

Teachers' Notes for "The Big Samba"

Performance Information:

Set-up time: 40 minutes.

Duration: 60 to 75 minutes.

Area required: A room as large as possible.

Age Grouping: Can be of any age. Mixed ages in sessions work best as juniors handle simple rhythms while seniors manage more complicated rhythms, which makes a balanced show; OR Steve is happy to do separate age groups instead (prefers slightly shorter sessions for prep-2s).

***** Important Note:** Steve needs to be able to drive up close to the Performing space to unload his instruments. If parking close to the venue is not possible, some assistance from students may be required - five students usually do the trick!

Every Student/Teacher is provided with an instrument. Steve has enough instruments for 300 - it is possible to have more if pre-arranged.

About the show:

Rhythm based on language.

Rhythm is based on language and has been handed down through language for 100s of years. Just as each culture has its own language, it also has a native rhythm that reflects the words, accents, tones etc. of its speech. That is to say, a culture's musical rhythms sound very similar to the way they speak – as do their melodies.

What Steve has been teaching and trying to develop is a notion of rhythm based on Australian vernacular, accents, sayings etc. Through his travels and teaching, Steve finds that most Aussies can pick up rhythm quickly and easily by using their own language; much faster than using traditional music notation or teaching methods.

Brazilian Street Carnival Music involves huge groups of people playing together, driven by the percussion section, to produce an enormous sound.

The Big Samba combines these two ideas. Using simple phrases from the local vernacular, Steve teaches students various rhythms, calls and responses. Then, while conducting and playing himself, he layers these up to create a Big Samba Band with every single student and teacher playing a part. While performing, students are involved in drawing the connection between the rhythms and the culture and language of their own area. Students learn:

- Discipline - of working in a large group, together, as a team
- of when not to play
- To listen to and watch - themselves, the bandleader and everyone around them.
- Rhythm - Timing - Pulse – Tempo
- To HAVE FUN with music and to do it in their OWN LANGUAGE

****IMPORTANT NOTE: DUE TO THE NATURE OF THE SHOW, IT CAN BE NOISY!!
STUDENTS WITH SENSITIVE HEARING MAY NEED EARPLUGS.****

About the instruments:

The Instruments used in the show are:

Drum Kit

Hand Drums – Darbuka & Djembi

Sudo Drums - played with a mallet

Tambourines

Cowbells, Bells, Go Go Bells

Claves (Rhythm sticks) - made from broom handles etc.

Shakers - made from Milo Cans, Drink Bottles (all sizes) etc. Some have rice pellets, pebbles, chickpeas etc in them.

Every instrument has been individually painted, which makes a very colourful show.



About the Performer:

Born and bred in the LaTrobe Valley, Steve Schulz has been teaching and playing drums and percussion in the Gippsland and Melbourne region for over 30 years, playing a range of percussion instruments including Drum Kit, Timbales, Congas, Djembe, Small Percussion etc.

He has studied under and worked along side some of the countries finest teachers & players, such as Jack Jones, David Jones, Frank Corniola.

Steve brings with him a wealth of playing experience covering styles from Jazz, Latin, Big Band, Pop, Folk and many different Cultural influences. He has recorded on various CDs – most recently, Grand Junction World Music.

Through 31 years of teaching Steve has taught:

- One on one lessons.
- Beginner to Professional levels ages ranging from 3 to 60.
- Percussion group workshops from large and small.
- School classroom music - Secondary.
- Percussion lessons - Primary and Secondary.
- Special Needs children and adults.
- The Big Samba has been touring extensively with Nexus Arts for 10 years. Tens of thousands of students have seen the show across Australia from capital cities to tiny outback towns in the top end.

Pre- performance suggestions:

The instruments above are all the ones used in *The Big Samba*, but really anything can be used that rattles, shakes or can be hit.

The students could make or come up with their own instruments:

Rubbish Bins, Bin lids, Water pipes – plastic or metal

Shakers – any container around – put stones in them

Clave – any wooden or plastic pipe or sticks

Cowbell – anything with a metallic sound e g metal pipe, bin

Sudo Drum – rubbish bin

TEACHERS NOTES.
2006.

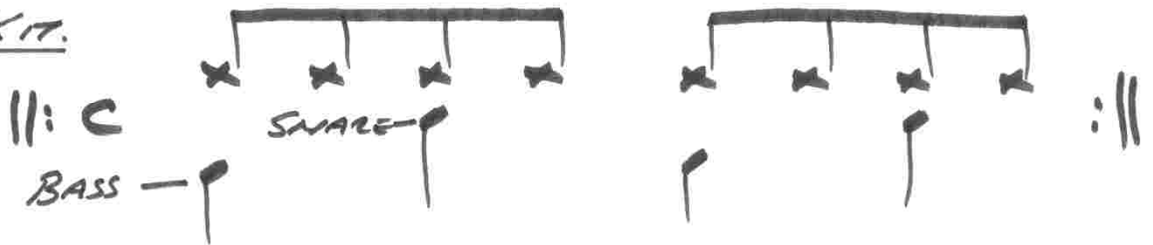
"BOBS YA UNCLE"

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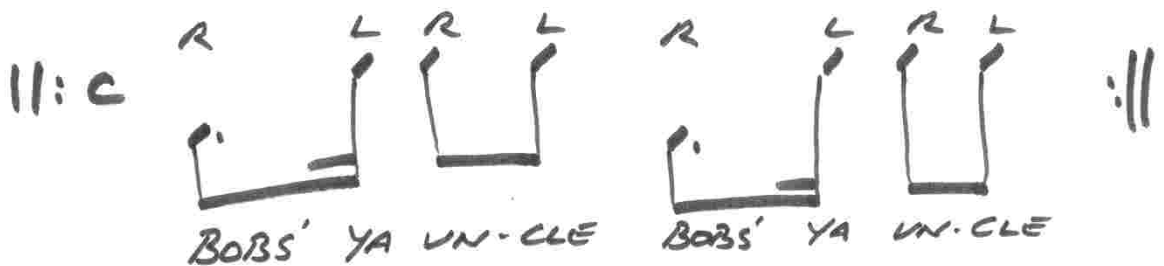
* ALL RHYTHMS ARE BASED AROUND THE GOOD OLD "ROCK BEAT."

* OUR CULTURAL RHYTHM *

DRUM KIT.



HAND DRUM FEEL. — "BOBS YA UNCLE" —



* MOST AUSSIES USE THIS WHEN THEY KNOCK ON YOUR DOOR.

* WHEN PLAYED WITH THE ROCK BEAT

"BOB" LANDS WITH THE BASS DRUM.

"UNC" LANDS WITH THE SNARE DRUM.

* PLAY "BOB" ON YOUR KNEE




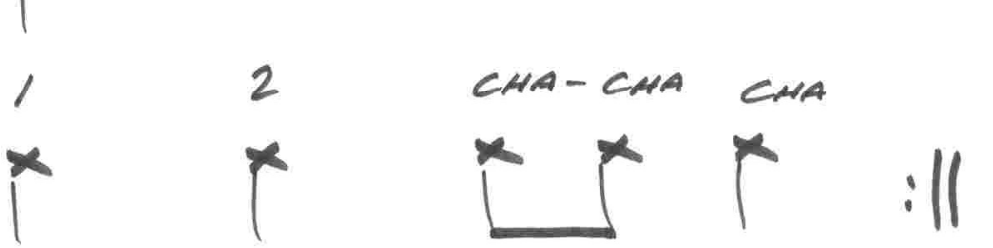

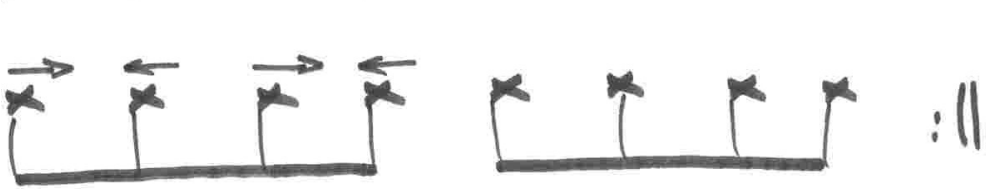

PLAY "UNC" ON YOUR THIGH.

* YOU CAN USE ANY 2 SOUNDS.

"ALL RHYTHMS TOGETHER"

-INCLUDING - SUDO DRUMS, COWBELLS, TAMBORINES + SHAKERS.

* ALL RHYTHMS FIT INTO THE "ROCK BEAT."
ALMOST EVERY NOTE PLAYED, LANDS ON ONE OF THE NOTES OF THE BEAT.

<u>KIT.</u> :	
<u>HAND DRUMS.</u> :	
<u>SUDO DRUMS.</u> :	
↑ THESE ARE THE SAME ↓	
<u>COWBELL</u> :	
<u>CLAVE.</u> :	
<u>SHAKER.</u> :	
↑ SAME ↓	
<u>TAMBORINE</u> :	

* SHAKERS + TAMBORINE ARE THE SAME AS THE HI HAT IN THE "ROCK BEAT"

Floor Plan

