

# DRUM BOOK

DRUM BOOK

DRUM BOOK

DRUM BOOK

DRUM BOOK

DRUM BOOK

DRUM BOOK

DRUM BOOK

DRUM BOOK



*Learn to  
play cajon*



# INTRODUCTION

## *Rhythm and Its Effects*

### **Rhythm influences many aspects of life:**

The heartbeat follows a rhythm, we dance to a rhythm, speak in rhythm, and each day follows a daily rhythm. Orienting oneself to rhythm helps people, especially children, avoid stress and find orientation and balance. Drumming and making music together in particular follow a specific rhythm. It promotes continuity and requires concentration.

Drumming playfully enhances concentration and coordination. Using both hands triggers a process in the brain that stimulates both hemispheres. For those feeling disoriented and "out of rhythm," drumming together provides a way to rediscover orientation. It can also help release pent-up anger and frustration through drumming. Drumming promotes body coordination and enhances concentration, thereby boosting performance and improving stress management in daily life.

Using drums can foster a sense of community and group training while strengthening group dynamics. Playing in a group provides opportunities for self-development. Drumming together not only builds endurance but also enhances communication skills.

Drumming requires no prior knowledge. Anyone can try it out:

**You don't have to be a musician or read music notes.**

## *Rhythm in Kindergarten and School*

Rhythm has gained significant importance in kindergarten and school settings today. Its aim is to promote the holistic development of children's personalities. Working with rhythm engages their senses, activates them, and strengthens their perceptual abilities. They are introduced to singing, language, rhythm, and movement in a playful manner, fostering social skills, concentration, language, coordination, motor skills, perception, and creativity.

In rhythmic activities, the focus is on expressing sensory impressions. Children learn to improvise and develop their own expressive abilities within a creative framework. It is important in rhythm work that each child discovers their strengths, overcomes insecurities, and builds self-confidence. The social aspect of group dynamics also plays a central role.

Educators often encounter barriers when it comes to integrating music and rhythm into daily educational practices. These barriers often stem from their own musical abilities and the large group sizes in kindergartens and schools. Music and rhythm are frequently underestimated, both within families and educational institutions. With our **NINO CAJON** system, we have developed a specialized tool for kindergartens and schools to facilitate the use of rhythm, providing educators with methods to work effectively even with larger groups.

## *Pedagogical Background*

Through the **NINO CAJON** system, children are playfully introduced to singing, language, rhythm, movement, and the fundamentals of musical instruments. Our goal is to instill joy in music and discover children's musical talents at an early stage. Current research confirms that the use of drums can sustainably enhance concentration, coordination, creative intelligence and social behavior.

A significant advantage of drums is that no prior knowledge is required to play them. Within a short time, children experience initial successes, and even young children quickly learn to produce different rhythms. The fundamental principle here is that there is no „right“ or „wrong“. Each attempt is initially accepted and gently guided. For instance, immediate proficiency in keeping time is not crucial; after some practice sessions, children naturally want and can play in rhythm. Initially, the focus may be on exploring the new instrument and its various sound possibilities. In the spirit of Maria Montessori's principle „Help me to help myself,“ we will observe how children soon develop their own drum rhythms, sing loudly, and above all, experience joy in making music. And this is our most important principle: fun!

There is no doubt: making music enhances the quality of life and promotes joy.

The **NINO CAJON** system fosters the following areas in children:

### *Social Competence*

Playing music together both challenges and encourages collaboration. Children learn from each other, listen to each other and support one another. Music is undoubtedly the most social of all arts and an exceptional medium of communication. As Nietzsche said: „Without music, life would be a mistake.“

### *Concentration*

Children's ability to concentrate is increasingly diminishing these days. Drumming helps children improve their concentration in a playful manner.

## *Intelligence Enhancement*

When drumming, children need to quickly and simultaneously process various pieces of information and make decisions. Learning and playing an instrument requires a lot of effort and concentration. Both fine and gross motor skills, as well as other senses, are engaged. Additionally, it demands precise hand coordination.

## *Motor Skills Development*

Drumming with both hands greatly enhances children's fine and gross motor skills. Children often experience the world of music through movement, moving to the music and participating in musical games. At the same time, the development of motor skills also supports language development, as the language center is closely linked to the movement center.

## *Language Development*

Rhythmic drumming, along with the use of children's songs, interactive stories, and musical rhymes, promotes children's language development. The rhythmic structure of language is reinforced by drumming in syllables.

## *Personality Development*

Music allows children to freely express their emotions. Recognizing and expressing their own feelings is crucial for personal development and strengthens their personality. Music has an incredibly positive effect on children, releasing happiness hormones. They experience music with their whole body and engage deeply with their emotions.

## *Musicality*

Children naturally love to sing, dance and move to music. They possess innate musical abilities and have a strong desire to sing, listen to music and create sounds. Some children may even develop perfect pitch in their early years, which can diminish without regular musical practice. Early musical education not only nurtures these abilities but also supports their further development.

## Perception Development

Musical early education playfully enhances children's perception. They experience music with all their senses, developing a deeper understanding of sounds, rhythms, and melodies.

## Creativity Development

Musical early education automatically fosters the development of creativity. Children accompany rhythms with drums and singing, experiment with music and use their creative skills.

## Our system of notes

Before playing, decorate your music stool with the hand stickers. In the graphic on the right, you can see where each symbol is placed on the drum to hit the tones optimally. To simplify the game, we have developed our own notation system consisting of five basic symbols that represent different sounds.

Nino Cajon

# PREPARATION

Before you start playing on a NINO Cajon, you should follow these steps:

- 1 Apply the adhesive stickers to your music stool that come with every Nino Cajon. In the diagram on the right, you can see where each symbol should be placed on the Cajon to hit the tones optimally.
- 2 We have already printed our helpful rhythm bar for you on the inside. Cut out the rhythm bar along the marked line and place it in front of you on the floor so you can easily see it.
- 3 To simplify drumming, we have developed our own notation system consisting of five musical symbols. You will also find these symbols on the inside. Cut them out so we can start playing right away.
- 4 Once you have completed steps 1-3, you are ready for the first rhythm exercises.



The blue hand symbol represents the bass. It produces deep tones when struck.



Striking the red hand symbols at the top edge produces bright, sharp tones known as snare.



This symbol represents shout. Here, shout YEAH! in rhythm. You can also shout HEY, YES, OLE!



The orange symbol with clapping hands indicates that you should clap your hands.



This symbol indicates a pause. Put your finger to your lips and say Pssst for best effect.

# AND THIS IS HOW YOU PLAY

Have you applied the hand stickers to your Cajon and cut out the rhythm bar and symbols?

**Perfect! Let's get started.**

We'll show you how to drum on the Nino Cajons using our notation system with an example. Simply place the cut-out symbols on the rhythm bar and count in time: **1-2-3-4**. Play each symbol precisely in time and repeat this rhythmic unit until you master it perfectly.

**Give it a try! It's a lot of fun!**

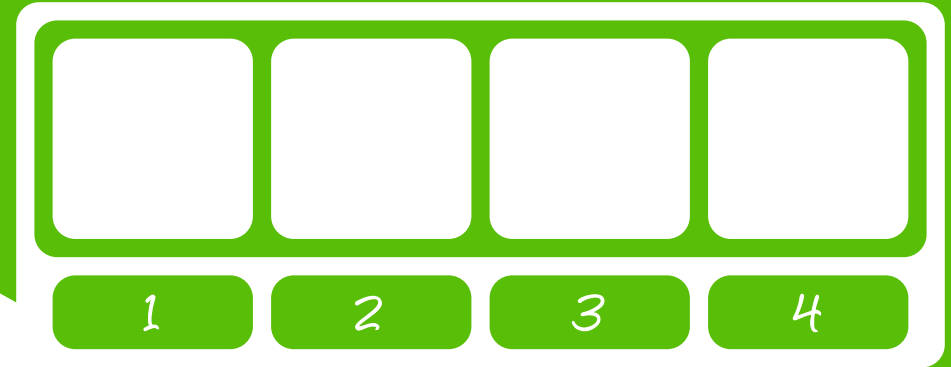
## The right count (-in)

Before we can start with the collective drumming and the first rhythm exercises, it is important to take a brief look at proper counting / counting in.

Loud and deliberate counting during collective drumming is crucial and should be practiced intensively. Initially, it may be challenging to develop this rhythmic independence between playing and counting. However, once the counting principle is internalized, playing rhythmic passages together becomes easier.

By loudly counting and calling out the beats of **1-2-3-4**, you help the children stay in the correct rhythm. Count aloud clearly so the group can start playing together.

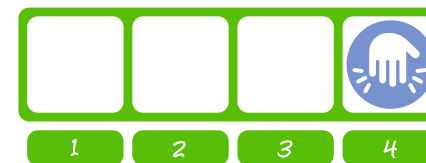
Alternatively, instead of the numbers **1-2-3-4**, you can loudly count the beats of the rhythm sequence, such as **BASS-SNARE-BASS-PAUSE**, to help the children maintain tempo and hit the right symbols. Initially, children learn to play each quarter note per symbol. When playing in a group, it is important to listen to what the others are playing. You can also use a metronome to help practice counting staying on the beat.



## Basic Beat: The Bass

The first basic beat is the bass. The deep bass tone is produced when you strike the blue hand in the center of the striking surface. The striking plate vibrates and creates the bassy sound. Ensure that your palm is relaxed and light. Strike the striking surface with a slightly angled hand and immediately let it recoil. You can slightly angle your fingers so that only the fingertips touch the surface.

### Rhythm 1



### Rhythm 2



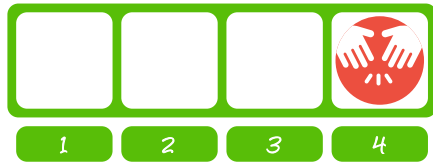
### Rhythm 3



## Basic Beat: The Snare

The second basic beat is the snare. The snare sound is produced when you strike the upper edge of the striking surface, specifically on the two red hands. Striking causes the internal snare wires to vibrate, creating the distinctive rattling sound known as the „snare.“ The word „snare“ originates from English and means „rattling“. The snare is played using both hands.

Rhythm 4



Rhythm 5



Rhythm 6



## Bass & Snare in Combination

The tones Bass and Snare form the fundamental sounds of the drum stools. Diverse combinations of these two tones can create multifaceted rhythms. The upcoming exercises aim to develop a sense for these sounds and their combination possibilities. Concentration, sense of rhythm, sense of tempo, coordination, and auditory training are at the center of focus.

Rhythm 7



Rhythm 8



Rhythm 9



Rhythm 10



## The Clapping

After familiarizing ourselves with the two basic beats, Bass and Snare, we turn to the other musical symbols, starting with clapping. Here too, for simplicity, we have our own symbol: the orange-colored symbol with clapping hands. When this symbol appears, clap your hands. Preparatory Exercises for Teachers: To introduce the symbol, hold it up and let the children guess what it represents. Then practice clapping together with the children at the same tempo. As the next step, combine the previously learned Bass and Snare beats with the new symbol Clapping.

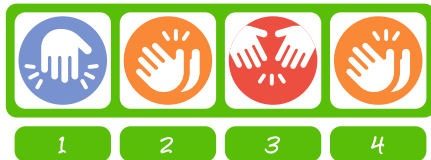
Rhythm 11



Rhythm 12



Rhythm 13



## The Rest

Another important element of music is the next symbol: the rest. The rest is marked by the symbol with a finger on the mouth. Place your finger on your mouth and say softly and with a Psst. Advanced players can omit the Psst.

Rhythm 14



Rhythm 15



Rhythm 16



## The Shout

The final basic symbol in our notation system is the Shout. Creativity is key here, as you can use expressions like Yeah, Yes, Cool, etc. It is important that the Shout is performed together in rhythm. Beforehand, think of a battle cry that consists of just one syllable.

Rhythm 17



Rhythm 18



Rhythm 19



## Rhythm Exercises

In the previous sections, we played what are known as „simple bars“, meaning four consecutive beats in 4/4 time that were repeated. Now, we will focus on exploring various rhythm exercises using the learned symbols with a „double bar“. This involves repeating two different rhythmic bars, resulting in more diverse rhythms. We continue to play in 4/4 time.

Now, try playing the different rhythm exercises. For simplicity, place the musical symbols on your rhythm bar or on the floor so that you can clearly see the symbols. Pay attention to counting correctly or use our app in slow mode. Repeat the rhythm sequences until you can play them flawlessly. To conclude the rhythm session, you can always finish with a drum roll.

It's a lot of fun!

### Rhythm 20



### Rhythm 21



### Rhythm 22



### Rhythm 23



### Rhythm 24



### Rhythm 25



### Rhythm 26



### Rhythm 27



## Rhythm Exercises with Tempo Changes

Now that we've learned all the basic beats, we will explore varying the tempo and introducing faster beats. During each count, you might play multiple beats. Start by practicing the rhythm exercises: slow at first, then gradually increase your speed.

For example, you could play five consecutive quick bass beats (alternating hands) in counts 1 and 2, followed by three consecutive snare beats in counts 3 and 4.







### Rhythm 28

							
1	+	2	+	3	+	4	+

### Rhythm 29

							
1	+	2	+	3	+	4	+

### Rhythm 30

							
1	+	2	+	3	+	4	+

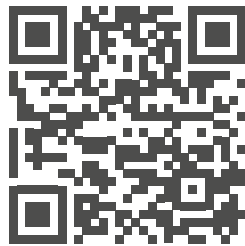


## Rhythm Exercises

In the previous sections, we played what are known as „simple bars“, meaning four consecutive beats in 4/4 time that were repeated.

Now, we will focus on exploring various rhythm exercises using the learned symbols with a „double bar“. This involves repeating two different rhythmic bars, resulting in more diverse rhythms. We continue to play in 4/4 time.

ninopercussion.com



# NINO CAJON

