LYRICS/CHORDS/MELODY

SPANISH LANGUAGE

TRADITIONAL

AFRO-CUBAN

A Am G

Zun zun zun con su dam - ba eh

F E7 Am

5 pa - ja - ro lin - do de la ma - dru - ga

B Am Am

9 Zun - zun Pa - ja - ro lin - do

G G

13 Zun - zun Pa - ja - ro lin - do

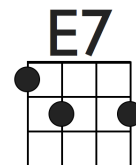
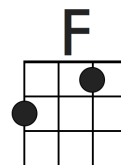
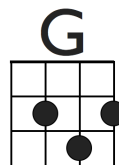
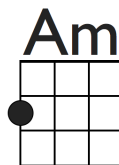
ZUNZUN (BIRD) WITH YOUR SPECIAL GIFT

BEAUTIFUL BIRD OF THE SUNRISE

ZOON ZOON ZOON CON SOO DAHM-BAH EH

PAH-HA-ROH LIN-DOH DEH LAH MAH-DREW-GAH

STRUM PATTERN: D- -U - - - -



<b>Create</b>	Explore: movement, sound, and visuals based on birds and the sunrise. Invite students to develop and collaborate. Have students create effects and complementary music.
<b>Perform</b>	Share/mime movements, images, sounds, etc. Perform short pieces to reflect thoughts and ideas related to the subject. Play KEY rhythms alone and in ensembles. Arrange music.
<b>Respond</b>	Discuss from musical, personal, and social perspectives. Ask students to talk more about their experiences both in and outside of music. Discuss ways to change and develop.
<b>Connect</b>	Discuss the role of music in Caribbean culture, slavery, religion, and social networks. What is the role of the musician? What role does music play in people's lives? In our lives?

# BAIANA

LYRICS/CHORDS/MELODY  
PORTUGUESE LANGUAGE

TRADITIONAL  
BRAZIL

Eh \_\_\_\_\_ Bai - a - na \_\_\_\_\_

5 Eh - - - Bai - a - na \_\_\_\_\_

9 Bai - an - na - Bo - a Gos - ta do Sam - ba

13 Gos - ta da Ro - da Eh diz Que Bom - ba

HEY, WOMAN (SINGER/DANCER)  
BEAUTIFUL WOMAN  
SHE LOVES THE DANCE  
SHE LOVES THE CIRCLE  
SHE IS GREAT!

EH BUY-AH-NAH  
BUY-AH-NAH BOH-AH  
GOH-SHTAH DOH SAHM-BAH  
GOH-SHTAH DAH HOH-DAH  
EH DEESH KAY BOM-BAH

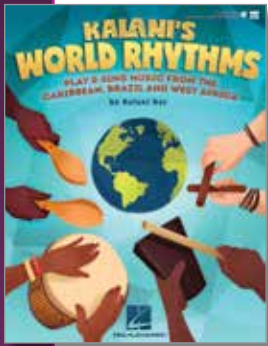
STRUM PATTERN : DU -U -U DU

<b>Create</b>	Explore: movement, sound, and visuals based on expressing joy. Invite students to develop and collaborate. They can use colored scarves, streamers, and props to facilitate creativity.
<b>Perform</b>	Play and dance, alone and in groups. Take turns playing/singing for dancers. Add environmental sounds and sights to a circle performance.
<b>Respond</b>	Discuss the importance of music as it relates to health and wellbeing. What role does group music play in our lives? What happens with our mood and feeling when we play?
<b>Connect</b>	Why is playing or meeting in a circle important? What does it imply? What are some other "Circles" you belong to? Why is it important to share your creative spirit with others?



# COLLECTIONS • Kalani's World Rhythms

Gr. 4-8



## KALANI'S WORLD RHYTHMS

*Play & Sing Music from The Caribbean, Brazil, West Africa*

By Kalani Das

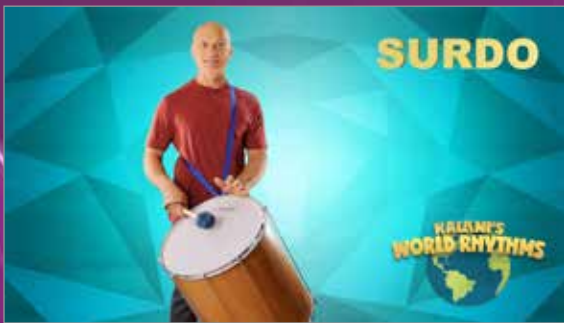
Energize your classroom with world songs and rhythms from Kalani! Easy-to-play drumming arrangements place success and fun within reach of every student. Authentic techniques and rhythms for a range of drums and percussion instruments are demonstrated via downloadable video and audio recordings, bringing Kalani's expertise right into your classroom. Each song tells a story that can be used to prompt creative movement, foster teamwork and build character. Optional parts also provided for piano, Orff and ukuleles. 00199906 Collection (with video, audio & PDF access)..... \$49.99

## CREATIVE LESSON PLANS

- music and social goals
- the story behind each song
- teaching beyond the music
- Learn about PUPS (Pulse Under Pattern Sequence)



Bring Kalani's expertise right into your classroom with downloadable video segments that teach the percussion ensembles and how to play each instrument!



**SCORE**

**Zunzun**

Rumba (♩ = 95) Caribbean Folksong/Dance  
Arranged by KALANI DAS

*mf* VERSE

Vocals  
Zun - zun zun con su dam - ba - eh - - - - - Zun - zun

Optional Piano  
Am G Am

Soprano Xylophone  
Alto Xylophone  
Bass Xylophone  
*mf*

ba - eh - - - - - Pa - ja - ro lin - do de la

Opt. Pno.  
SX  
AX  
BX

Score with piano, vocal and optional Orff parts