

How to Play Drum Set for Teacher in Private Schools

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Abstract

The objective of this research is to study the how to play drum set for teacher in private Schools. According to the result, this is a quality research that collects data and informative in-depth interview with private music school teachers (3 years experiences) in Bangkok. The study concluded the purpose of this research project. The necessary skills in teaching drum sets in private music schools are that teachers must have teaching techniques, motivation, and basic musical skills. Reading the basic drum kit as to advance the levels such as wood catching techniques, snarling technique. The technique for pedaling, beating the drum set style. The student must have a good drum technique. They must have good knowledge of teaching techniques as well as motivation to teach. These are the guiding principles for students in higher education. This is to prepare for further education after graduation, as well as to be a guideline for teaching in the future.

Keywords: How to play drum set, Teacher, Private schools.

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Introduction

Education is important for human developments to survive happily in the society. The education system must be developed to be the lifetime education. There are data and standard improvements of various knowledge data including modern knowledge framework development in every fields of studies corresponding to the present progress. The Thailand National Education Act 1999 and its Amendment (2nd copy) affected educational reforms in every levels, focused on curriculum improvements and adjusted teaching methods to develop students to be able to think, solve problems and appreciate to Thai culture together with provision of more freedom to private higher educational institutes. These changes cause more varieties of the higher education institutes together with the following problem of how to make the society trust to the degrees granted to those graduates of all institutes as equally both in quality and standard.

At present, in Thailand, music is one of many fields that is provided in all educational levels. Music is accepted as both of Science and Art. Vaha Lataiwitthaya (online, 2011) stated that the music was both of Science and Art, it was Science since it could be proved and it was a fact.

The Suan Sunandha Rajaphat University has admitted the students majoring in Music since 1980, starting from students for teacher vocation, higher certificate of education and two years continuous studies in 1986, then the 4 years courses majoring in Music at 1987, which was later adjusted to be Liberal Arts, program of Music in 2003 and then Fine Arts majoring in Music at 2006. At present the program of Music has been adjusted its course according to the standard of the Higher Education Institutes which was improved in 2011. The study on program of Music, apart from theoretical studies, it also provides study on musical skills, one of those is western musical skills on a drum kit. To success in study on program of Music, it strongly requires knowledge and sound understanding on playing skills of musical instruments and musical theories which can create musical works or pass on music correctly and initiate standard skills. This research focused on guidelines of good behavior during study at higher education for preparing to be the professional after graduation due to, at present, music study at higher education levels is very popular with high number of admitting interests for further studies, then the students should know the way to prepare themselves after graduation and use it as their careers.

The researcher made up a research work in guidelines on skills development of learning and teaching a drum kit in private musical schools, in order to standardize the operation of music program of Suan Sunandha Rajaphat University according to the standard criteria of the Higher Education and corresponding to the University's goals.

Objectives

To develop the process of learning and teaching on music study for the students to use it as their careers after graduation.

The Research Scope

This research studied on three private musical schools in Bangkok and three drum kit teachers who have teaching experience not lesser than 3 years.

Basic Agreements

This research project, the guidelines on skills development in learning and teaching a drum kit for being to be a drum kit teacher in private musical schools, collected research data during approximate years 2017-2018.

The Expected benefits of the research

1. The research readers should know guidelines of development and skills on teaching and practice about necessary knowledge elements.
2. To be used as knowledge elements for further researches.

The related literatures and researches

This research, the study of the guidelines on skills development in learning and teaching a drum kit for being to be a drum kit teacher in private musical schools, the researcher studied the related documents and researches which would be presented respectively as follows:

1. Ideas about learning and teaching
2. Basic knowledge of a drum kit
3. Teaching method of musical practice of a drum kit
4. The related researches

Summary, Discussions and Suggestions

The research, the guidelines on skills development in learning and teaching a drum kit for being to be a drum kit teacher in private musical schools, has studied according to the research objective which aimed to develop music learning and teaching processes for the students to be used as their careers after graduation.

This research studied on three private musical schools in Bangkok and three drum kit teachers who have teaching experience not lesser than 3 years. The research project, of the guidelines on skills development in learning and teaching a drum kit for being to be a drum kit teacher in private musical schools, collected research data during approximate years 2017-2018.

The data providers in this study were 3 drum kit teachers who taught a course of basic drum kit, their names were listed as follows:

The researcher had collected various data which could be summarized according to the research objectives as follows:

Conclusion

The research could be concluded according to its main issues as follows:

1. How to teach technics and motivation

The drum kit teaching method of the teachers could be concluded as teaching one student by one teacher and the schools gave free opportunity to the teachers to teach with their own styles. This teaching form could be adjudged or improved according to each students' skills, needs and conditions. However the objectives and details of the teaching topics must be in the same direction which composed of 2 main issues, these could be summed up as follows:

1. Basic note theories of drum kit, the teachers would describe the subject matters along the assigned topics and let the students to remember the main issues.
2. The learning issues on drum kit in practice composed of many levels depended on students e.g. drumsticks grabbing technics, snaring technics, drum pedal stepping technics and drum kit drumming styles.

For various songs playing styles, high level of Latin songs playing, playing song technic in jazz style and song performing, the teachers would describe the subject matters according to the assigned topics and let the students to remember the main issues, then they demonstrated to the students as an example in several formats according to the assignments. Mostly the issues could be added to each student that depending on the students' abilities and goals, as a main point.



Fig. 1 Note exercise used in learning and teaching



Fig. 2 Note exercise used in learning and teaching

Technic and Teaching Motivation

Technic and Teaching Motivation could be concluded as follows:

Discussion aspect, technic and motivation: from interviews, at the beginning of the class, most teachers stated about an important of learning each other between student and teacher, an importance and necessary of theory learning and practice, what the students could get from the learning. These all were important to the students' interests and then they might give more precedence to the music. Another motivation, which the teachers used in learning and teaching, were encouragement and praising the students who well performed the teacher's assignments.

Practice teaching aspect, technic and motivation: most teachers demonstrated practice to the students as an example in such topics and then played songs or videos related to those learning topics. The songs used for learning and teaching were well-known to the students or their favorites. In a part of video, this focused on showing drumming of the drummer in that song. This type of media was an important part for building motivation in learning and encouraged the students to play more attention to the lesson and then practice more.

In each lesson period, all teachers had planned teaching week by week and took note of teaching to keep up with the development and problems of each student and then were used for teaching improvement to fit for the students and more effective learning and teaching achievement.

2. Media and teaching instruments which were mostly available for learning and teaching.

From the study, media and teaching instruments could be categorized into 2 main parts as follows:

2.1. Media and teaching instruments which were provided by schools such as:

- Drum kits
- Amplifiers
- VCD players
- Rhythm controllers (Metronome)
- Broads
- Textbooks

All of media and instruments above were very important, any should not be absent. However some media and instruments were not available for all classrooms which must be taken to schools by the teachers, themselves, to correct these problems.

2.2. Mostly personal media and teaching instruments which were taken to the schools by the teachers themselves such as:

2.2.1. Examples of song notes

MY GIRL
THE TEMPTATION

♩ = 104 BY DRUMNOTE

IN TRIO BASS AND GUITAR VOICE

Fig. 3 Example of song note used for learning and teaching

2.2.2. Main textbooks were Alfred's Drum set Beginning, Intermediate and Mastering etc.

2.2.3. Complement textbooks were Yamaha Book 1 and 2, Rhythm Section Drumming, Drum Note magazines etc.



Fig.4 Examples of Drum kit used for learning and teaching

2.2.4. Metronome Amplifiers

Teaching media and instruments of each teacher might be similar which depended on the appropriate lessons.

3. Evaluation and Appraisal

From interviews with the drum kit teachers in this research of the guidelines on skills development in learning and teaching a drum kit for being to be a drum kit teacher in private musical schools, the evaluation and appraisal could be summarized according to the following topics:

3.1. The evaluation and appraisal by the teachers

The evaluation and appraisal should be made before and after learning, from the first time of learning and testing by performing during the class as the teacher's assignments, then noticed the student's performance and recorded the student's development, fault and suggestion in every class of study. For the suggestion; exercises or songs should be assigned as the student's homework. Sometimes videos should be recorded during learning and teaching for the students to observe their developments and problems clearly.

3.2. The evaluation and appraisal by knowledge examinations.

The students were sent to do an examination. In the schools, examinations were arranged 2 times per year with several regulations. At a beginning level of drum kit learning, an examination was arranged within the school which was evaluated and appraised by other teachers. The student must pass the school's criteria which could reflect the student's own faults. This evaluation and appraisal was a standard method.

3.3. The evaluation and appraisal by concert performing.

The evaluation and appraisal by concert performing was arranged by school yearly. Each concert performing, there would be other teachers staying for suggestions which could add more beneficial knowledge and varieties to the students from these teachers' opinions. This also promoted the student to show bravely.

However, the above evaluations and appraisals should be beneficial or not, depended on many factors such as:

3.3.1. The completeness of learning instruments, both at home and school, for the student could practice regularly.

3.3.2. Attention of the student's parent and teachers on the student's learning.

4. Problematic Situations of Learning and Teaching

Problematic situations of learning and teaching, from this study and interviews with the teachers, the found problems and obstacles could be summarized as follows:

- 4.1. The learning and teaching problems caused from students e.g.
 - 1.1. Absence from a class of students
 - 1.2. Students arrived to schools late or not on time.
 - 1.3. Students did not pay attention to the lessons and did not practice the teacher's assignments.
 - 1.4. Students were forced to study by their parent.
 - 1.5. Students did not concentrated on the lesson.
- 4.2. The learning and teaching problems caused by media and teaching instruments.
 - 4.2.1. Incomplete numbers of complementary learning and teaching instruments or these were lacked as the teacher or student need e.g. pairs of drum pedals, stereo, amplifier, computer, glass etc.
 - 4.2.2. A classroom was not completely soundproofed that created noise.
 - 4.2.3. No cabinet for keeping documents in a classroom, then learning and teaching documents were easily to loss.
 - 4.2.4. No suitable rhythm controller (Metronome) and some models were not appropriate for complementary learning and teaching a drum kit.
 - 4.2.5. Incomplete numbers of textbooks and song notes as need.

Discussion of the research's results

The study of the research about the guidelines on skills development in learning and teaching a drum kit for being to be a drum kit teacher in private musical schools would be discussed in the following aspects:

How to teach technic and motivation, media and teaching instruments, evaluation and appraisal.

1. How to teach technic and motivation

How to teach technic and motivation were regarded as importance in learning and teaching process in classroom activities for effectiveness of learning and understanding according to the teacher's objectives.

Discussion about the main issues could be summarized as follows and conformed to various theories as follows:

1. Teaching method by demonstrations and then let the students practice by imitating the teachers. This method conformed to Sugree Charoensuk (2014: 59) who stated that learning by imitating the teachers was the instinct method which was natural and the most primitive, also conformed to Thisana Khammani (2011: 330) who explained the meaning of teaching by demonstrating that was the process which the teacher used to assist the learner to learn according to the specified objectives by showing or making thing needed to be learned to the learner.

2. How to teach technic and motivation by teaching practice together with theory learning at every time of learning and teaching conformed to Naruth Suthajitt (2002: 8) who stated that the music matter composed of two main components i.e. music matter and music skills. For learning basic music theories, all teachers would give more precedence to this concept. All students must be able to read musical notes

which conformed to Naruth Suthajitt (1988: 12) who stated that reading skill of musical symbols was regarded as one important basic skill in music studying.

3. In each teaching, the teacher had planned to teach every time, mostly had planned within a short period- week by week, sometimes the plan might be longer depending on each student as precedence. In the first teaching period, most teachers gave this period as the most precedence to understand each other by asking for a student's private data such as age, school and interviewed with the students for their aims of studying a drum kit, why they liked a drum kit, their favorite music styles, whose were their favorite drummers. These all things were regarded as teaching technic and motivation to make familiar between teachers and students for more effectiveness of learning and teaching which conformed to Thisana Khammani (2011: 415) who stated that teaching technic was a tactic to complete any process, step or manner with more quality and effectiveness. Teaching technic was necessary to complete more effective teaching.

4. In each learning and teaching, most teachers assigned exercises for students to practice which conformed to Boonchom Srisa-ard and Nipa Sripairoj (1988: p.20) who stated that exercising was an activity to assist the learners to reconsider their knowledge and understanding, then they could practice to use knowledge in any situation, together with increasing their experiences with deeper and more skills. Exercising might be assigned in the class after the learners understood what they learned or after school as a homework or both. In addition, teachers should suggest students to practice when it was possible since music was skillful and needed practice for being professional which conformed to Sugree Charoensuk (2011: p.116) who stated that music was a skill matter relating to practice.

5. At the beginning of each class, the teacher would motivate a class study by using psychology and described how that subject matter was important?, and why it would affect to the students?, or motivated that class by playing songs, teaching by using music notes those were familiar to the students, playing video concerts and performances of the popular artists who were satisfied by the students which would create interesting learning and teaching that conformed to Thisana Khammani (2011: 474) who stated that knowledge and an ability to apply several knowledge such as psychology, methods and technics in each teaching situation would create interesting, enjoyable and jolly teaching, then encouraged the students easily, comfortably, rapidly and happily to learn together. This motivation conformed to Daldy Max F (1993: pp.60-63) who concluded that interests caused motive for selecting suitable, favorable and imaginable songs and favorite musicians which was regarded as a good method to create motivation. Another motivation that the teachers used in learning and teaching was encouraging and praising the students who well performed the teachers' assignments which conformed to Walberg (1984: p22) who stated that reinforcement was very important for learning. Walberg had collected the researches from 1970 to 1983, approximately 3,000 items, he found that reinforcement was the most effective factor for learning. There were 2 types of reinforcements i.e. positive and negative ones. Positive reinforcement focused on making the leaners to know that their performances were accepted and praised e.g. verbal praising (good, well, great etc.)

2. Media and Learning Instruments

Media and complementary instruments for learning and teaching could be divided into 2 main components:

1. Media and teaching instruments which were provided by schools such as drum kits, stereos, musical notes tripods and some textbooks. Mostly the students should buy their own textbooks.
2. Personal media and teaching instruments which were taken to the schools by the teachers themselves, when they were not available at schools but needed to be added for more understanding to the lessons which conformed to Srimongkol Thep-re-noo (2002: p0192) who stated that learning and teaching media meant the media that using in learning and teaching process for effective mutual understanding for passing knowledge between teachers and students, together with goal achievement of learning and teaching.

3. Evaluation and Appraisal

From the study of the researches on evaluations and appraisals by the teachers, there were three main parts should be discussed i.e. evaluation and appraisal by the teacher, evaluation and appraisal by examination and evaluation and appraisal by concert performing these conformed to Orrawan Bunjongsilpa (khanthasiri) (n.d.) who stated that evaluation on the children's progression should be done both in their imagination and skills, being continuously to know their achievements step by step which could help plan for the next lessons.

Suggestions

1. Give a chance to teaching staffs or teachers for consulting with parent about the subject matters often to know the students' progressions and emerging problems.
2. Let teaching staffs to communicate with parent to know the problems when students were often absent from a class or going to school late.
3. Schools should improve instruments with modern items regularly, such as all classrooms should have computers etc.
4. Add teaching media especially textbooks, VCDs, videos and other instruments to all classrooms completely.

Other Suggestions

1. School should provide training on teaching technics for continual developments of teachers.
2. School should award to good performing teachers annually for willingness and motivations of all teachers.
3. School should annually evaluate teaching achievements of teachers to create enthusiasm for the works.
4. School should add a subject on band organizing for increasing skills to students.

Suggestions for Further Research

The researcher suggested further studies on the following topics:

1. Study on guidelines in teaching a drum kit of teachers in Thailand higher educational institutes.
2. Study on guidelines in teaching a drum kit of teachers in Thailand international schools.

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