

## Tala, Rhythm and Indian Drum Syllables

**Teacher:** S. Light  
**Subject:** World Music Appreciation  
**Grade Level(s):** 9-12  
**Unit Topic:** Discovering music from India  
**Title of Lesson:** Indian Vocal Drum Syllables  
**Focus Q:** What role does Rhythm play in Indian Music?  
**Description:** Learn to Perform and Compose Drum Syllable Songs  
**Lesson Length:** 1 hr

### \*Remember the 5 questions: Why-What-To Whom-How-Results\*

Goals (“what do you want them to know...”)	<ol style="list-style-type: none"> <li>1. Introduce Indian Drumming concepts</li> <li>2. Gain an understanding of the differences and similarities between “western” and Indian music rhythms</li> <li>3. Understand the underlying principles of Tala</li> </ol>
Objectives (... and be able to do”)	<ol style="list-style-type: none"> <li>1. Be able to say (sing) the drum syllables</li> <li>2. Be able to “perform” a drum syllable song at different speeds</li> <li>3. Compose and perform an original drum syllable piece</li> </ol>
National Standards addressed	1, 4, 5, 6, 9 #MU:Cn11.0 #MU:Re7.2 #MU:Pr5.1 #MU:Pr6.1 #MU:Cr1.1
Prior Knowledge needed	Sense of “beat” Basic sub divisions Already did introductory lessons in Unit on Music and Instruments of India
Materials/Resources	Computer, Internet access, LCD – or – Paper copy of Drum Syllable songs, listening examples

### Lesson Procedures

Introduction (Hook)	Play several clips of Indian drumming and drum syllable performance Demonstrate the syllables and beat clapping
Instruction (Procedure)	Discuss concept of Tala Ask questions: <ul style="list-style-type: none"> <li>• What makes Indian music sound “Indian”?</li> <li>• What is different about the music demonstrated?</li> </ul>

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🎵 Activities	<ol style="list-style-type: none"> <li>1. Sing Drum Syllable Song <ul style="list-style-type: none"> <li>• Practice beat keeping clapping in 2 different Talas</li> <li>• Practice saying drum syllables</li> <li>• Practice Drum Syllable piece at different tempos</li> </ul> </li> <li>2. Write original piece using same syllables and rhythms <ul style="list-style-type: none"> <li>• Choose partners/groups</li> <li>• Set group norms</li> <li>• Determine length</li> <li>• Practice and perform for group</li> </ul> </li> </ol>
🎵 Closure	<p>Record and listen to class perform Drum Syllable Song and original pieces</p> <p>Listen to a few samples of Indian Music and try to identify drum syllables</p>

### Universal Design

<p>Universal Instruction Considerations</p> <p><i>Multiple means of Representation/ Expression Engagement</i></p>	<p>This lesson requires little to succeed</p> <p>Written notation can be adapted</p> <p>Aural learning is acceptable</p> <p>Group work minimizes problems</p>
<p>Differentiation Considerations</p> <p><i>(Adaptations for different levels/unique needs)</i></p>	<p>Students can be assigned the beat keeper</p> <p>Students can forego keeping the beat and just “sing”</p> <p>Tempos can be adjusted</p>
<p>Advanced Opportunities</p>	<p>Faster tempos, multi tempos</p> <p>More complicated piece</p> <p>Composition can be more sophisticated</p> <p>Open ended projects can leader to various levels of opportunities</p>

### Student Assessment

<p>Formative Assessment (checking for understanding)</p>	<p>During class practice are students:</p> <ul style="list-style-type: none"> <li>• Keeping the beat</li> <li>• Trying to say the syllables (with the correct inflection)</li> </ul> <p>During the group work are students:</p> <ul style="list-style-type: none"> <li>• participating equally</li> <li>• cooperating</li> <li>• adhering to group norms</li> <li>• asking questions</li> </ul>
<p>Summative Assessment (how will each objective be assessed?)</p>	<ul style="list-style-type: none"> <li>• *Evaluation of group/partner performance of original piece</li> <li>• *Evaluation of cooperation observed during group work and class practice</li> <li>• *Assessment of level of engagement (asked questions, answered</li> </ul>

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Include Rubric or other form of informal or formal assessment	<p style="text-align: center;">questions, participated in discussions)</p> <p>*These are assessed in a rubric</p> <ul style="list-style-type: none"> <li>• **Listening identification quiz (what tala, what instruments, etc.)</li> <li>• **Written descriptions of audio examples</li> </ul> <p>**These are done at the end of the unit</p>
<p><b><u>Review/Reflection</u></b></p> <p><i>Lesson/Teaching Evaluation (to think about during the lesson and record after teaching)</i></p>	
Overview – What occurred compared to the plan?	
Analysis – How well was the lesson planned?	
Reflection – What did you learn?	
What would you do differently?	