



Date: _____

Inuit Drumming

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

We respectfully acknowledge the land, water, and people of Nunatsivut, Labrador from where this lesson plan originates. We also acknowledge Doris Boase, Inuit educator, as the creator of this lesson plan and the Amos Comenius Memorial School in Hopedale, Newfoundland, where the lesson was taught.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Use patterns to describe the world and to solve problems; [Math GCO]
2. Perform, listen to, and create:
 - beat
 - rhythm
 - groupings of two, three, and four beats
 - stepping/skipping songs

[Music GCO]

3. Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection, and empowerment during physical activity. [Physical Education GCO 6]

LIST OF ACTIVITIES

1. Inuit Drumming and Pattern Making

MATERIALS

- Video: Introduction to Inuit Drumming
- Website with Videos: Traditional Inuit Music
- Video: Nunatsiavut Drum Dancers
- Optional for Extension Activities: video of 'Pat-a-Cake'; book 'Pattern Bugs' by Trudy Harris; paper and colouring pencils, crayons

 Math

Origin

Hopedale, Nunatsiavut,
Labrador
Nunatsiavut
Newfoundland and Labrador

Learning Level / Grade

1

 210 mins

Related Subjects

Music, Physical Education,
Performing Arts or Drama,
Indigenous Ways of Knowing
& Being, Indigenous Language

DESCRIPTION

This lesson plan teaches the concepts of patterns and rhythms through Inuit drumming and drum dancing techniques, and provides cultural context to educational content.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life

TEACHERS' GUIDE

Background/Foundational Information

- This lesson plan provides students with the opportunity to learn about Inuit drumming and drum dancing from a community member. To facilitate a lesson that incorporates the Inuit drum, it is important to engage those who are best able to share that knowledge with the students. It is also important to acknowledge Labrador Inuit lands and give respect for the land and its people.

ACTIVITIES

1 - Inuit Drumming and Pattern Making**Purpose**

The purpose of this activity is to provide students with the opportunity to identify, create, demonstrate, and represent a variety of rhythmic patterns. They will learn to connect the concept of patterns to the sounds and movements that are present in our everyday lives.

Time: 180 mins

Activity Instructions**Activation**

The teacher may introduce this lesson by asking students if they know what a pulse is; the teacher can explain that it is the beat made by the heart. The teacher may ask students to try to find their pulse on their wrist and march on the spot to its beat. The teacher may explain that a heartbeat is like a drum beat that we each have.

Next, the teacher can demonstrate rhythm using a pattern such as clap-clap-stomp-clap-clap-stomp. Teachers invite students to create this pattern as a whole class, explaining that the repeated pattern of sound or movement is called rhythm. Students are invited to suggest alternative clap/stomp rhythms and create the sounds together.

After experimenting with different rhythmic patterns, students can listen to the song "Pat-a-Cake", observing the clapping pattern used throughout the song. In pairs, students will then practice the clapping pattern.

Once the connection between pattern and rhythm is established, the teacher can share a short video on Inuit drum dancing. (If it is available to the teacher, the video 'Nain Drum Dancers' may be used). Afterwards, students may describe the rhythmic patterns they observed in the video. The teacher will engage students in a classroom discussion about Inuit drum dancing, including how it relates to what they have learned, what students already know, and what they would like to learn.

The teacher will explain that (if possible) a community member will be joining the class to share their knowledge about Inuit drumming and drum dancing, and to teach the students some techniques.

Connection

The teacher will invite a community member to share their knowledge of the Inuit drum and drum dancing with the class. (If this is not possible, an online option of the teacher's preference can be used). Students will learn how the drum is made, the history of its uses, the correct handling of the drum, the beats used in ceremony, and the importance of continuing this tradition for the Inuit culture. They will also learn about drum dancing and practice some of the movements.

Through this experience, students will begin to make connections between the concept of patterns and the rhythms used in Inuit drumming and drum dancing. Students will be encouraged to listen, observe, and try to identify patterns. This activity will provide students with an opportunity to connect patterns to music as they identify repetition of sound and movement. Students will become increasingly aware of the importance of patterns and how patterns are present in our everyday lives.

Consolidation

Let's make music! With the help and guidance of parents/family members, students will be asked to find object(s) in their home, such as a spatula and a bowl, that can be used to create a rhythmic pattern. Students can practice creating a pattern at home and then bring the instrument to school to share their rhythmic pattern with the class.

Extension Activities

- Teachers may demonstrate how patterns can be represented through shapes, colours, or letters.
- Teachers may ask students to represent their rhythmic patterns using shapes, colours, or letters. They may use manipulatives or draw the pattern on paper.
- Teachers may read the story 'Pattern Bugs' by Trudy Harris, if they have access to it, and discuss the patterns found within.
- Students may learn how Inuit drums are made.

Additional Background Information for this Activity

For background information about Nunatsiavut, visit:

https://www.tourismnunatsiavut.com/home/cultural_experiences.htm

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

☒ **Spiritual** - This lesson connects the concept of patterns to self, to environment, and to culture through the exploration of beats and rhythms.

☒ **Emotional** - Students learn about the significance of the Inuit drum and the beats and rhythms used during ceremony.





☒ **Physical** - This lesson provides students with opportunities to create their own rhythms using their bodies and using objects as instruments.

☒ **Intellectual** - Students are challenged to represent patterns using colors, shapes, or letters.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Video: Introduction to Inuit Drumming	Link 
Website with Videos: Traditional Inuit Music	Link 
website with different videos of Inuit drumming and singing	
Video: Nunatsiavut Drum Dancers	Link 
from Nain, Labrador	
Optional for Extension Activities: video of 'Pat-a-Cake'; book 'Pattern Bugs' by Trudy Harris; paper and colouring pencils, crayons	Supplies 

These are optional resources for the different Extension Activities described in this lesson plan:

- You can find videos of people doing the clapping game while singing 'Pat-a-Cake'
- Your library may have the book, 'Pattern Bugs' by Trudy Harris
- paper and colouring pencils, crayons

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.





- **Assessment for Learning:** Ongoing dialogue between teacher and student that informs the effectiveness of the instruction in achieving the desired learning outcomes.
- **Assessment as Learning:** Engaging students in creating and evaluating beats, rhythms, and other patterns.
- **Assessment of Learning:** Assessing the quality of learning through the evaluation of activities and/or written work.

In this lesson, formative assessment is used to evaluate student learning through classroom discussion and through students' participation in a range of classroom activities.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Traditional Inuit Music	Link 
Nunatsiavut Drummers	Link 
Inuit Drumming	Link 
The Inuit Education Initiative of the Nunatsiavut Government	Link 

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Participatory and experiential learning activities
Language and Culture
Language and culture are present in the sharing of songs on the Inuit drum. History and stories may also be shared in the language.
Relationship with family, ancestors
Family may assist students in creating an instrument from items at home and practicing a rhythmic pattern to share with the class.
Connections are made with everyday life

Students reflect on how patterns are present in our everyday lives. Patterns are present in the steady beat of our hearts and in the music we create and share with others. These patterns can be very meaningful, such as the rhythmic patterns of the Inuit drum which are linked to cultural values and traditions lived in everyday experiences.

Intergenerational learning with Elders/Knowledge Holders

Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes
Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes

Intergenerational learning with Elders/Knowledge Holders

Ethics in the classroom: care, truthfulness and trust, respect, integrity

- Care - demonstrated in the safe handling of the drum.
- Respect - demonstrated in the sharing and receiving of knowledge.
- Truthfulness and Trust - demonstrated in the collective effort of school, home, and community to share knowledge and contribute to the educational experience of students.
- Integrity - shown through the moral responsibility to provide authentic, holistic, culturally connected learning experiences.

Different learning styles; attention given to mind, body, and spirit

Healthy relationship with self and identity

Students are encouraged to reflect on their identity through creating an instrument and a rhythm that is uniquely theirs and sharing it with the class.

Personal reflection time (connecting with thoughts and feelings)

Students reflect on what they learned about rhythmic patterns, how the patterns relate to who we are as people, and how we express ourselves. This reflection is through the activity of finding items at home that can be used as instruments and creating a rhythmic pattern to share with the class.

OTHER DETAILS**Unit Plan Title:** Patterning**RELATED LESSON PLANS**

- [Lessons of the Drum](#)
- [Indigenous Songs from Treaty 4 and Treaty 6](#)

CONTRIBUTORS

Name	Role/Job Title	Place
Doris Boase	Teacher	Nunatsiavut, Labrador
Sara Leah Hindy	Regional Curriculum Resource Support	NCCIE
Jodie Lane	Director of Education	Nunatsiavut Government
Sylvia Moore	Regional Lead	NCCIE
Hopedale Community members		

QUESTIONS/MORE DETAILS

For Questions contact: [Sylvia Moore \(sylvia.moore@mun.ca\)](mailto:sylvia.moore@mun.ca) for more information.