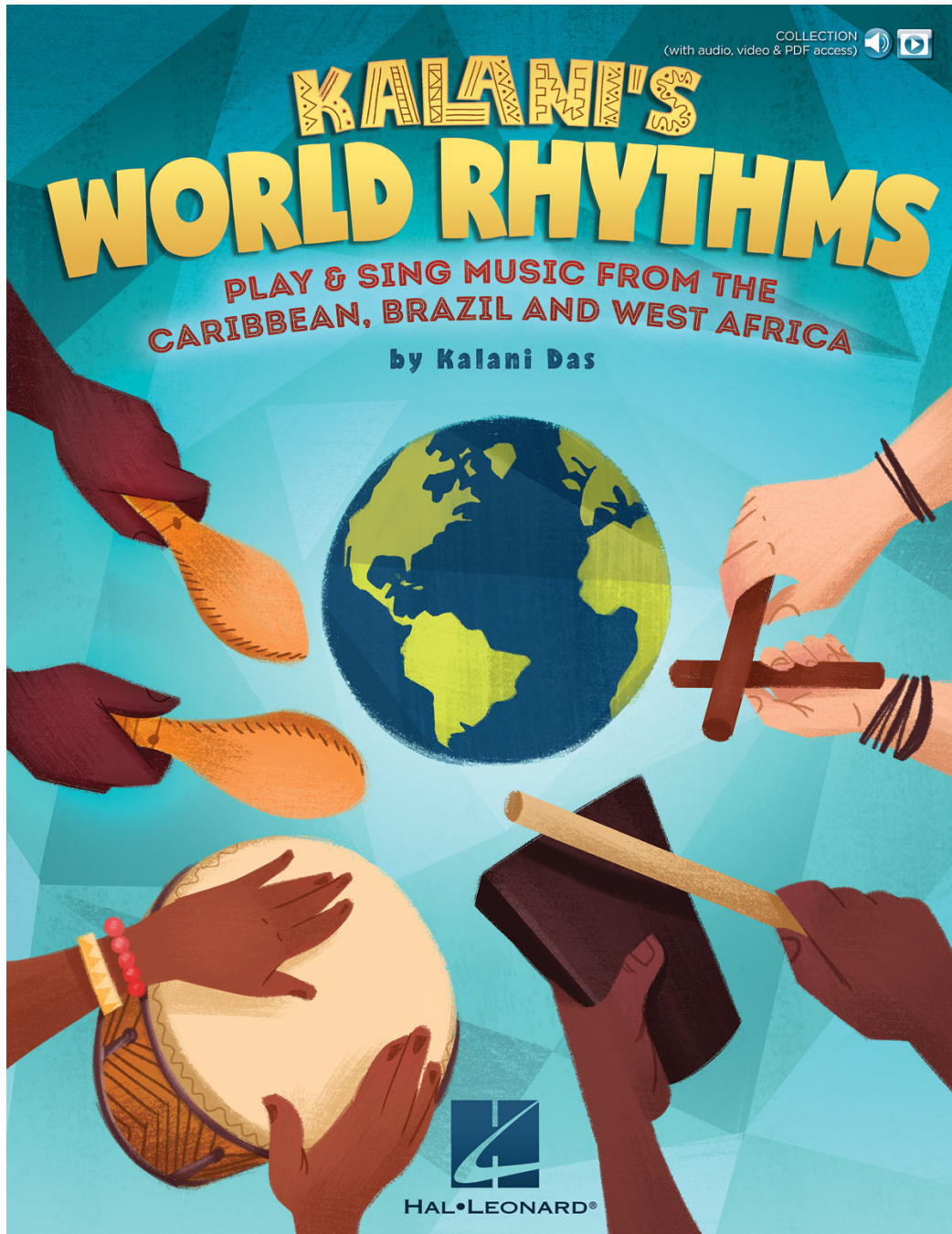


# STRUM & DRUM

Kalani Das, MT-BC

Sponsored by

## PERIPOLE



**Level I Training Summer 2019**  
**Vandercook College of Music**

# KAKILAMBE

TRADITIONAL  
GUINEA

LYRICS/CHORDS/MELODY

MALINKE LANGUAGE

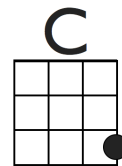
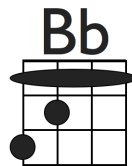
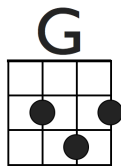
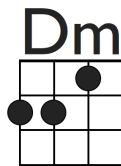
MAIMBO (NAME)

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 - - - -

Am G F E7

<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 \_\_\_\_\_

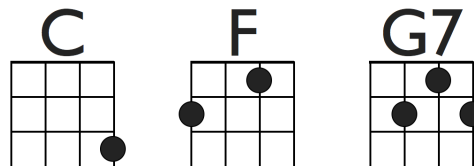
9 Bai - an - na - Bo - a Gos - ta do Sam - ba

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 circe 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?

# 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

Musical notation for Rumba Rhythm instruments: Shaker, Cowbell, Claves, Bongos, High Conga, Low Conga, and Cajon. The notation is in 4/4 time with a tempo of 95 bpm. The Shaker part consists of a continuous eighth-note pattern. The Cowbell has a simple two-beat pattern. The Claves, Bongos, High Conga, and Cajon all play similar patterns of quarter and eighth notes with accents.

<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?

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

# 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 rhythm. 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.

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



# KALANI'S WORLD RHYTHMS

PLAY & SING MUSIC FROM THE  
CARIBBEAN, BRAZIL AND WEST AFRICA

by Kalani Das

## Caribbean

2 Congas  
2 Tumbas  
2 Bongos  
2 Cajons  
Large Cowbell  
Claves  
Maracas

Add on:  
Güiro  
Timbales

## Brazilian

2 Surdos  
2 Congas  
2 Tamborim  
Agogo  
Woodblock  
Tube Shakers

Add on:  
Triangle

## West African

1 Large Dundun  
1 Medium Dundun  
5 Djembes  
Small Cowbell  
Tone Block  
2+ Caxixi

Add on:  
Krin

**Training and Resources**  
[kalanimusic.com/worldrhythms](http://kalanimusic.com/worldrhythms)







# KALANI'S WORLD RHYTHMS

PLAY & SING MUSIC FROM THE  
CARIBBEAN, BRAZIL AND WEST AFRICA

by Kalani Das

## Recommended Listening

### Caribbean

Ruben Blades  
Willie Colon  
Celia Cruz  
Tito Puente  
Potato Valdez  
Pancho Sanchez  
Los Papines  
Fania All Stars  
Johnny Pacheco  
Los Van Van  
Los Muñequitos

### Brazilian

Sergio Mendez  
Antonio Carlos Jobim  
Gilberto Gil  
Dori Caymmi  
Joao Gilberto  
Astrud Gilberto  
Bebel Gilberto  
Djavan  
Olodum  
Milton Nascimento  
Toquinho Horta

### West African

Mamady Keita  
Bolokada Conde  
Famaoudou Konate  
Abdoulaye Diakite  
Ladji Camara  
Fore-Fote  
Les Ballets Africains  
Farafina  
Adama Drame  
Ensemble Nacional  
de Guinea

**Training and Resources**  
[kalanimusic.com/worldrhythms](http://kalanimusic.com/worldrhythms)





# KALANI'S WORLD RHYTHMS

PLAY & SING MUSIC FROM THE  
CARIBBEAN, BRAZIL AND WEST AFRICA

by Kalani Das

## WORLD RHYTHMS COURSE

**Where:** Vandercook College of Music

**When:** June 24-28, 2019

**What:** World Drumming, Ukulele, Orff

- Learn essential drumming and percussion skills
- Integrate Ukulele, Orff, and More
- Play authentic traditional World Drumming songs
- Focus on meeting Social and Emotional Goals
- Learn from a Board-Certified Music Therapist
- Get College Credits

**For information, visit  
[vandercook.edu/continuing-ed/](http://vandercook.edu/continuing-ed/)**

