



Dave Holland

Drumming Up the Stories - Study Guide

Program Description

Drumming up the Stories takes audiences on an interactive trip around the world through folk tales, drumming and creative sound effects! Along the way, they're introduced to unique musical instruments and hear how sounds are used to create and enhance a stories. Student interaction includes acting, drumming, and using their voices to create sound effects. This experiential process helps students to understand how other cultures draw on their environment and life experiences to create stories. By exploring the storytelling traditions of these cultures, students are encouraged to draw inspiration from their own environment to express their own history.

Artist Bio

Dave Holland is a well rounded performer and highly charged educator! On stage, Dave is found in a number of musical settings, including world beat, jazz, orchestral, theatrical productions. Dave is the leading member of Ritmo Blu, a world percussion trio that performs at regional schools, and is also on the Young Audiences roster. As founder of Beatin' Path, a company that produces rhythm based events, Dave spreads the message of community, teamwork, diversity, and environmental awareness through drum circles and interactive performances. Dave regularly performs and facilitates drum circles at regional area schools, public housing communities, health fairs and festivals. Dave's world travels include Cuba, Africa, Brazil, Italy, Spain, Australia, Japan, and Russia.

Background on Art Form

Rhythm is a natural part of life. It's everywhere; from the cycle of seasons, the rolling in and rolling out of ocean tides, the wings of a butterfly to our own heart beats. Also natural, is our desire to share our experiences with others. It's easy then, to image early man accompanying a story of hunting down a bear with a rhythm played on a hollow log or two rocks. The art of using drumming to conjure up and enhance storytelling is deeply rooted in the ancient traditions of Asia and Africa. Early storytellers would create sound effects by shaking bundles of dried seed pods, blowing through bamboo, or whirling vines over their heads to create a mood of mystery and intrigue. Today, we can learn much about our own world by exploring the history and characters of these ancient tales and then using the sounds and characters from our own environments to create a story that is uniquely our own.

Pre/Post Activities

Prepare (Pre- or pre-performance)

Teachers, please read this to your students.

Today, we're going to enjoy a performance of interactive storytelling by Dave Holland - a professional drummer and storyteller. Dave will be using sound effects, drumming and folk songs to tell stories from around the world. He'll also introduce us to different types of world percussion instruments and show us how to use instruments, our voices and creative movement to making storytelling more fun and memorable.

Warm Up Questions to set the stage for engaging students:

How did people tell stories before there were books?

What kind of stories do you think people told a long time ago?

What are sound effects and what do they have to do with storytelling?

Can you make 3 different sound effects with your voice?

Can drums be used for communication - how?

Warm Up Questions for meeting the Georgia Performance Standards for "Listening/Speaking/Viewing":

Describe the perfect audience.

What are some of our class rules for being good listeners?

How do we show someone we appreciate their visit to our school or classroom?

How does being part of an audience help make you a good citizen?

What are some examples of bad audience behavior or attitudes?

How does a negative audience member effect your enjoyment of a show or performance?

How would this make the performer feel?

How do we want the performer to feel when they leave our school or classroom?

Reflect (Post- or post performance)

Reflection activities may vary, but some suggestions include—mapping some of the places encountered in the program; journaling about the performance experience; creating a short in-class performance that combines storytelling with sound effects made from “found instruments” or voice; researching the history of drums or allowing students to create their own drum which explores their cultural background or cultures currently being studied; reading stories which feature drums or drumming; investigating the role of drums during battles; challenging students to draw, or devise a way to recreate their favorite percussion instrument from the show.

Additional Activities

- Look up information about Foley Art on the internet. (See Resources) Watch a favorite movie clip and try to identify when and how Foley Art is being used.
- Make your own sound effects out of ordinary objects.

Examples:

Wood blocks: gunshot, door knock

Cups: horse hooves (knock on a table, cup down)

Glass bottle with cork and vinegar: monkey squealing, mice, birds (dip cork in vinegar and rub on bottle)

Egg shakers filled with rice: rattlesnake, rainforest (shake both together)

Pringles can filled with gravel: crash, rain (turn can slowly)

Pringles can filled with pennies and sack: crash (give one solid shake lengthwise)

Pan and spatula: sword unsheathing (pull spatula across the back of the pan quickly), swordfight (clang spatula on pan)

- **Stone Pass** - Pass a stone around a circle of students. Each student must say one word describing the stone without repeating what has been said. See how many times the stone can go around the circle without repeating words. Adjectives such as hard, smooth etc., are a start, but any word that comes to mind is acceptable as long as it is inspired by the stone. For example, a smooth, round, white, oval stone could suggest "egg."
- **A Story Treasure Hunt**
A class selects a well-known fable or folktale. The plot is simplified into a sequence of events that can be transcribed onto cards with short sections of the tale on each. Students hide the cards out of sequence throughout the school or classroom. A treasure map showing the exact location where all the cards are hidden, is given to another class (Or, with clues, one card can lead to the next). Groups of students must find the cards and assemble them in correct order. The treasure is finding the WHOLE story. Two classes can trade treasure hunts by putting the stories on two different-colored cards. The treasure hunts can go on simultaneously and, when each class has found the other's story, they confirm it by assembling it, learning the plot and sending representatives to retell it, or to act it out as a skit to the other class.
- **The Autobiography of Anything**
Everything has a story! Everything comes, in its elemental origin, from the Earth. Collect an assortment of "things":
Piece of Paper
Shoe

Piece of Newspaper
Match
Rubber Band
Paper Clip
Plastic Toy
Woolen Socks

Imagine the life story of each of those "things." Describe their history backwards through the personal use, purchase, manufacture, to original natural resources from which it or its components were made. Personify the thing and tell its story like an autobiography.

Examples:

Tell the tale of a piece of newspaper back to the tree in the forest.

Tell the tale of a plastic toy's life, tracing its history back to the oil that became plastic and then back to the prehistoric plants that created the oil.

Vocabulary

rhythm - the aspect of music comprising all the elements (as accent, meter, and tempo) that

tale - usually imaginative narrative of an event . A story.

character - the figure (s) in the story. A character can be a person or an animal.

plot - The series of events that make up a story. Within the plot there will be a conflict and a resolution. The parts of plot include: introduction, inciting incident, rising conflict, climax, and resolution.

setting - The time and place in which the action of a story takes place. May serve simply as a background to the story or may be a vital part of the story's development. Often the setting adds to the conflict.

dialogue - the spoken exchange between characters.

Anansi - a spider that many stories from Ghana are based upon.

foley art - the creation of sound effects to enhance a story. Originally done for live stage and radio productions. Now an integral part of film and television production.

Resources for Teachers & Students

Stoyarts, a Classroom Storytelling Resource <http://www.storyarts.org>

The Art of Foley, Cinematic Sound Effect Creation <http://www.marblehead.net/foley>

Rhythm Web, World Rhythm Online Resource <http://www.rhythmweb.com>

Books

Tales Alive by Susan Milord

The Adventures of Spider by Joyce Cooper Arkhurst

Shake it Up Tales! by Margaret Read MacDonald