Building a relationship with percussion instruments

Going somewhere new can be exciting; it might also be a little intimidating or cause some anxiety. If I go to a party where I don’t know anybody except the person who invited me, how do I get to know anyone else?

My host will probably be gracious enough to introduce me to others at the party. I will get to know their name, where they are from, and what they commonly do for work and play. In turn, they will get to know the same about me. We may decide to continue our relationship by learning more about each other and doing things together.

As music therapy students, we develop relationships with music instruments. We begin by learning instrument names, and by getting to know a little about the instrument. We continue our relationship by learning technique and by playing music with them!

Through our experiences and growth, we will be able to help clients develop their own relationships with instruments and music, and therefore be able to strengthen the therapeutic process.
Building a relationship with percussion instruments

| Recognize the instrument by common name. | Know what the instrument is made out of (materials), and its shape. | Know where the instrument originated | Learn about what the instrument is or was traditionally used for. |

We begin by learning instrument names, and by getting to know a little about the instrument.

- When learning about instruments, we begin with those that are most common in music therapy practice and literature. We will also include some instruments common to percussion performance and music education in this section (Tier One).

- We can then continue to develop our literacy with other percussion instruments (Tiers Two and Three).
Building a relationship with percussion instruments

 Tier One
Instruments most common in music therapy practice, literature, and education.

 Tier Two
Continuing music therapy world percussion literacy

 Tier Three
Advanced world percussion literacy

Knight & Matney, 2012; Matney, 2007; Matney, 2016; Scheffel & Matney, 2015
Building a relationship with percussion instruments

- Recognize the instrument by common name.
- Know what the instrument is made out of (materials), and its shape.
- Know where the instrument originated.
- Learn about what the instrument is or was traditionally used for.

Find visuals of and information about these instruments:

- Online (but double check your sources)
- From books (e.g., Das, 2008; Matney, 2007)
- Talking with your music therapy instructors and percussion instructors
- Accessing your school’s instruments
**Large Hand Drums**
Drums played with the hands that stand on the ground

**Goblet Drums**
Drums played with the hands that rest sideways on the legs

**Double Headed/ Paired Hand Drums**
Frame Drums

- **General**
  - Native American “Buffalo Drum”
  - Bodhran

- **Ornamented**
  - a frame drum that uses rings or other materials to enhance sound quality.

- **Tambourines**
  - a type of frame drum with jingles; always has a head, or else called a “jingle ring.”

Paddle Drums

- **General “Lollipop”**
  - Kilaut
  - Uchiwa taiko

- **General/Orchestral**
  - Pandeiro
  - Riq
  - Kanjira
  - Tamburello

- **Ornamented**
  - Daf
  - Doira
  - Ghaval
  - Bendir

- **Ocean Drum**
  - Pandeira
  - Adufe
  - Sakara
  - Tamalin
  - Tamalin

- **Paddle Drums**
  - Muzhar
  - Tapou
  - Togo
  - Baijaogu

**Tier One**

- Tar
- Pleneras

**Tier Two**

- Tamborim
- Riq
- Kanjira
- Tamburello

**Tier Three**

- Ocean Drum
- Muzhar
- Tapou
- Togo
- Baijaogu
Bass Drums

Orchestral Gathering Drum
Table Drum
Dunun Drums
Surdo

Tier One

Stick Drums

Snare
Tom-Tom
Drum Set
Timpani
Sound Shapes
Tongue Drum

Tier Two

Taiko Drums
Timbales
Krin

Tier Three

Duhulla
Baandu/Thunder
Bomba
Alfaia
Zabumba

Ewe Drums
Sabar Drums
Kutiro Drums
Candomble
Caixa
Repique
Shakers

- Maracas
- Egg Shakers
- Ganza
- Caxixi
- Wrist Bells
- Jingle Stick

Rattles

- Axatse
- Shekere
- Jingle Ring
- Jingle Stick
- Wrist Bells

- Sistrum
- Ankle Bells/Ankle Rattles

- Seed Pod Rattle
- Ankle Bells

- Chapchas

Tier One

Tier Two

Tier Three

- Hosho
- Katsa
- Televi
- Pacay
- Kabamba
Scrapers

Concussion Instruments

Tier One
- Cabasa
- Guiro
- Frog Rasp

Tier Two
- Claves
- Rhythm Sticks
- Castanets
- "Kokiriko"
- Chime/Mark Tree
- Zils
- Finger Cymbals

Tier Three
- Lummi Sticks
- Ti Rikau
- Clapper
- Bones/Spoons
- Binzasara
- Guira
- Reco Reco
- Washboard
Struck Idiophones
- Metal (Unpitched)
  - Cowbell
  - Agogo Bell
  - Gankoqui
  - Triangle
  - Susp. Cymbal
  - Clash Cymbal
  - Hi-Hat Cymbal
  - Gong
  - Flexatone

Struck Idiophones
- Wood/Plastic
  - Wood Block
  - Temple Blocks
  - Vibraslap
  - Tongue Drum

Struck Idiophones
- Other
  - Udu
  - Jawbone
  - Quijada

Tier One
Tier Two
Tier Three
Pitched Mallet Instruments

- Orchestral:
  - Xylophone
  - Marimba
  - Vibraphone
  - Glockenspiel

- World
  - Bala/Balafon
  - Gamelan Instr.

- Orff
  - Xylophones
    - Soprano
    - Alto
    - Tenor
    - Bass
  - Metallophones
    - Soprano
    - Alto
    - Tenor
    - Bass
  - Bass Bars
  - Contrabass Bars

Tier One

Tier Two

Tier Three
**Pitched Idiophones**
Percussion instruments with tonal pitches.

**Lamellophones**
Percussion instruments that are plucked to produce sound.

**Chordophones**
Percussion instruments that have strings.

**Bowed Percussion**
Using a violin or cello bow on a percussion instrument creates unique sounds.
Building a relationship with percussion instruments

We continue our relationship with instruments by learning good technique on them and by playing music with them!

- Study and practice the traditional music of the instrument via teachers, classes, books, videos and other resources.
- Become aware of (and eventually be able to play) the timbres and pitches of the instrument in comparison to similar instruments.
- Listen to and/or watch the traditional music of the instrument.
- Learn basic, traditional playing techniques for the instrument.
- Learn how to accompany yourself singing all kinds of songs on the instrument.
- Learn creative, non-traditional ways to play the instrument (KPAS).

Each of these tasks help us not only develop our musicianship, but also help us connect our musicianship with clinical intentions.
As therapists, we want to begin learning to play instruments that are most relevant to our work. The following slides promote musicianship through beginning technique on relevant instrumentation.

1. Study and practice the traditional music of the instrument via teachers, classes, books, videos, and other resources.
2. Become aware of and be able to play the timbres and pitches of the instrument in comparison to similar instruments.
3. Learn how to accompany yourself singing all kinds of songs on the instrument.
4. Learn creative, non-traditional ways to play the instrument (KPAS).
5. Listen to and/or watch the traditional music of the instrument.
6. Learn basic, traditional playing techniques for the instrument.

Beginning technique on instruments most common in music therapy practice and literature

Knight & Matney, 2012; Matney, 2007; Matney, 2016; Scheffel & Matney, 2015
**Large Hand Drums**

<table>
<thead>
<tr>
<th>Beginning Technique and Instruments that Use Them</th>
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<tbody>
<tr>
<td>Djembe</td>
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<tr>
<td>Conga*</td>
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<td>Tubano</td>
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<td>Ashiko</td>
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<td>Ngoma</td>
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<td>Funde</td>
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<td>Timba</td>
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<td>Cajon</td>
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**Goblet Drums**

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<tr>
<td>Darbuka</td>
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**Double Headed/ Paired Hand Drums**

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<tbody>
<tr>
<td>Bongos</td>
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**Paddle Drums**

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<tr>
<td>General “Lollipop”</td>
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* While more advanced traditional play of the conga focuses on different technique, the beginning technical ideas/basic sounds are similar enough.
Frame Drums

- **General**
  - Pleneras (Single Hand Hold)
  - Larger Frame Drums (Lap Style Hold)
  - Tar Frame Drums (Tar Style Hold)

- **Ornamented**
  - Ocean Drum

- **Tambourines**
  - General/Gospel
Bass Drums

- Dunun Drums
- Surdo
- Tantan
- Concert Bass

Stick Drums

- Snare
- Tom-Tom
- Drum Set
- Tongue Drum

Rattles

- Axatse
- Shekere
- Jingle Ring
- Jingle Stick
- Wrist Bells

Shakers

- Maracas
- Egg Shakers
- Ganza
- Caxixi
Scrapers

- Cabasa
- Guiro
- Frog Rasp

Concussion Instruments

- Claves
- Rhythm Sticks
- Castanets
- “Kokiriko”
- Chime/Mark Tree
- Zils
- Finger Cymbals

Struck Idiophones

- Metal (Unpitched)
  - Cowbell
  - Agogo Bell
  - Gankoqui
  - Triangle
  - Susp. Cymbal
  - Clash Cymbal
  - Hi-Hat Cymbal
  - Gong
  - Flexatone

- Wood/Plastic
  - Wood Block
  - Temple Blocks
  - Vibraslap
Pitched Mallet Instruments

- Orchestral:
  - Xylophone
  - Marimba
  - Vibraphone
  - Glockenspiel

- Orff
  - Xylophones
    - Soprano
    - Alto
    - Tenor
    - Bass
  - Metallophones
    - Soprano
    - Alto
    - Tenor
    - Bass
  - Bass Bars
  - Contrabass Bars

Pitched Idiophones

Percussion instruments with tonal pitches.

Lamellophones

Percussion instruments that are plucked to produce sound.

Tongue Drum
Tank Drum
Steel Pan
Drum
Hand Chimes
Boomwhackers

Kalimba
Building a relationship with percussion instruments

Recognize the instrument by common name.

Know what the instrument is made out of (materials), and its shape.

Know where the instrument originated.

Learn about what the instrument is or was traditionally used for.

Study and practice the traditional music of the instrument via teachers, classes, books, videos and other resources.

Become aware of and be able to play the timbres and pitches of the instrument in comparison to similar instruments.

Listen to and/or watch the traditional music of the instrument.

Learn basic, traditional playing techniques for the instrument.

Learn creative, non-traditional ways to play the instrument (KPAS).

Learn how to accompany yourself singing all kinds of songs on the instrument.

Learn how to communicate and use this information in general.

Reflect on how to communicate and use this information with others in clinical context.

(Das, 2011; Gardstrom, 2007; Knight & Matney, 2012; Matney, 2007)
References


