

teacher resource guide

**schooltime
performance
series**



**recycled
percussion**

**arts
education
njpac**
discover. create. grow.

about the performance

Get ready for a musical experience that will have you clapping your hands and stomping your feet as you marvel at what can be done musically with some pretty humble materials.

Recycled Percussion is a band that for more than 20 years has been making rock-n-roll music basically out of a pile of junk. Its high energy performances are a dynamic mix of rock drumming, guitar smashing and DJ-spinning, all blended into the recyclable magic of what the band calls "junk music."

Recycled Percussion's immersive show expands the boundaries of modern percussion, combining the visual spectacle of marching band-style beats with the rhythmic musical complexity of the stationary drum set. Then they give their music a truly wacky twist by using everyday objects like power tools, ladders, buckets and trash cans, and turning them into rock instruments.

Recycled Percussion is more than just performance. It's an interactive experience where each audience member has the chance to get in on the act. If you've even clapped your hands to the beat of a song, or picked up a pencil and tapped out a rhythm on your desk, then you'll know what to do. Grab the drumstick or unique instrument you'll be handed when you come to the show and be ready to play your own special beat with Recycled Percussion.



about recycled percussion

Recycled Percussion began in 1995 when drummer Justin Spencer formed the band to perform in his high school talent show in Goffstown, New Hampshire. Justin was looking for a way to be really creative and decided to riff on the idea of playing on plastic buckets like he'd seen in the subways of New York City. For his own band, Justin kept adding more and more instruments, expanding on the New York style of street percussion.

Since its humble beginnings, Recycled Percussion and its junk rock music have become a national phenomenon, starting with the band's smash hit performances on *America's Got Talent* in 2009. The four-man band was featured on the cover of *USA Today* and voted National Act of the Year a record-breaking six times. Since then, Recycled Percussion has gained worldwide recognition, performing over 6,000 shows and events in more than fifteen countries. Along with performances in Las Vegas, the band has appeared on *Carson Daly*, *Today*, *China's Got Talent*, the Latin GRAMMY® Awards, the 2017 Super Bowl, and a huge show at the 2019 World Scout Jamboree in West Virginia with over 40,000 audience members from more than 150 countries.

Whatever you may have thought about drum music before, be ready to have your mind expanded by the explosive, kinetic and brain-rattling excitement of Recycled Percussion.

current members

Justin Spencer ("Mr. Red")
Lead Percussionist, Group Founder

Ryan Vezina ("Mr. Blue")
Lead Percussionist, Body Percussion Specialist

Matt Bowman ("Mr. Black")
Guitar player, Percussionist,
'80s Primal Screamer, Slinky Master

Jason Davies ("Mr. Green")
DJ, Percussionist, Dancer



chaos & kindness

Beyond its intense and inventive musical style, Recycled Percussion is committed to social responsibility. The band gives back to its community through outreach to the homeless, and brings its positive message to children to pursue their dreams.

They have charitable arm called the Recycled Percussion Foundation and a TV show called *Chaos & Kindness*, which showcases people in need, musical performances and charitable acts. In one recent episode, the band brought together athletes to compete in feats of strength in order to win \$1,000 for the charity of their choice.

The band has also opened in Laconia, New Hampshire a new storefront that they have called Chaos & Kindness. At that location, they will be filming their show, setting a food donation hub, and offering to all families fun activities such as glass smashing and slime making stations.

in the spotlight

A conversation with band members from **Recycled Percussion**

What exactly is "junk rock"? What are its origins? Did you or someone else come up with the name?

There is no official definition for "junk rock" and it isn't a specific genre of music. But think about drum riffs played on buckets, ladders or even the kitchen sink, and the noise from power tools, grinders, and more.

Musically, the gritty sounds of this dirtier version of a traditional drum kit sound great. That's what creates the junk rock sound.

How did you and your group members get together?

We wanted to take typical street performing to another level, so we entered our high school talent show. In our performance, we took some ideas from the New York City street performers and embellished them. It was something that our hometown hadn't seen before. We thought it was going to be a one-time deal, but then we got a gig, then another and another. It's been like that for over twenty years.

What are your musical backgrounds and influences?

Justin's dad is a drummer, so he grew up with music around the house. After attending his first concert, The Ramones at age four, his parents bought him his own drum kit. As a kid, he wanted to be like his dad; and his dad was in a band. Justin practiced so that he could also be in a band, too.

Aside from his typical "man crushes" on bands like Rush, Van Halen and Led Zeppelin, it was all about being just like his dad. Ryan's father was also a drummer, and he followed that path, too.

How do you prepare for the physical demands of your high-energy performances?

We spend a lot of time in the gym. We are straight-edged guys, so we don't drink or do drugs. It is important to us to focus on our health so that we can maintain the performance level our fans expect. We use that energy to keep the show new, fresh, and exciting

What was it like to be on *America's Got Talent*?

America's Got Talent was a really cool experience for us because it challenged us creatively. We weren't a singing or comedy act. We didn't have the material. If you're singing, all you have to do is think, "What song am I going to sing next week?"

Every time you advance on *America's Got Talent*, you had seven days to come up with another "wow factor." That's what that show is based on. It forced us to dig down deep and think of something really cool that we could do.

Tell us about your commitment to social responsibility. What charities and other activities are you involved with and how do you use your band to support them?

We have our own Recycled Percussion Foundation, which is focused on creating a more positive environment by making a difference within communities across the country.

When the chaotic world of a rock and roll band meets kindness, incredible things happen. The foundation has helped families and children from all over by constructing the world's largest anti-bullying sign, facilitating an insane toy drive across four states, delivering cookies to patients with cancer, our organic acts of kindness, and much more.

We are dedicated to creating insanely cool life experiences for those in need, and we highlight our mission on our self-produced TV Show, *Chaos & Kindness*. Our ultimate goal is to inspire people everywhere to give back within their own communities and to make the world a more prolific place.

What do you want your young audiences to take away from the performance? What can they learn from your wild-and-crazy approach to music-making?

Don't let anyone convince you that you have to conform to society. Whatever your dreams are, pursue them and never waver until you achieve them. Just don't over think the process. Go for it and believe in it. If you believe, you'll keep going. Nothing is guaranteed, but don't give up.

inspired ideas in the classroom

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	Teacher Focus	Student Activity	NJ Student Learning Standards
Prepare for the performance	<p>Introduce students to junk percussion with the NPR audio of <i>The New Junkman Opera: 'Odin'</i>. Play only the first 5 minutes of this interview and use questions in the student section as a springboard for discussion.</p> <p>Content Link: npr.org/templates/story/story.php?storyId=5336820 Credit: All Things Considered, NPR</p>	<p>Listen Listen to the first five minutes of the audio <i>'The New Junkman Opera: 'Odin'</i>.</p> <p>Discuss</p> <ul style="list-style-type: none"> · What is junk percussion? · What are some of the objects that The Junkman uses in his new opera? · From their band name Recycled Percussion, what objects do you expect the band to use? 	<p>Visual & Performing Arts 1.2 History of Arts & Culture 1.4 Aesthetic Response & Critique</p> <p>English Language Arts NJLSA.SL1 NJLSA.SL2</p>
Experience the performance	<p>During the performance, ask students to make a mental note of which elements of junk rock took them by surprise. Ask them to remember the various ways Recycled Percussion uses junk percussion in their show.</p>	<p>While watching Recycled Percussion, consider the following:</p> <ul style="list-style-type: none"> · During the performance, what elements of junk rock took you by surprise? · How are junk percussion instruments different from classical percussion instruments? How are they the same? · Out of all the different recycled items used as percussion instruments, which one surprised you the most? Why? 	<p>Visual & Performing Arts 1.4 Aesthetic Response & Critique</p> <p>Visual & Performing Arts NJLSA.SL1 NJLSA.SL2</p>
Reflect, respond and read	<p>Offer the students a chance to discuss the questions asked in the 'Experience the Performance' section.</p> <p>If you have 5 minutes... Ask students to reflect on how Recycled Percussion repurposed everyday objects into junk percussion instruments.</p> <p>If you have 15 minutes... Ask students to reflect and respond about the differences and similarities between classical percussion and junk percussion through writing.</p> <p>If you have 30 minutes... Ask students to reflect, respond, and read more about Recycled Percussion in the article <i>Recycled Percussion: Justin Spencer Discusses His One of a Kind Band!</i>.</p> <p>Content Link: iconvsicon.com/2013/07/23/recycled-percussion-justin-spencer-discusses-his-one-of-a-kind-band Credit: Jason Price, Icon vs. Icon</p>	<p>Reflect Reflect on how Recycled Percussion repurposed everyday objects into junk percussion instruments.</p> <p>Respond Write about the differences and similarities between classical percussion and junk percussion. Cite how at least 3 different junk percussion instruments were played.</p> <p>Read Read more about the band Recycled Percussion in the article <i>Recycled Percussion: Justin Spencer Discusses His One of a Kind Band!</i></p>	<p>Visual & Performing Arts 1.2 History of Arts & Culture 1.4 Aesthetic Response & Critique</p> <p>Visual & Performing Arts NJLSA.SL2 NJLSA.SL4 NJLSA.W1 NJLSA.W2</p>
Focus	<p>Re-introduce students to bucket drumming through the NPR audio of <i>Drum Beats Bring Seniors Together</i>. In small groups, have students interpret the article and discuss the benefits of drumming, particularly for elders. Have students write a brief summary advocating for bucket drumming in their school and school community.</p> <p>Content Link: wnyc.org/story/200125-elders-drum-project/ Credit: Jenna Flanagan, WNYC, NPR</p>	<p>Through the performance by Recycled Percussion, you had a preview into bucket drumming. Listen to the audio <i>Drum Beats Bring Seniors Together</i>.</p> <p>Interpret In small groups, discuss how drumming can bring people of all ages and backgrounds together.</p> <p>React Write a brief summary advocating for bucket drumming in your school and school community, citing the benefits it brings for people of all ages.</p>	<p>Visual & Performing Arts 1.2 History of Arts & Culture 1.4 Aesthetic Response & Critique</p> <p>Visual & Performing Arts NJLSA.SL1 NJLSA.SL2 NJLSA.W1 NJLSA.W2 NJLSA.W3 NJLSA.W9</p>
Originate	<p>Share with students that they will be creating their own junk percussion band. Divide students into small groups and provide them with the activity sheet Creating a Junk Percussion Band.</p> <p>Ask students to develop a plan for acquiring recycled objects for their band. Who will play what instrument and how will the object be played?</p> <p>Grades 5-8: Create a rhythm or beat to be played with various recycled percussion instruments.</p> <p>Grades 9-12: Create a song to be played with recycled percussion instruments and/or body percussion that also includes vocals (DJing, lyrics or sounds).</p>	<p>Create a new beat or song using recycled percussion.</p> <p>Develop a plan for acquiring recycled objects and decide how each band member will play each instrument.</p> <p>Grades 9-12: Decide if you will include body percussion and/or vocals (DJing, lyrics or sounds).</p>	<p>Visual & Performing Arts 1.1 The Creative Process</p> <p>Visual & Performing Arts NJLSA.SL2 NJLSA.W3 NJLSA.W4</p>
Rehearse	<p>As students continue to practice their new rhythm or song, encourage them to select a name for their song and their band. Each band should perform with clear use of timing and should know where in the song they are performing.</p> <p>Each group should submit a completed Creating a Junk Percussion Band activity sheet. Students further along in the rehearsal process can create a band description page.</p>	<p>Continue to practice your song with your group. Review the following questions to ensure you have a successful performance:</p> <ul style="list-style-type: none"> · Does each band member play at the same time or are there varied entries? · What time signature are you using? · How will the audience know when your performance is concluded? · Did you submit a completed Creating a Junk Percussion Band activity sheet? 	<p>Visual & Performing Arts 1.1 The Creative Process 1.3 Performance</p> <p>Visual & Performing Arts NJLSA.SL2 NJLSA.W2</p>
Make magic	<p>In a formal or informal setting, have students present their creations to one another. Provide students with time to share their band name, how they found their junk percussion instruments, and what the rehearsal process was like. If possible, see if songs created in the same time signature can be performed together.</p> <p>Extension: Similar to the band Recycled Percussion, allow students to perform their song creations in a school talent show.</p>	<p>It is now time to share your creations! Before sharing your song, share your band name, how you found your junk percussion instruments, and what the rehearsal process was like. Be creative, clear, and have fun!</p>	<p>Visual & Performing Arts 1.1 The Creative Process 1.3 Performance</p> <p>Visual & Performing Arts NJLSA.SL1 NJLSA.SL2 NJLSA.SL4</p>



curriculum standards

NJ Arts Standards

1.1 The Creative Process

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of Arts & Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance

All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing and/or presenting works of art in dance, music, theatre and visual art.

1.4 Aesthetic Response & Critique

All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theatre and visual art.

National Arts Standards

- 1:** Generate and conceptualize artistic ideas and work.
- 5:** Develop and refine artistic techniques and work for presentation.
- 6:** Convey meaning through the presentation of artistic work.
- 7:** Perceive and analyze artistic work.
- 8:** Interpret intent and meaning in artistic work.
- 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

new jersey student learning standards

English Language Arts

NJLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJLSA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJLSA.SL4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJLSA.W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJLSA.W2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJLSA.W3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NJ ENGLISH LANGUAGE ARTS

state.nj.us/education/cccs/2016/ela

NJ SOCIAL STUDIES STANDARDS

state.nj.us/education/cccs/2014/ss

NJ WORLD LANGUAGE STANDARDS

state.nj.us/education/aps/cccs/wl

NJ ARTS STANDARDS

state.nj.us/education/cccs/2009/1.pdf

NATIONAL ARTS STANDARDS

nationalartsstandards.org

cultural connections

Evolution of Popular Instruments

Music is a universal language that transcends cultures. Since the earliest days of man and in every corner of the globe, people have been making music with whatever materials they can get their hands on. These impromptu instruments have evolved over thousands of years and eventually have become the refined musical instruments we see today that trained musicians would play in grand concert halls. We examine the history of two such instruments: strings and drums.

String Instruments

In the case of string instruments, such as violins, violas and cellos, some musical scholars have speculated that they evolved directly from simple wood hunting bows that people started to strum and pluck when they were not busy looking for their next meal. The single string in the bow was enough to make a tune. Eventually, people started making dedicated music bows with multiple strings, with each string carrying a different note depending on its length and position along the curved wooden outline of the bow. You can still see these simple instruments called bow harps in parts of Africa.

From bow harps, people started making string instruments that became more complex in structure and sound. Historians consider that the earliest recorded string instrument to be the lyre, u-shaped body with strings strung between the two prongs and attached to a soundboard. Records of their existence have been found in Ancient Mesopotamia (Iraq) in 2,500 to 3000 B.C.E.

From there, string instruments evolved further into classical harps and eventually developing into what we recognize as violins and similar strings in 16th Century Italy.

Drums

Historians and anthropologists believe that the drum may have been mankind's earliest musical instrument. Ancient humans probably created the first rhythm simply by banging on an object with a stick.

Most scholars believe that the original purpose of the drum was to communicate, especially over long distances as a warning or signal. Virtually every culture from ancient to modern times has used drums for a multitude of purposes, including religious rituals, social dances, sporting events, feasts, military purposes (i.e. war drums) and special ceremonies.

The first drums appeared around 6000 B.C.E. when Neolithic cultures living along the Yellow River in what is today China started experimenting with membranes, including alligator skins, that they stretched over a sturdy shell like a pottery water vessel or hollowed out wood. Excavations in Mesopotamia unearthed small cylindrical

drums dating from 3000 B.C.E. Some early drums had bronze membranes, technically making them gongs.

The modern day drum set, also called a trap set or drum kit, evolved in the early 1900s where it first appeared as a collection of drums to accompany Vaudeville acts. Before the 1900s, drums and cymbals were played separately by more than one percussionist.

Untraditional Instruments in the World

Human ingenuity will always find a way to make music from whatever material is at hand—no matter how humble—or invent new instruments that sound out of this world. Beyond the usual instruments you would find in a band—whether rock to classical, there are other things, unusual instruments that people have used in contemporary music recordings, concerts and performances. Here are a few:



Didgeridoo

This wind instrument has a distinctive sound, kind of a rhythmic droning resonating sound that sets it apart from other winds. Indigenous Australians developed this instrument - shaped like a stick - more than 1,000 years ago, and it has become synonymous with Australia. The traditional way of making a didgeridoo is to find a eucalyptus tree where termites have eaten away the heartwood, leaving a hollow column inside the trunk. People would knock these trees with the blunt end of an axe to see if the hollow produced the appropriate resonance. If the tree is

deemed a worthy candidate, a craftsman would fell the tree, trim off the bark, and apply beeswax at the mouthpiece end. An artist would paint traditional designs on the exterior. A musician would then play the didgeridoo by blowing into the hollow, creating that distinctive sound. Didgeridoos are now made from a variety of other materials such as plastic and carbon fiber.



Washboard

The humble washboard as a musical instrument has been featured in traditional folk music to classic rock bands such as Black Oak Arkansas, who were prominent in the 1970s. It has also been used in jazz and zydeco. The washboard is basically a percussion instrument where the player works on the ribbed surface of the cleaning device in order to make a sound. He or she employs spoons or bottle openers to elicit music by scrapping, tapping, rolling and strumming the ribbed surface. The washboard's roots go back to Southern plantations, where slaves were not allowed access to musical instruments. So they took whatever was on hand, from stomping their feet to washboards, and started making music. After the Civil War, many black people made the migration to Northern cities such as New York City in order to escape pogroms and mixed with immigrants from Ireland and other European countries. From there, the practice of using a washboard as a musical instrument seeped into other cultural groups in America.



Synthesizer

When you are dancing at a club, often times the thumping, rhythmic music playing out of the speakers was created in a special device called a synthesizer. Basically it's a machine that electronically makes music. The sound coming from a synthesizer can replicate a piano, drums, violin and other traditional instruments used in concert halls, but it can also make sounds that resemble lapping ocean waves, the wind whipping through trees, car horns or the whistle of song birds. Often times, deejays, producers and song writers use synthesizers to make audio that sounds distinctly computer generated, artificial and beyond the reach of most handmade, traditional musical instruments. It's as if the sound is from the future or from another planet. An example of a band heavily relying on synthesizers is Daft Punk, a futuristic electronic music duo from France. The history of the synthesizer starts with electrical engineers developing circuits that made unique sounds in the late 19th century. Engineers kept on tinkering with more electronic devices, creating proto synthesizers made from vacuums, electromagnetic strips and other technology. During the 1960s and 70s, synthesizers started to penetrate mainstream music such as in songs by bands like The Monkees and The Doors. The synthesizer is now an ubiquitous presence in many music productions and has even been shrunk from large table-size panels to digital apps on computers and smart phones.



vocabulary

Bar

A bar (or measure) is a segment of time corresponding to a specific number of beats in a piece of music. In music notation, the boundaries of the bar are indicated by vertical bar lines.

B.C.E. and C.E.

B.C.E. means "Before Common Era," meaning any date prior to the year 1 C.E. (Common Era). BC (Before Christ) means the same thing as B.C.E. AD (Anno Domini, which is Latin for "in the year of the Lord,") means the same as C.E.

Beat

In music, the beat is the basic unit of time. The beat is often described as the rhythm that listeners would tap their toes to when hearing a piece of music.

Deejay or DJ

Person who plays records for a live audience.

Downbeat

The first beat of a measure in music.

Drums

Percussive instrument made consisting of a hollow container with a membrane pulled over one end. You can elicit sounds from a drum by either tapping the membrane with your hands, feet, drum sticks or another tool. Drums can be round, rectangular or another shape.

Drumhead

A drumhead, or drum skin, is a membrane stretched over one or both of the open ends of a drum. The drumhead is struck with sticks (also called drum sticks), mallets or hands so that it vibrates, making the sound resonate through the drum.

Drum kit or set

A collection of different size drums and other percussion instruments such as cymbals (thin round metal discs used to make a shimmering metallic percussive sound) that are played by one person. The drums and cymbals are on stands. The drummer plays the instruments using drum sticks held in both hands and his feet on a pedal to simultaneously pound the bass drum, the biggest drum in the kit, which is placed on the floor.

Metronome

A device that produces an audible beat - a click or other sound - at regular intervals. It can be adjusted to different beats per minute (BPM) to help musicians practice playing.

Percussion

The striking of one object against another with some sharpness; impact; a blow. This is where we get the term percussion instrument - an instrument that a person strikes in order to make a sound.

Pitch

The degree of height or depth of a tone or sound, depending upon how quickly a vibration is produced relative to the other tones or sounds.

Riff

A short line of rhythmic music played on instruments and repeated in the song, setting the tone or feel of the song.

String instruments

Instruments featuring strings. A player plucks, strums, rubs with a bow, or hits with a small hammer the strings on the musical device and the strings vibrate to make a sound. Within the string family are violins, cellos and even guitars made with cigar box bodies.

Syncopation

A variety of rhythms which are in some way unexpected which can make part or all of a piece of music sound off-beat.

Time Signature

A notation in music that tells you how the music is to be counted. Time signatures consist of two numbers written like a fraction. For example, 4/4 time signature means that there are 4 beats in a measure and the quarter note gets the beat.

Upbeat

The last beat of a measure in music.

Wind instruments

Instruments that are usually hollow inside and have a mouthpiece where the player blows. Sound is made when the player blows into the device and air vibrates inside the hollow and escapes outside. Wind instruments can be flutes to horns made from a ram, conch shells or reed pipes.

resources

Websites

Recycled Percussion
recycledpercussion.com

Recycled Percussion's Chaos & Kindness
recycledpercussion.com/chaos-kindness/

Interview with Recycled Percussion's Justin Spencer
iconvsicon.com/2013/07/23/recycled-percussion-justin-spencer-discusses-his-one-of-a-kind-band/

Recycled Percussion performs at World Scout Jamboree
wmur.com/article/recycled-percussion-performs-at-world-scout-jamboree/28802267

Recycled Percussion prepares to open Chaos and Kindness store
wmur.com/article/recycled-percussion-prepares-to-open-chaos-and-kindness-store/29042246

Drum Corps International
dci.org

A Brief History of Drums
scienceofrock.com/a-brief-history-of-drums

Drum Sounds and their Meanings (Smithsonian Folkways)
folkways.si.edu/drum-sounds-their-meanings/world/music/article/smithsonian

How to Play Drums
wikihow.com/Play-Drums

A Brief History of String Instruments
skopemag.com/2013/05/06/a-brief-history-of-string-instruments

Stringed Instrument
britannica.com/art/stringed-instrument

7 Unconventional Music Instruments from Around the World
qahwetmasr.com/article/7_Unconventional_Music_Instruments_from_Around_the_World/

The 13 Weirdest Musical Instruments Ever
classicfm.com/discover-music/latest/weirdest-musical-instruments/badgermin/

These 20 Unorthodox Instruments Are Making the Music of the Future
vice.com/en_us/article/kbn7dm/these-20-unorthodox-instruments-are-making-the-music-of-the-future

Washboard History
hermanbenett.com/washboards.php

This is the Early History of the Synthesizer
redbull.com/us-en/electronic-music-early-history-of-the-synth

Videos

Recycled Percussion Promo Videos
recycledpercussionband.com/videos

Chaos and Kindness Episode 1: Recycled Percussion rehearses for its Super Bowl 2017 appearance and brings a deserving guest to the game
vimeo.com/206599225

Recycled Percussion performs for Super Bowl crowd
youtube.com/watch?v=f7dW_HRSZIs

Recycled Percussion Halftime Performance (Texans vs Patriots 12/13/15)
youtube.com/watch?v=xhLh9oWsoDY

New York City Drums & Buckets
youtube.com/watch?v=ZL7DQuomchg

Kodo – “O-Daiko” Japanese Drummers
youtube.com/watch?v=C7HL5wYqAbU

Ghana, West Africa - Kusun Djembe Drum circle
youtube.com/watch?v=6dFtlcqGW5o

Jigu the Thunder Drums of China
youtube.com/watch?v=fJzM6af8D7E

How do string instruments make a sound
youtube.com/watch?v=ijTE2q-jFM

The Didgeridoo
youtube.com/watch?v=Vyf7hxVpl-Y

Mountain Music- washboard rhythm and percussion
youtube.com/watch?v=TAexBL5eToE

The History Behind the History of Synthesizers
youtube.com/watch?v=OINRRqS-Dtg

Daft Punk- Derezzed
youtube.com/watch?v=F4eccPBFEJE

Books

Percussion Instruments and Their History
by James Blades
Bold Strummer Ltd; 4th ed.; 1992

Junkyard Jam Band: DIY Musical Instruments and Noisemakers
by David Erik Nelson
No Starch Press, 2015

Sticking It Out: From Julliard to the Orchestra Pit, A Percussionist's Memoir
by Patti Niemi
ECW Press, 2016

The Percussionist's Art: Same Bed, Different Dreams (Eastman Studies in Music)
by Steven Schick
University of Rochester Press; HAR/COM edition; 2015

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(partial listing)

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the arts in your school

In-School Residencies: Drama + Social Studies. Dance + Math. It all adds up in NJPAC's In-School Residencies in which professional teaching artists partner with educators to bring the arts into the classroom. Each 7- to 10-week program culminates in a student performance or an interactive family workshop. All programs address state and national standards. NJPAC is the regional provider in New Jersey for international arts programs like the NJ Wolf Trap Program and Dancing Classrooms Global.

Assemblies: NJPAC presents engaging school assembly programs that are presented by professional artists that invite students into the enchanting world of live performance. NJPAC's assembly series promotes cultural awareness and invigorates learning by presenting works that are connected to your school's curriculum.

Professional Development: NJPAC Professional Development engages classroom teachers, arts specialists and teaching artists as integrated teams that combine arts pedagogy, content, classroom management and social behavioral strategies to ignite and inspire arts-rich classrooms. Working as a team empowers teachers to share practice and strategy. Our goal is to inspire artistic and intellectual capacities in students, building competence and confidence in both students and teachers.

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level—from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in film, contemporary modern dance, hip hop, jazz, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

arts education njpac

discover. create. grow.

For more information or to schedule an appointment, please call our education sales team at 973.353.7058 or email artseducation@njpac.org. Visit www.njpac.org/education

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