

Quad Cities Residency 2020
Video: ABJi Instructional Video
Ho Etsu Taiko

Lesson objective: students will learn to play ABJi together or with the video, on a surface of their choice (including knees/legs!). Emphasis on listening and learning to play **in time** with each other (or with the video).

Video Description: A teaching video for students to learn the 3 different lines of ABJi. Each line will be played and sung slowly, then at tempo. At the end of the video, students will have the opportunity to play along with the instructor.

Materials: No materials needed. Students can learn to play this piece on their legs, knees, or in the air. Optional: students can use objects such as pillows, pots, spoons - any surface to use as a drum, and any utensil to use as drum sticks (bachi). Be creative!

Vocabulary:

Kuchishoga (口唱歌) - a musical notation used for learning rhythms. Kuchishoga phonetically articulates drum sounds. We use kuchishoga to sing our rhythms in order to better internalize our pieces.

Warm up (before playing the ABJi Instructional Video):

- Play a metronome (<https://www.imusic-school.com/en/tools/online-metronome/>) at 112 BPM (beats per minute).
- Have students clap or march in time to the beat. Play around with the tempo, bringing it down to 60 BPM, then bringing it up to 180 BPM, and then back to 112 BPM. What do students notice about moving in time to the beat? What is difficult, what is easy?

Play the video:

- This video is meant to be rewound and repeated at many times as students need to learn the piece. The video is broken up into slowly learning the lines, then practicing at tempo (112 bpm), then finally playing along with the piece.

Group Performance:

- If circumstances allow, have students pick one line (out of the three) to commit to memory and perform with their peers. Students can perform in small groups of three, or as a whole class (evenly dividing the three parts).
- If this lesson is being done remotely, students can still perform the piece with each other over video conference. I would suggest the teacher or one student share the audio of the video, while everyone else plays along together, but on mute.