



# developmental drumming

early childhood music program



**A comprehensive program of musical activities designed to develop the mental, physical, emotional, social, cultural and recreational skills of children from 2-7 years old.**

An addendum to NAMM's Sesame Street Music Works Program • Produced and distributed by the Percussion Marketing Council  
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In 2001, NAMM, in conjunction with Sesame Workshop, created a groundbreaking partnership that resulted in Sesame Street Music Works. Shifting the emphasis from music listening to music making, this coalition also produced an unprecedented program for music retailers with the goal of drawing the “Mommy and Me” crowd (parents with children ages two to five) to local music stores. The Music Works Wonders Guide for Retailers (available from NAMM) is a comprehensive activity and marketing kit with a 22-minute-long interactive video featuring the much-loved Sesame Street characters. The Guide not only complements the expanded, music-oriented segments of the Sesame Street television shows, it takes children through the instrument families and teaches them the joy of music making.

Designed to be a percussion-based addendum to the Sesame Street Music Works Program, the Percussion Marketing Council’s Developmental Drumming Early Childhood Music Program is a comprehensive program and marketing toolkit that features a step-by-step guidebook and easy to follow percussion activities for two age groups: preschoolers and the kindergarten through third grade set. The kit also includes a CD-ROM of reproducible promotional materials including counter cards, flyers, posters, evaluation sheets, nametags, stickers and certificates of achievement.

The goal of the Developmental Drumming Early Childhood Music Program is to help retailers increase their sales while inspiring a love of music making in children through the use of drums and percussion, perhaps the most natural and accessible of all the musical instruments. In addition to providing an invaluable community service, another principal advantage of this program is that it also provides a powerful tool to increase store traffic by encouraging participation by a vast new audience of young children, parents, caregivers and educators.

### Music making is essential to the healthy development of children.

Music has the power to engage, relax and energize us... and has been proven to play an incredibly important role in the healthy development of children. For example, in scientific studies conducted by early childhood specialists, preschoolers who participated in organized music making over several months showed marked advantages over their playmates that did not. The children involved in music dramatically improved their abilities to work mazes, copy patterns of color, and draw geometric figures. These skills reflect spatial intelligence, the foundation for more complex types of reasoning (such as those used in math and science).

Music has been found to stimulate every area of the developing brain and similar studies with youngsters have linked early musical participation to superior motor skills and even social abilities. Although the ability to learn continues throughout life, hands-on participation in music between the ages of three and ten seems to train the brain for higher thinking and children who miss out on the fun of playing music may also miss some critical developmental opportunities.

Stimulating, amusing activities like playing music will capture and hold a child’s interest and satisfy their craving for fun, while providing them with invaluable lessons that will endure the rest of their lives. And, by giving a child an instrument, you are providing them with a powerful voice to communicate that which doesn’t come easily with words. Being a truly universal language, music creates a sense of community, links different cultures and brings people together by bridging any number of cultural, age, racial, gender, political and other differences.

Essentially, music provides a healthy, natural and invaluable opportunity for individual expression while encouraging the development of the whole child and enhancing cognitive, social, physical and emotional skills. Music’s relationship to building and maintaining a strong brain is equivalent to sport’s relationship to building and maintaining a strong body and equally necessary for life-long health.

*For additional information on the powerful benefits of music for adults and children, including the most recent research on Music and the Brain, visit [www.amc-music.org](http://www.amc-music.org).*

## Before Getting Started...

Here are some important tips for preparing your store and staff—

### Designating a Special Area of the Store

In addition to making a powerful statement by posting the Developmental Drumming counter cards and posters that can be printed from the program CD-ROM, consider creating a special room-like space for your kid’s music section using shelving or fixtures.

### Promotional Activities: Locating and Reaching Your Target Audience

Your existing store traffic is a natural source of candidates for enrollment, but don’t stop there! The real benefit of this program is that it gives you the ammunition necessary to attract new customers to your store. Always ask enrollees to bring a friend (with an accompanying parent) to one of the classes as a means of generating new customers. Hold birthday party events in your store and suggest to parents that they purchase kid’s percussion instruments as party favors!

### Utilizing the Developmental Drumming CD-ROM Materials

The Developmental Drumming Early Childhood Music Program CD-ROM also features a wealth of materials that can be printed out and distributed to childcare centers, preschools, kindergartens, Montessori schools, YMCA’s, Girl and Boy Scout clubs, church groups, local media, etc. Remember, music making is beneficial to the development of children. By sharing this “gift” with children, you are providing a valuable community service!

Included on the Developmental Drumming CD-ROM are 3 and 4-Color (CMYK) and Grayscale versions of the following support materials:

- Certificate Of Achievement (8.5”x11”)*
- Program Sign-Up and Evaluation Forms (8.5”x11”)*
- Sample Press Release (8.5”x11”)*
- Preschool Activity Guide (8.5”x5.5”, 12 pages)*
- K-3 Activity Guide (8.5”x5.5”, 12 pages)*
- Program Manual (8.5”x11”, 8 pages)*
- Nametags (use Avery #8395 or equivalent)*
- Custom and Standard Stickers (use Avery #6464 or equivalent)*
- Poster (17”x22”)*
- Flyer/Counter card (8.5”x11”)*

**The Developmental Drumming CD-ROM also includes audio recordings of the instruments and musical examples from the K-3 Activity Guide**

### Developing An Ongoing Early Childhood Music Program

The Developmental Drumming Early Music Program is designed to be a year-round store activity, an ongoing market-building program and powerful tool to grow your business. This written guide is only a starting point. You can continue to expand and develop your music program to suit your own goals and the needs of your customers. For example, the program can easily be organized into a series of early music classes rather than a one-time event. The activities can be adapted for this purpose by featuring a new type of percussion instrument every week for three to four weeks.

In addition to adapting the recommended activities, trust your own creativity to invent new programs of your own. Network with your local childcare centers. Start by developing an early music program for preschoolers that people will come from miles around to participate in and then expand your outreach programs with recreational activities for older children, seniors and adults. Your ultimate goal should be to create promotions that will enhance the value of your business in your community and draw new customers into your store every single week.

Good luck!

## Preparing Your Staff

Because the Developmental Drumming Early Childhood Music Program is an ongoing, market-building tool, it will require regular attention from store management and staff. As the owner of the store it is your job to communicate the benefits of music making on the development of young children to all of your employees and to select and train the individuals who will share this knowledge with your customers. These responsibilities can be divided into two major areas: planning/coordinating and facilitating.

### Selecting a Store Coordinator

The Store Coordinator is responsible for laying all the groundwork prior to the day of the music program, which is just as important as running the program itself. In order to ensure a successful, profitable music program, appoint a responsible member of your staff who can be held accountable for handling the coordination activities efficiently. The duties of the Coordinator include:

- Promoting the program to the local media, schools and childcare facilities using the promotional materials included on the Developmental Drumming Early Childhood Music Program CD-ROM along with any other approved advertising/marketing ideas that he or she may develop on their own.
- Recruiting and enrolling participants and spreading awareness in your store. An 8 1/2" x 11" counter card/flyer, 17" x 22" poster and sign-up sheet that can be printed out and posted in your store are included on the Developmental Drumming Early Childhood Music Program CD-ROM
- Setting up a designated space to run the program
- Assembling all necessary instruments and materials for each session
- Monitoring kid's percussion product inventory to ensure availability for programs and retail sales

### Finding a Facilitator

The Facilitator runs the hour-long music program. Depending on the size and specific talents of your staff, the Store Coordinator and Facilitator may or may not be the same person. While prior drumming experience is not required to facilitate the music program, focus and a positive attitude are. The duties of the Facilitator include:

- Running the music program and making it a positive experience for all involved
- Encouraging program participation by all children and parents
- Training other staff employees about the benefits of music making on the development of young children

If you feel that you do not have a suitable Facilitator among your existing staff, here are two other types of resources worth considering:

1. Other music programs with trained music educators may already exist in your community. These organizations and individuals can be approached to form an alliance with your store and facilitate the Developmental Drumming Early Childhood Music Program. This gives both of you an excellent promotional opportunity; the perfect occasion to display their talent to the community and recruit participants to their music program while building your customer base. In addition to many outstanding programs you can discover locally, the following national children's music programs can be contacted to fill this role:

**Music Together** (<http://www.musictogether.com/HTML%20Pages/classes.html>)

**Kindermusik International** ([www.kindermusik.com](http://www.kindermusik.com))

**Gymboree Play & Music** ([www.playandmusic.com/b2c/customer/home.jsp](http://www.playandmusic.com/b2c/customer/home.jsp))

**Music for Young Children** ([www.myc.com](http://www.myc.com))

**The Music Class** ([www.themusicclass.com/locator/main.asp](http://www.themusicclass.com/locator/main.asp))

2. If you have the budget to pay a facilitator, consider contacting a music educator at one of your local public schools. For additional local facilitator referrals contact one of the following industry associations:

**MusicStaff.com** is a free service that enables parents, students and musicians to find music teachers, music schools and music lessons anywhere in the United States. ([www.childrensmusicworkshop.com](http://www.childrensmusicworkshop.com))

**The Music Teachers National Association** is the oldest professional nonprofit music teachers association in the United States and is committed to advancing the value of music study and music making to society and to supporting the professionalism of music teachers. ([https://members.mtna.org/mtnareports/teacher\\_lookup.asp](https://members.mtna.org/mtnareports/teacher_lookup.asp))

The mission of **The National Association for Music Education (formerly MENC)** is to advance music education by encouraging the study and making of music by all. Founded in 1907, members are active music teachers and programs include National Standards for Music Education, Music In Our Schools Month, music education publications and legislative support, (<http://www.menc.org>)

## Information To Share With Parents

### How Playing Music Has Been Shown To Benefit Children:

Aids academic aptitudes in mathematics, science, and the arts

Promotes large and small motor development

Increases scholastic participation

Cultivates concentration and focused listening

Fosters early vocal development and enhanced social abilities

Bolsters self-image and self-confidence

Encourages parent/child bonding when music is practiced together

### Overcoming "Parental Stage Fright"

You will find that many of the parents participating in your music program are not musicians and the facilitator should address these potential concerns/inhibitions as a matter of course. Simply remind parents that we are all rhythmic beings and that music is a life-affirming natural aspect of the human experience. Assure them that there is no reason for fear of failure, there will be no critique of playing ability, and that this music program is not performance-based. FUN is the name of the game!

Remind them that because children learn by example, they are giving their child an amazing gift by learning music with them. They are demonstrating that new and different things need not arouse fear or self-consciousness, and are teaching that life's simplest adventures can be deeply gratifying. Remember, the family that plays together stays together.

### Presentation of Program Instruments

Take a moment to present the instruments that will be used in the music program, highlighting the key features (including US toy safety standard compliance) of each. To maintain the children's interest, keep it brief and get them involved in the presentation. Ask a child to help you demonstrate each instrument as you present it. Do not underestimate the importance of this presentation -- your customers are watching! Inform the parents that all of the products that you are using in the program can be used at home with the Developmental Drumming Early Childhood Music Program Activity Guides that you will distribute at the beginning of the program.

### For instruments and further information:

#### Boomwhackers®

Whacky Music, 2085 Mountain Rd., Sedona, AZ 86336

(toll free) 888-942-2536, (tel) 928-283-3860, (fax) 928-282-3877, (web) [www.boomwhackers.com](http://www.boomwhackers.com)

#### LP RhythMix™

Latin Percussion, Inc., 160 Belmont Avenue, Garfield, NJ 07026

(toll free) 888-LPMUSIC, (tel) 973-478-6903, (fax) 973-772-3586, (web) [www.lpmusic.com](http://www.lpmusic.com),

[www.lprhythmix.com](http://www.lprhythmix.com)

#### Nino Percussion

Meinl USA, 3354 Ambrose Ave., Nashville, TN 37207

(toll free) 877-886-3645, (tel) 615-227-5090, (fax) 615-227-0290, (web) [www.meinl.de](http://www.meinl.de)

#### Remo® Kids Percussion, Rhythm Club

Remo, Inc., 28101 Industry Drive, Valencia, CA 91355

(toll free) 800-525-5134, (tel) 661-294-5600, (fax) 661-294-5714, (web) [www.remo.com](http://www.remo.com)

#### Toca Percussion Player's Series

Kaman Music Corporation, 20 Old Windsor Rd., Bloomfield, CT 06002

(toll free) 877-526-2668, (tel) 860-509-8888, (fax) 877-526-2632, (web) [www.kamanmusic.com](http://www.kamanmusic.com)

## Suggestions For A Successful Developmental Drumming Class

### Recommended Time Allotment

Due to the natural attention span of the average young child, it is recommended that you limit your total music program to a maximum of 60 minutes, including the 22-minute Sesame Street Music Works Wonders video-tape.

### Fun vs. Accuracy

The primary goal of this program is to ensure that the children participating in your music program are having FUN-- enough fun that they will want to continue to play music at home, and hopefully, for the rest of their lives. This is not a performance-based program and every effort should be made to “encourage” rather than “correct” participants. If a participant hasn’t followed instructions exactly, congratulate them anyway and demonstrate the exercise again. Always keep in mind that this program was designed to be flexible, and you can (and should!) customize every activity to match the age and abilities of the participants.

### Choose The Instruments Wisely

An amazing variety of children’s percussion instruments are available on the market today. It is important for you to understand that these instruments are designed specifically for children and it is suggested that you select only those that meet US toy safety testing standards ASTM F963-96A. This government rating ensures that the products are safe in terms of mechanical construction, toxicity, small parts (that could pose choke hazards), sharp edges, strangulation hazards, etc. Beyond safety concerns, a child’s instrument should have the proper size and weight and should be playable without the need for dexterity beyond the capabilities of a child. A listing of the leading children’s percussion instrument manufacturers appears on the fifth page of this guidebook.

### The Importance of Having Parents and Educators Participate in Early Music Programs

Parents are a child’s first and most important role models. By including parents in your music program, you are ensuring that the positive message you teach in the program will be reinforced at home; possibly even reaching siblings and other children. When parents believe in the benefits of music making for their children, they may be inspired to purchase the instruments used in the music program for home use. In fact, parental recommendations to friends, coworkers and family members can bring additional participants to the music program at your store, and as a result, can help you to grow your business both in and beyond children’s music products.

The importance of educating parents about the benefits of music making is as important to your mission as teaching the children! To assist you with this aspect of the program, two printable Developmental Drumming Early Childhood Music Program Take Home Activity Guides are featured on the CD-ROM of support materials that are included with this booklet. The same logic applies to the inclusion of educators and other caregivers in your music program. The activities of the Developmental Drumming Early Childhood Music Program are designed to be easily adaptable for classroom or group use as well as parents, grandparents, brothers, sisters, aunts, uncles, educators or any other appropriate childcare providers.

### Use the Developmental Drumming Early Childhood Music Program Activity Guides

The activities, exercises and games contained in the Developmental Drumming Early Childhood Music Program Guides can be customized to match the ages and abilities of the participants. You may choose to switch instruments with each new activity or you may choose to run through all or several of the activities with a single instrument and then start over with a new instrument. Whatever you decide, you should plan your total music program to be a maximum of 60 minutes (including the 22-minute Sesame Street Music Works Wonders Video) and remember that fun is the name of the game!

## Step-By-Step Session Guide

*The following page contains a step-by-step guide for a 45-60 minute Developmental Drumming session.*

### 1) Welcome Your Guests.

After welcoming all participants and handing out nametags, begin by briefly discussing how important and beneficial music participation is to children. Invite the parents to sit next to their child and distribute a copy of the appropriate Activity Guide to each of them as you cover the parent-specific information found on page 5. Don’t spend more than a few minutes on this; children have short attention spans and will lose interest very quickly!

### 2) Roll the Tape!

The children will love watching the Music Works Wonders video (available from NAMM) as their favorite Sesame Street characters teach them about the different families of instruments. Other age-appropriate music performance and participation programs may also be employed. Follow the video with the children and feel free to add fun commentary and play along. Keep it lively and be prepared to take center stage when the video is over!

### 3) Introduce the Instruments.

As soon as the video ends, distribute one identical instrument to every parent and child participating in the program. In order to minimize distraction and prevent arguing, it is recommended that one instrument be featured at a time. Keeping in mind that this class may be the first time these children have ever experienced a percussion instrument in person, your first objective is to make the children feel comfortable with the instruments, explaining:

**The name:** Name the instrument and ask participants to repeat it to you to ensure comprehension.

**The history:** To further emphasize the educational and cross-cultural nature of this music program, it is suggested that you provide a brief overview of the instrument’s history and origin. Very often, the instrument manufacturer’s catalogs or packaging will provide this information.

**The physical nature of the instrument:** Point to and identify all of the different parts of the instrument, while encouraging the participants to feel the different materials and textures. Some areas to consider include: the drumhead, drum shell, carry strap, mallet handle/head, instrument handle, striker and even shaker fill (although they can’t see or touch the fill, they can still get a mental image of it).

**The instrument’s particular voice/voices:** Invite the group to explore with you all of the different sounds that can be created with each instrument. Be creative!

With any type of drum, experiment with the different sounds that can be obtained by striking the drumhead in its center, the edge, the rim, and the outer shell areas. Encourage the group to try playing with the hands in a variety of ways: open-handed vs. closed-handed, hard, soft, fast, slow, and slap-release vs. slap-hold. Then ask them to try the same thing using the mallet head and the mallet handle. Demonstrate the different sounds obtained when holding the mallet in the center vs. the edge, and invite them to experiment on their own. Hand percussion instruments are available in an amazing variety of shapes and sizes: clappers, jingles, bells, tone blocks, etc. Shakers can be shaken quickly, slowly, loudly, softly, and even in a circle to obtain different sounds. Encourage the group to experiment and enjoy their discoveries!

### 4) Lead One or More of the Suggested Exercises from the Activity Guide Books.

### 5) Play Along with Music.

It is extremely important to end the music program with a very animated, fun activity like playing along with lively music. There are numerous suitable children’s music CDs to choose from, but one proven favorite is “Fruit Salad Salsa” from Laurie Berkner’s Victor Vito album. Encourage the group to play along and dance around the table with shakers—get them giggling! MUSIC IS FUN!

### 6) Acknowledge the Group’s Accomplishments and Reinforce the Importance of Music Making.

Congratulate the group, both children and parents, for a job well done. Was it fun for them? The smiles on their faces should dispel any doubts about the success of the program. Was it entertaining enough for them to tell their friends about it? By asking them to tell others about the program, you will ensure future participants in your music program. In order to help you to evaluate and make informed decisions on program improvements, you can distribute to each parent a Program Evaluation Form found on the Developmental Drumming CD-ROM of printable support materials.

With all the deserved fanfare, present a personalized Developmental Drumming Certificate of Achievement (found on the Developmental Drumming CD-ROM) to each child. It is recommended that these be filled-out in advance. Now is the time to invite questions pertaining to the program and featured products. Ask the parents to take a quick look at the take home Activity Guide so that you can answer any related questions they might have. Hopefully, the next step will be to help them select their own percussion instruments!

*In addition to general information on the developmental benefits of music making, how to select instruments and where to start, the following exercises are contained in the two Developmental Drumming Activity Guides:*

**Musical Activities For Preschool Children & Their Parents**

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- Mimic The Familiar Rhythms Of Your Child's Environment
- Play Along With Music That Appeals To You And Your Child
- Rhythm-Talk
- Rhythmic Dialogs
- The Rhythmic Memory Game
- Rhythmic Follow The Leader
- Fast-And-Slow
- High-And-Low
- Short-And-Long
- Quiet-And-Loud

**Musical Activities For K-3 Children & Their Parents**

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- West Africa: Poly Rhythms (*CD Tracks No. 1-5*)
- Caribbean: The Mambo (*CD Tracks No. 6-12*)
- Brasil: The Samba (*CD Tracks No. 13-17*)
- Mediterranean: The Arabian Dance (*CD Tracks No. 18-20*)
- Europe: Irish Folk Songs (*CD Track No. 21*)
- India: Irregular Time Signatures (*CD Tracks No. 22-25*)
- Japan: The Taiko Orchestra (*CD Tracks No. 26-30*)
- North America: The Ceremonial Dance (*CD Track No. 31*)

*Thank you for participating in the Developmental Drumming Early Childhood Music Program and for sharing the gift of music with parents and their children!*

*For additional information on the powerful benefits of music for adults and children, including the most recent research on Music and the Brain, visit [www.amc-music.org](http://www.amc-music.org).*

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