

# SESSION 3: RHYTHM

**USE THIS LESSON TO:** explore various rhythms and begin developing an Opening Ritual.

⌚ 45 minutes

## OBJECTIVES:

- Experiment with sounds and rhythms.
- Learn basics of djembe drumming.
- Employ rhythmic and musical skills to express identity.
- Present and teach original rhythms to peers.

## PROVIDED MATERIALS:

- None

## ADDITIONAL MATERIALS:

- None

## PREPARATION:

- Affix totems to djembe drums.
- Distribute djembe drums to this session's Pride Leaders. Pride totems should be attached to the respective djembe in advance of this session.

## VIDEO:

⌚ 5 minutes

- Play Video: 3 Rhythm.
- The video will introduce the djembe drum and demonstrate drumming techniques. The video will also introduce the concept of call and response and how it is used throughout *The Lion King* in music, dance, and drumming. Students will learn various rhythms and how to perform them through call and response.

## GROUP ACTIVITY:

### Call and Response

⌚ 10 minutes

- Gather students in a standing circle.
- Tell the class that everyone will clap an original rhythm and teach it to the class using call and response.
- Going around the circle, have each student clap a rhythm.
- After a student claps a rhythm, the whole class should respond by clapping the same rhythm back.
- Continue around the circle until everyone has shared a rhythm.



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## PRIDE WORK:

### Creating the Drum Circle

⌚ 15 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



#### Pride Rhythm

Building off their Pride identity conversation, Pride A will work together to create an original Pride rhythm. This rhythm will become a part of the class's Opening Ritual. Students not using the djembe should play the rhythm with their hands and feet.



#### Pride Rhythm

Building off their Pride identity conversation, Pride B will work together to create an original Pride rhythm. This rhythm will become a part of the class's Opening Ritual. Students not using the djembe should play the rhythm with their hands and feet.



#### Pride Rhythm

Building off their Pride identity conversation, Pride C will work together to create an original Pride rhythm. This rhythm will become a part of the class's Opening Ritual. Students not using the djembe should play the rhythm with their hands and feet.

**TEACHER TIP:** Side-coach as you float among the groups. Use the following questions to encourage thoughtful collaboration:

- What makes your Pride unique?
- How can you use the djembe to create different sounds?
- How can you use your body to create the rhythm?

## SHARE:

⌚ 10 minutes

- Invite the Prides to create one large standing drum circle.
- Have Pride A perform Rhythm 1 (call).
- The rest of the class should repeat Rhythm 1 (response).
- Then, Pride A should perform Rhythm 2 (call).

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- The rest of the class should repeat Rhythm 2 (response).
- Repeat the above process with Pride B and Pride C.
- At the end of Price C's second rhythm, encourage the class to end with a drum roll all together.
- Finally, try performing each Pride's rhythms sequentially, with each Pride calling as the others respond. Be sure to end with the drum roll!

**TEACHER TIP:** Record the Pride's rhythms for review during the next session. Students will be using these rhythms as part of their Opening Ritual for the duration of *The Lion King* Experience, so it is important that their rhythms are repeatable.

## REFLECTION:

⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- How do your Pride rhythms represent your Pride?
- What did you notice about the other Prides' rhythms?
- Did you like being the caller or the responder?

## PRIDE JOURNAL 3:

Invite your students to complete a journal entry using these prompts:

- Think about your favorite music. What rhythms are you drawn to? What does that music and rhythm say about your identity? Write your response in your Pride Journal.

