

Music Making Facilitation Guide:

	1	2	3	4	5	6	7	8	9	10	11	12
Bell	X	-	X	X	-	X	X	-	X	X	-	X
Shaker	X	-	-	X	-	-	X	-	-	X	-	-
Drum	O	-	-	-	C	-	C	-	-	O	-	-

LEGEND:

X = Hit/Play!
 O = Open Hit
 C = Closed Hit

Intro Instructions:

- Establish group expectations and etiquette, including: no playing on the instruments when facilitators are giving instructions, and respect each other's instruments (i.e., do not hit them too hard). Also, indicate how the pattern will be stopped (idea: using a whistle, blow 4 times followed by an orchestra conductor-like air swipe to indicate 'done.' If no whistle, count out '1 – 2 – 1 2 3 4 Stop!')
- Try to evenly distribute students into the four instrumental groups (SHAKER, DRUM, BELL). Mention that students will be able to try out each instrument before the lesson is complete.
- The pattern is transcribed into 12 equal subdivisions – the facilitator can point out that the SHAKER plays a “regular pattern” and have the students count aloud each subdivision while tapping along to the SHAKER pattern (**red** indicates clap): **1**, 2, 3, **4**, 5, 6, **7**, 8, 9, **10**, 11, 12.

Group Playing:

- First establish the SHAKER pattern with the DRUM, noting the “regular pattern” of the SHAKER, which has a syncopated *closed* hit on the DRUM (on the 5th subdivision).
- After SHAKER and DRUM are established, the BELL pattern can be integrated. Note how it lines up in unison with most of the SHAKER pattern.
- After the pattern settles into a steady groove, facilitator can stop the performance.
- Students can then switch between the instrument groups.