

A young girl in a yellow shirt and pink pants sits on an orange cajon, laughing. A young boy in a black shirt and blue jeans sits on a tan cajon, also laughing. The cajons have the 'baff' logo on them. The background is a vibrant geometric pattern of pink, orange, and blue triangles with white splatters.

Drum Book

Learn to play on your Cajon!



Our system of notes

Before you start to play you need to stick the hand-sticker on the edges of the music or drum-stool. In the graph on the right above you can see where you put which symbol on the drum to make the sound perfectly.



To make playing even easier, we created an additional system of notes consisting of five basic symbols that represent different sounds.



BASS

The symbol with the blue hand is the bass. If you hit it, you will notice how deep the sound is.



SNARE

If you hit the upper edge, where the red hands are, the sound is much lighter and buzzes: that is snare.



SHOUT

The last basic symbol is the so-called shout. Here, it comes down to your creativity; you can use words such as "YEAH", "YES", etc.



CLAP

If you see the orange-colored symbol with the clapping hands, you need to clap your hands together.



REST

The symbol with a finger held to a mouth means rest. Place your finger on your mouth – even better if you say "psst!" while you do it.

The right count(-in)

Before starting to drum together and playing the first rhythm exercises, it is important to take a quick look at the right counting/count-in.

Loud and deliberate counting is very important when drumming together; it should absolutely be practiced! It might not be so easy to achieve this rhythmic independence between playing and counting. However, once you've internalized the counting principle it will be much easier to play rhythm passages together.

By counting '1-2-3-4' loudly with the beat, you will help the children play on beat. Do a loud count-in, so that the group begins playing at the same time. As an alternative to counting numbers, you can also use the beats in the rhythm pattern to count out loud, e.g. BASS-SNARE-BASS-REST, to help the children keep in time and hit the right symbols. To start off, the children should learn to play a 1/4 beat for each symbol.

1	2	3	4

When playing in a group, it is important to listen to what the others are playing at the same time. You can also use a metronome to help practice counting and staying on beat.

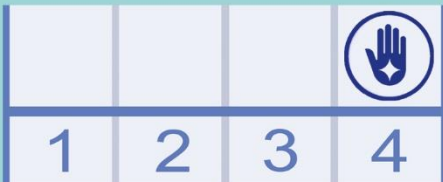
Free CD for download with the rhythm exercises included in the book

[www.trommelgarten.de/
kontakt/downloads/](http://www.trommelgarten.de/kontakt/downloads/)

Basic beat: the bass

The first basic beat is the so-called the bass. The bass sound is produced by striking the blue hand in the middle of the playing surface. The vibration of the surface leads to a bass-y sound. Make sure that your hands are loose and light when hitting the surface. Hit it with your hands slightly angled and let them bounce back off the surface. You can angle your fingers slightly, so that only your fingers touch the surface.

Rhythm 1



Rhythm 2

Count '1-2' out loud, and play the bass sound together with the children on 3 and 4.



Rhythm 3

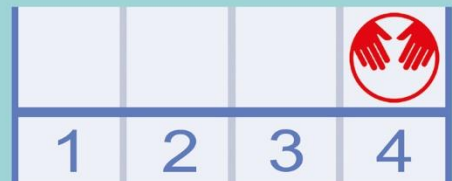


Basic beat: the snare

The second basic beat is the so-called snare. The snare sound is created by striking at the upper edge of the playing surface, where the two red hands are. Hitting it this way causes the snare wires inside to vibrate, resulting in the "snare" sound. The name "snare" comes from English. The snare is played with both hands.



Rhythm 4



Rhythm 5



Rhythm 6



Bass & snare together

The bass and snare sounds are the main sounds of the Cajon. The two sounds can be combined in different ways, allowing you to play a diverse range of rhythms. The next few rhythm exercises should give you a feeling for the two sounds, as well as their different possible combinations. The exercises focus on concentration, rhythm, and tempo as well as coordination and training the sense of hearing.

Rhythm 7



Rhythm 8



Rhythm 9



Rhythm 10



Clapping

Now that the children are familiar with the two basic beats, bass and snare, we can move on to the other note symbols. Let's start with clapping. To make things simple, we also have our own symbol for this: the orange symbol with clapping hands. When you see this symbol, you clap your hands together.

First practice exercises.

To introduce this symbol, hold it up and let the children guess what it could mean. Then, try to clap together with the kids in the same tempo. The next step is to combine the previously learnt basic beats, bass and snare, with the new symbol, clapping.

Rhythm 11



Rhythm 12



Rhythm 13



The rest

The next symbol signifies another very important component of music: the rest.

The symbol for rest can be recognized by the finger held to a mouth. For this beat, place your finger to your mouth and make a soft 'pssst!' sound. Try it once with the children.



Rhythm 14



Rhythm 15



Rhythm 16



The shout

The last basic symbol in our system of notes is the "shout". This requires some creativity, and you may use words like "Yeah," "Yes," "Cool," etc.

What's important is that everyone shouts their word on beat. Try to come up with a shout together with the children, but make sure that it consists of one syllable.

Rhythm 17



Rhythm 18



Rhythm 19



Rhythm exercises

In the previous chapter, we played so-called “simple bars,” four consecutive beats in 4/4 time that we repeated. To play different rhythm exercises made from the symbols we learned, we will use a “double bar.” This involves two different bars being repeated after each other, creating a multifaceted rhythm. These should also be played in 4/4 time.

Now try to play the different rhythm exercises as a group. To make it simple, lay the note symbols out in front of you or pin them onto a board/wall, so that all children can read the rhythm. Repeat the rhythm sequences until you can play it without mistakes. When you want to finish, initiate a drum roll, and end the rhythm with a joint finale.

Rhythm 20



Rhythm 21



Rhythm 22



Rhythm 23

							
1	2	3	4	1	2	3	4

Rhythm 24

							
1	2	3	4	1	2	3	4

Rhythm 25

							
1	2	3	4	1	2	3	4

Rhythm 26

							
1	2	3	4	1	2	3	4

Rhythm 27






							
1	2	3	4	1	2	3	4

Rhythm exercises with tempo changes




Now that we have learned all the basics, let us try to vary the tempo a little. We will also introduce some faster beats.

For these exercises, the counting is slightly different; you should insert an 'AND' between each number. So: 1 and 2 and 3 and 4 and ... Exactly on 'AND' is when the so-called 'off-beat' is played. There is also the further possibility of quick beats in succession. For example, a group of three or four successive beats in one bar, i.e. you play more beats in the same time. In order to make this clearer, we have slightly adjusted the system of notes to fit the 'off-beats' by including an 'AND' symbol.

Rhythm 28

							
1	+	2	+	3	+	4	+

Rhythm 29

							
1	+	2	+	3	+	4	+

Rhythm 30

									
1	+	2	+	3	+	4	+		

Music games

Children love games, so why not play with the children music and rhythm in a playful manner? Here are some suggestions:

Loud and silent

To play this warm-up game you will need the following note symbols:

Bass
Snare
Clapping
Rest
Shout



The children should now continuously play whichever symbol the exercise leader holds up for 10 seconds. What is important here is that, after every loud phase (e.g. 10 seconds bass drumrolls from the KLACKS! Boxes), the exercise leader holds up the rest symbol for 10 seconds. In this phase, the children must be completely silent.

Drumming forest

Game preparation: Lay as many instruments as there are children out around the room, so that there is still enough room to move around the room. Additionally, prepare a dynamic song to play, to which the children can move.

Now the music is played from a CD or another medium and the children should move freely around the room – the “Drumming Forest”. Every time the music stops, every child/participant should find an instrument and start drumming on it until the music starts again. The game repeats.

Variation: There are many modes of movement that the exercise leader can dictate in each movement phase: e.g. walking, running, sneaking, jumping, crawling on all fours, ...



TROMMELGARTEN



Let's keep the rhythm with us!

In addition to developing and selling musical products from baff, we are organizing drum-workshops, seminars and team-building events for kindergartens, schools and companies for over 10 years.

Our team from TROMMELGARTEN has been on the big and small stages all over Europe since 2010 and is one of the leading providers of interactive drum events and seminars on the subject of music and rhythm.

With us you will experience a rhythm spectacle that will literally tear all participants off their seats.



Drum-Workshops and concerts with Cajons

At our drum-workshops, the children are introduced to the world of music with singing, languages, rhythm and movement. We bring to the drum-workshop for all children drums "Cajons" with us and design an unforgettable drum day with the children. An experience in which fun, togetherness and joy are in the foreground. The children get a feeling for rhythm and have a lot of fun.



Would you like to experience an unforgettable drum workshop? Or are you looking for a great musical concept in your kindergarten or school for the next project days that will delight all children? Would you like to experience a sustainable team event with your team of employees?

www.TROMMELGARTEN.de