

Beginning Snare

National Standards:

2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music
6. Listening to, analyzing, and describing music.

Objectives:

- Students will understand how to assemble snare drum and stand correctly.
- Students will understand how to take proper care of the equipment.
- Students will gain insight on proper grip for snare sticks (matched grip).
- Students will be able to show where on the drumhead to play.
- Students will listen to a snare drum play to start to recognize what a “good” sound would be. Recording should inspire students to work hard as well.

Materials Needed:

- Snare drum
- Snare sticks
- Recording with snare for students to be impressed and motivated by:
<http://www.youtube.com/watch?v=KkqsXWg9Gao>
- Matched grip handout

Activities and Procedures:

1. Introduction

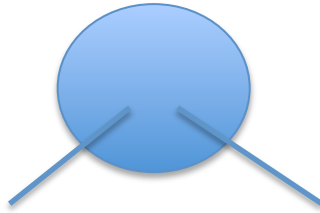
- a. Discuss proper assembly and care of instrument
 - i. How to set up stand
 1. Which knobs control which aspects
 2. Height for stand
 - ii. How to place drum on stand
 1. Snares should be perpendicular to your body in front of you
 2. Parts of the drum explanation
 - a. Head
 - b. Shell
 - c. Snares
 - d. Snare switch
 - e. Tension

2. Grip

- a. Matched Grip
 - i. Show pictures (discuss)
 - ii. Give handout (go through) (found in Snare Drum section of notebook)
 - iii. Have them try with their right hand only
 - iv. Walk around and assist individuals
 - v. Add left hand, walk around and help
- b. Mention there is Traditional grip, but do not fully introduce yet

3. Playing

- a. Where to play on the snare drum
- b.



Student

(Beads should be closer together)

- c. One tap with right hand
 - d. Isolate stick height and position of stick hitting drum
 - e. Eight taps with right hand
 - f. Eights with left hand
 - g. Eight with right, immediately following eight with left, repeat
- ### 4. Conclusion/Packing Up
- a. Reverse all step to properly setting up to tear down instrument
 - b. Play snare video
 - i. Explain that the stick visuals are only in advanced marching bands and lay down rules if students decide to try that during class
 - ii. Notice his grip-is it the same grip we used? Mention again traditional grip and how we will learn it later.
 - iii. Notice where he is playing on the drum. How does this match what we talked about? How does it differ?

Assessment:

- Can students properly assemble the snare kit?
- Can students properly grip snare sticks?
- Can students tap a note correctly?