

**MUSIC 23**  
**Introduction to Conga Drumming and African Polyrythm**  
**Fall 2004**

**Wednesdays 4:15 p.m. – 6:20 p.m., CA 107**

**Instructor: Howard Kaufman**

**Office Phone: 826-5774 ext. 1**

**Email: [howiedrum@sprintmail.com](mailto:howiedrum@sprintmail.com)**

This class offers a hands-on introduction to the basic techniques and strokes of the conga drum, and to basic African rhythms and polyrythms. During the course of the semester, you will learn six traditional African drum pieces from Nigeria, Ghana, Congo, and Cuba, along with exercises that enhance coordination, timing, and listening. You will also learn to play rattles, bells, and blocks that accompany these rhythms. Cultural information pertaining to West African and Cuban geography, history, religion, and social conditions will also be covered.

Grading will be as follows.

Attendance	25%
Participation	25%
Playing tests	12.5%
Final Ensemble Performance	12.5%
Written Take-Home Final	25%

The following is our schedule for this semester:

August	25	General Introduction; Africa Terminology: African Transplants/Hybrids; Rhythm, Beat, Subdivisions, Tempo, Polyrythm, Duple & Triple, On/off Beats Common rhythms with 4 subdivisions per beat Ex. 1 Introduction to Conga Drum: History/Playing Position Open & Bass Strokes; <b>Rhythm 1: Ga Ga</b> . Origin: Haiti; Haitian Transplant preserved in Cuba. <b>Mid Drum</b> .
September	01	Review On/Off Beats/Review Clap & Stomp Exercise 1 Clap & Stomp Exercise 2; Review Open & Bass Strokes Review Ga Ga Mid Drum Part; <b>Low Drum Part</b> . Put parts together; <b>Slap Stroke</b> .
	08	Review Clap & Stomp Exercise 1 & 2; Exercise 3. Review slap stroke; Review Open & Bass Strokes Ga Ga <b>High</b> part. <b>Gua gua</b> part. Ga Ga <b>Song</b> . All parts together.
	15	Review Clap & Stomp Exercises 1 – 3; Ex. 4 Review Technique and Ga Ga parts. Add Bell part. All parts together.
	22	Review Clap and Stomp Exercises. Quiz next week. <b>Rhythm #2: Kpanlogo</b> . Origin: Ga people of Ghana. <b>Background info.</b> on Ghana and Kpanlogo; Terminology: Axatse, Gankogui <b>Clap &amp; step, Axatse, Gankogui 1, and High</b> drum parts. Play together.
	29	<b>Playing Quiz #1</b> . <b>Mute</b> stroke; .Kpanlogo Low Drum part. All parts together.
October	06	3:2 Polyrythm: On Beat & Off Beat Versions Review Kpanlogo parts, add Gankogui 2, and play together. Terminology: Call & Response; Add Songs.

	13	Review 3:2 Polyhythm On & Off 3:2 Polyhythm Combination 2 Kpanlogo with songs.
	20	Review Combination 2/Seven Stroke Key Pattern Heel Toe Stroke/Exercises <b>Rhythm #3: Bembe.</b> Origin: Nigeria. Transplanted: Cuba <b>Mula &amp; Kachimbo</b> parts.
	27	Review 3:2 Poly & 7 Stroke Key Pattern. Quiz next week Review Heel Toe Exercises & Mula. <b>Caja</b> Part. Play all together with Bell.
November	03	<b>Playing Quiz #2</b> <b>Rhythm #4: Rumba Guaguanco.</b> Origin: Cuba Hybrid: African  Tumbadora & Golpe drum parts.
& Gypsy	10	Form Student Ensembles Intro to Rumba. Different styles. Guaguanco Clave; Gua gua Part; Quinto Part Review Golpe, add Tumbadora. Put together
	17	Student Ensembles Practice & Critique
	24	Review Quinto. Video
December	01	Student Ensembles Practice & Critique
	08 (4pm.)	<b>Final: Student Ensemble Performances</b> <b>Written Final Due</b>

### MUS 23 TAKE-HOME FINAL (Typed; Double Spaced)

1. Describe the proper playing position one should use while playing the conga drum. list each stroke, and describe where and how one should strike the drum, and with what part of the hand.
2. Define the following:
 

a. Rhythm	c. Tempo	e. Off Beat	g. Call & Response
b. Beat	d. On beat	f. Polyhythm	h. Hybrid Music
3. List the four rhythms we learned in class, and provide the following information for each:
  - a. The country of Origin, and the country it has been preserved in (if applicable).
  - b. Whether it is comprised of a Duple or Triple subdivision of the beat.
  - c. The name of each part or instrument. Be as specific as possible.
4. Discuss how Sub-Saharan African children apply polyrhythms to help prepare them for challenges later in life. What does the mainbeat and secondary rhythms represent?
5. Discuss the circumstances which brought about the rhythm Kpanlogo. Which city did this occur in and which ethnic group calls this city their home? What does the song Wo ye wo ye wo ye etc... mean?
6. Compare the three styles of Rumba. List their names, instrumentation, the tempo they are played at (fast medium or slow), and who typically dances to each style.