





**BUCKETS N BOARDS: COMEDY PERCUSSION SHOW**, IS A HILARIOUS, HIGH-ENERGY AND INTERACTIVE SHOW THAT HAS CAPTIVATED AUDIENCES OF ALL AGES WORLDWIDE! GARETH SEVER AND MATT LEVINGSTON BRING A JOYOUS CHARM AND LIGHTNING QUICK WIT TO THIS FULL STAGE PRODUCTION. THE SHOW WAS BORN FROM THEIR SHARED PASSION FOR MUSIC AND RHYTHM AND THE INTRICATE BEATS AND STUNNING SYNCHRONICITY ARE AWESOME TO BEHOLD! THEIR COMEDY IS FRONT AND CENTER AND THE IMPROVISATIONAL INTERACTION WITH THE CROWD IS THE DRIVING FORCE OF THE SHOW!

BUCKETS N BOARDS HAS PERFORMED 13 CRITICALLY ACCLAIMED SUMMER SEASONS IN BRANSON, MO, TOURED PERFORMING ARTS CENTERS NATIONWIDE, HEADLINED WITH THE KANSAS CITY SYMPHONY, AND ARE CURRENTLY ONE OF THE TOP REQUESTED FEATURED ACTS ON DISNEY CRUISE LINES. FROM THEIR IMAGINATIVE SONGS, BEAUTIFUL HARMONIES, AMAZING TAP DANCING, BODY PERCUSSION, BEATBOXING AND BUCKET DRUMMING, THEY HAVE CREATED THEIR OWN FRESH AND UNIQUE BRAND OF CLEAN COMEDY. BUCKETS N BOARDS

### **OBJECTIVE:**

BUCKETS N BOARDS' SHOW STRIVES TO INSTILL IN THE AUDIENCE AN UNDERSTANDING THAT RHYTHM CAN BE EXPRESSED IN MANY DIFFERENT WAYS, AND THAT IMPROVISATIONAL EXPERIMENTATION IS A UNIVERSAL ACCESS POINT FOR ANYONE TO LEARN TO CREATE RHYTHM AND MUSIC ON THEIR OWN.



## **CALL AND RESPONSE**

DURING THE SHOW THERE ARE SEVERAL POINTS WHERE THE AUDIENCE IS PRESENTED WITH A RHYTHM BY ONE OF THE PERFORMERS AND ASKED TO REPEAT THE RHYTHM IN RESPONSE. THIS IS A GREAT TEACHING TOOL TO INTRODUCE BEGINNERS TO BASIC RHYTHM CONCEPTS. AS ONE PROGRESSES IN THEIR WORK IN RHYTHM THE PHRASES CAN BECOME MORE COMPLEX.

## **CLASSROOM ACTIVITY**

FOR THE FOLLOWING ACTIVITY: TRY TO ESTABLISH A PULSE OF 4 BEATS, COUNTING 1-2-3-4 AND REPEATING WITH THE CLASS. WHEN CLAPPING OUT THESE BEATS, 1-2-3-4, TRY TO HAVE THE CLASS REPEAT IMMEDIATELY STARTING ON THE NEXT "1" AFTER YOU FINISH. THEN, WHEN YOU SWITCH TO 1-2-3, LEAVE THE "4" SILENT AND HAVE THE KIDS START AGAIN ON THE NEXT "1."

THIS MAY SOUND COMPLICATED, BUT, ONCE YOU ESTABLISH THE REPEAT BACK AND FORTH OF 1-2-3-4, EVERYONE WILL START TO KNOW WHERE THE 1 IS AS YOU PROGRESS THROUGH THE EXERCISE (SHOWN BELOW).

**TEACHER: CLAP 4 TIMES**

**STUDENTS: REPEAT**

**TEACHER: CLAP 3 TIMES (SILENT ON 4)**

**STUDENTS: REPEAT**

**TEACHER: CLAP 2 TIMES (SILENT ON 3 AND 4)**

**STUDENT: REPEAT**

**TEACHER: CLAP 1 TIME (SILENT ON 2 AND 3 AND 4)**

**STUDENT: REPEAT**

THIS EXERCISE, ALTERNATIVELY, CAN BE DONE WITHOUT USING THE BEAT IN THIS WAY, AND INSTEAD JUST HAVING THE KIDS REPEAT HOWEVER MANY CLAPS YOU DO. IF IT GETS TOO DIFFICULT TO ESTABLISH THE PULSE, TRY DOING 7 CLAPS, THEN 5, THEN 3, THEN 1 AND BACK UP. THE FIRST LESSON TO BE LEARNED HERE IS REINFORCING THE IMPORTANCE OF LISTENING, AND THEN WORKING TO REPEAT WHAT THEY HAVE HEARD.



## **CLASSROOM ACTIVITY CONTINUED:**

### **RELATED EXERCISE:**

**TEACHER:** CLAP OUT THE RHYTHM OF THE OPENING LINE OF A NURSERY RHYME

STUDENTS: REPEAT.

(FOR AN ADDED CHALLENGE YOU CAN TRY AND HAVE THE STUDENTS CLAP OUT THE NEXT LINE IN THE RHYME.)

**TEACHER:** YOU CAN ALSO HAVE THE STUDENTS TRY INDIVIDUALLY TO CLAP THE RHYTHM OF A LINE OF A NURSERY RHYME OR SIMPLE SONG, I.E. MARY HAD A LITTLE LAMB, TWINKLE TWINKLE LITTLE STAR, THIS OLD MAN, "DO YOU WANNA BUILD A SNOWMAN", ETC. WHATEVER YOU CLASS IS INTO.

THIS SAME CONCEPT OF **CALL AND RESPONSE** CAN EVOLVE FROM STRAIGHT REPETITION INTO A CONVERSATIONAL MODE WHERE THE RESPONSE IS A DIFFERENT RHYTHM INSPIRED BY THE INITIAL RHYTHMIC STATEMENT. THIS IS A WONDERFUL WAY TO BEGIN TO INTRODUCE IMPROVISATION TO CHILDREN AND ADULTS ALIKE. A GREAT INTRODUCTION TO THIS CONCEPT IS PERFECTLY ILLUSTRATED BY ALTERNATING LINES OF A NURSERY RHYME AND CREATING THE CORRESPONDING RHYTHMS BACK AND FORTH.

**TEACHER:** BREAK THE STUDENTS INTO GROUPS OF 2 OR 3 TO TRY THIS ON THEIR OWN. YOU CAN ALSO SPLIT THE CLASS IN HALF AND SEE IF THEY CAN MAKE IT THROUGH TO THE END OF THE SONG GOING BACK AND FORTH LINE BY LINE.



## FUNDAMENTALS OF DRUMMING

DRUMMING AT ANY LEVEL HAS MULTIPLE BENEFITS BEYOND JUST LEARNING AN INSTRUMENT!

**REDUCES ANXIETY AND STRESS-** LEARNING NEW SKILLS, ESPECIALLY ONES THAT INVOLVE PHYSICAL ACTIVITY, ALLOWS THE STUDENTS TO EXPRESS THEMSELVES IN A NEW AND UNIQUE WAY, THE IMPORTANCE OF STARTING A NEW SKILL IN A SIMPLE AND APPROACHABLE WAY, IS THAT IT ALLOWS ALL THE STUDENTS TO FEEL EMPOWERED BY PARTICIPATING IN SOMETHING THEY CAN ALL DO!

**BOOSTS BRAIN POWER-** WORKING ON ANY NEW CONCEPT INCREASES YOUR BRAIN'S ACTIVITY AND HELPS TO BUILD NEW SYNAPSES THAT GROW STRONGER THE MORE NEW SKILLS ARE PRACTICED.

**IMPROVES COORDINATION-** DRUMMING IS A UNIQUE ACTIVITY IN THAT IT REQUIRES YOU TO USE YOUR LEFT AND RIGHT SIDES EQUALLY. THERE ARE VERY FEW ACTIVITIES IN MOST PEOPLES DAILY ROUTINES THAT DON'T AUTOMATICALLY RELY ON USING ONE'S DOMINANT SIDE OR HAND.

**DEVELOPS CONFIDENCE-** THE ACT OF DRUMMING AND LEARNING HOW TO ESTABLISH REPEATING RHYTHMIC PATTERNS, ALLOWS THE STUDENT TO FEEL ACCOMPLISHED BY LEARNING A NEW SKILL AND GETTING TO BE INVOLVED IN A GROUP WORKING TOWARDS THE SAME GOAL.

**ENHANCES HAPPINESS-** DRUMMING HELPS CREATE HAPPINESS BY EXERCISING THE MIND AND BODY! THERE IS GREAT JOY TO BE FOUND IN PLAYING RHYTHMS WITH A GROUP! THERE IS A RELEASE OF SEROTONIN WHILE ENGAGING IN THE ACTIVITY AND THE MORE YOU PLAY THE BETTER YOU CAN FEEL!

PLUS IT'S JUST SUPER FUN TO DO!



## CLASSROOM ACTIVITY

FOR THE FOLLOWING EXERCISE: STUDENTS CAN USE THEIR HANDS ON THEIR LEGS, THEIR DESKS OR PRETEND THEY'RE HOLDING DRUMSTICKS AND PRACTICE WITH AIR DRUMMING, HITTING AN IMAGINARY DRUM.

FOR THE FOLLOWING EXERCISE: ENCOURAGE THE STUDENTS TO SAY THE HAND THEY'RE USING OUT LOUD. BY MOVING THEIR ARMS AND SAYING THE HAND THEY'RE USING OUT LOUD, THE STUDENT REINFORCES THE PATTERN IN THEIR BRAIN AS THEY'RE PHYSICALLY PRACTICING IT. THIS ESPECIALLY HELPS AS THE PATTERN GETS MORE COMPLEX. WITH EACH OF THESE EXERCISES YOU CAN GRADUALLY INCREASE THE SPEED AS THE CLASS BETTER UNDERSTANDS THE PATTERN, THEN MOVE ON TO THE NEXT. SOMETIMES IT'S JUST FUN TO SEE HOW FAST YOU CAN GO AT THE END OF EACH PATTERN. FEEL FREE TO REPEAT EACH PATTERN AS MANY TIMES AS YOU WISH BEFORE MOVING ON TO THE NEXT.

WE WILL BE EXPLAINING THE SINGLE STROKE ROLL, DOUBLE STROKE ROLL, AND THE PARADIDDLE

SINGLE STROKE ROLL: SINGLE STROKE REFERS TO ONE HIT WITH EACH HAND, ALTERNATING BACK AND FORTH.

### ***SINGLE STROKE ROLL***



R - RIGHT HAND - L - LEFT HAND

DOUBLE STROKE ROLL: DOUBLE STROKE REFERS TO 2 HITS WITH EACH HAND, ALTERNATING BACK AND FORTH.

### ***DOUBLE STROKE ROLL***



R - RIGHT HAND - L - LEFT HAND



## CLASSROOM ACTIVITY CONTINUED:

**THE PARADIDDLE:** SAYING THE PATTERN OF THE PARADIDDLE OUT LOUD BEFORE TRYING IT CAN HELP MAKE IT MORE APPROACHABLE WHEN THEY ATTEMPT IT. ALSO, REPEATING THE WORD “PARADIDDLE” IS FUN FOR THE STUDENTS. THE WORD “PARADIDDLE” CAN ALSO BE SAID ALONG WITH THE EXERCISE IN PLACE OF “RIGHT-LEFT-RIGHT-RIGHT” AS IN...

PAR - A - DID - DLE  
R L R R

PAR - A - DID - DLE  
L R L L

ANOTHER HELPFUL TIP FOR THE CLASS IS EVERYTIME THEY SAY THE END OF THE PATTERN “DIDDLE” THAT MEANS TWO HITS ON THE SAME HAND. SO DIDDLE MEANS DOUBLE HIT.

**PARADIDDLE:** A PARADIDDLE IS A REPEATING PATTERN THAT USES BOTH SINGLE AND DOUBLE STROKES.

### ***PARADIDDLE***



R - RIGHT HAND - L - LEFT HAND

**BONUS EXERCISE:** THESE SAME PATTERNS CAN BE DONE WITH YOUR FEET! TRY WALKING AROUND THE CLASSROOM AND CALLING OUT SINGLE, DOUBLE OR PARADIDDLE AND HAVE THE STUDENTS TRY TO REPLICATE THE HAND PATTERNS WITH THEIR FEET.



## GLOSSARY TERMS:

**IMPROVISATION:** CREATING OR EXPRESSING SOMETHING WITHOUT PREPARATION.

**EXPERIMENTATION:** THE ACTION OR PROCESS OF TRYING OUT NEW IDEAS, METHODS, OR ACTIVITIES.

**RHYTHM:** A STRONG, REGULAR, REPEATED PATTERN OF MOVEMENT OR SOUND.

**PATTERN:** A PATTERN IS THE REPEATED OR REGULAR WAY IN WHICH SOMETHING HAPPENS OR IS DONE. AN ARRANGEMENT OF NOTES OR BEATS IN MUSIC THAT REPEATS.

**REPETITION:** THE ACT OF REPEATING, OR DOING, SAYING, OR WRITING SOMETHING AGAIN; REPEATED ACTION, PERFORMANCE, PRODUCTION, PRESENTATION OR PHRASE.

**CONVERSATION:** INFORMAL INTERCHANGE OF THOUGHTS, INFORMATION, ETC., BY SPOKEN WORDS; ORAL COMMUNICATION BETWEEN PERSONS. ALSO REFERS TO AN INTERCHANGE OF MUSICAL OR RHYTHMIC PHRASES.

**STATEMENT:** A COMMUNICATION OR DECLARATION IN SPEECH OR WRITING, SETTING FORTH FACTS, PARTICULARS, ETC. AN ASSERTION OF SOMETHING MEANINGFUL.

**ALTERNATING:** TO PERFORM OR DO IN SUCCESSION OR ONE AFTER ANOTHER.

**LISTENING:** TO GIVE ATTENTION WITH THE EAR; ATTEND CLOSELY FOR THE PURPOSE OF HEARING.

## **FUN ACTIVITIES AFTER SEEING THE SHOW:**

HAVE THE STUDENTS DRAW A PICTURE OF THEIR FAVORITE PART OF THE SHOW