

DrumatiX - *Rhythm Delivered*
Providence Performing Arts Center - ARTS Showcase
March 17, 2027
Educational Packet - K-5



Meet the Artist

DrumatiX is an award-winning percussive arts company with active troupes in Boston, San Diego, and Los Angeles. Founded by choreographer, dancer, musician, and teaching artist Noa Barankin, DrumatiX creates original performances that fuse tap dance, body percussion, drumming, found objects, invented instruments, technology, movement, and physical theatre.

Since last appearing at *Providence Performing Arts Center* in January 2024, DrumatiX has continued to expand nationally through performances and educational programming with organizations including *The Music Center* in Los Angeles, *Seegerstrom Center for the Arts*, *La Jolla Playhouse*, and *The Ford* in Los Angeles.

DrumatiX's work is rooted in the belief that rhythm is a universal language. Through the body, the feet, everyday materials, and collaboration, the company invites students to see music and movement as tools for creativity, communication, and connection.



About the Performance

Rhythm Delivered is a narrated, high-energy, STEAM-aligned performance that blends tap dance, body percussion, drumming, found-object instrumentation, technology, physical comedy, and audience participation.

Students follow a group of performers as they discover everyday objects hidden around the stage and transform them into musical instruments and rhythmic devices. Boxes, buckets, barrels, tin cans, cleaning supplies, musical pipes, ladders, and milk crates become part of a live, fully a cappella percussive soundtrack created on stage.

As the performance unfolds, objects are added to a suspended rhythm station, building toward a large-scale finale. Light narration guides students through key concepts and vocabulary.

Full of humor, rhythm, surprise, and interaction, *Rhythm Delivered* invites students to experience how sound, movement, history, STEM, and imagination can come together in a performance that celebrates the collaborative joy of rhythm.

Program Learning Goals

Through this performance, students will:

- Identify rhythm as both sound and movement by recognizing tap dance, body percussion, drumming, and found-object instrumentation.
- Observe how everyday materials can become instruments by noticing how different objects create different sounds.
- Connect the performance to creativity, collaboration, and problem-solving by watching how performers work together to build rhythms, solve challenges, and transform the stage.
- Experience rhythm as a shared language by participating through call-and-response, listening, movement, and reflection.

Preparing for the Experience

Before seeing *Rhythm Delivered*, students can begin exploring the three main percussive art forms used in the show.

Tap dance is a form of dance where the feet become musical instruments. Tap dance developed in the United States through the blending of African rhythmic traditions and Irish step dance. In tap, dancers create rhythms with special shoes while also using movement to express character, energy, and story.

Body percussion means making rhythm with the body. Clapping, stomping, snapping, patting, and tapping are all examples of body percussion. Long before people made instruments, the body was one of the first tools for creating sound, sharing patterns, and communicating ideas.

Drumming is one of the oldest forms of music-making in the world. Across many cultures, drums have been used for celebration, communication, storytelling, ceremony, and community gathering.

In *Rhythm Delivered*, students will see drumming combined with movement, comedy, and invented instruments.

Students should watch for how the performers use rhythm not only as music but also as a way to solve problems, communicate, build relationships, and transform ordinary objects into something surprising.



Key Vocabulary

Rhythm: A pattern of long and short beats.

Percussion: Sound created by striking, tapping, shaking, scraping, or stomping an object.

Tap Dance: A dance form where dancers create rhythms with their feet in special shoes.

Body Percussion: Using the body to make rhythm, with clapping, snapping, stomping, or patting.

Drumming: Creating rhythm by striking a drum or drum-like surface.

Found Object: An everyday item used in a new creative way, often as an instrument.

Pitch: How high or low a sound is.

Unison: When performers do the same sound or movement at the same time.

Call-and-Response: One person or group performs a sound or movement, and another answers.

Improvisation: Creating sound or movement in the moment.

Sequence: An order of sounds, movements, or events.

Canon: A pattern that is repeated by different performers starting at different times.

Sampling: Recording or capturing a sound and using it as part of a new musical pattern.

Pre-Performance Discussion Questions

- How can we use our bodies, voices, and surroundings to create rhythm and music?
- How are tap dance, body percussion, and drumming similar? How might they be different?
- What kinds of sounds do you think performers can make with their feet, hands, bodies, drums, or everyday objects?
- How might performers use teamwork, movement, rhythm, and facial expressions to tell a story without relying on words?
- How can science help us understand why different materials make different sounds?
- Why do you think rhythm, drumming, and percussive dance are found in so many cultures around the world?
- What everyday object do you think could become an instrument? What sound might it make?



Activities to Enhance the Experience

Cr - Using items from around the classroom, have students create a percussion kit with a variety of sounds that use scraping and hitting objects to create sounds of different timbres and volumes. Each student will present a short rhythmic pattern that includes some basic preplanned movement.

Arts Curriculum Framework

Cr - Creating

Cn - Connecting

Pr - Performing/Producing

Re - Responding

Cn - Have students research cultures that use drumming and body percussion in their dance traditions, such as Spanish Flamenco, Indonesian Saman, and African Gumbo. Explore how each culture connects rhythm and movement, and describe key characteristics of the percussion involved. Think about how rhythm helps tell stories and bring people together.

Pr - While seated in a circle, start by creating a simple rhythm pattern using body percussion such as clapping, patting your body, and stomping your feet. Pass the rhythm to the first student, who will repeat it with a small change. This might involve changing the tempo, adding a new sound, or building on the pattern. That student then passes it to the next person, and the process continues around the circle. Each student listens carefully and adds their own element, helping the rhythm evolve as it moves through the circle.

Re - Have students keep a “sound diary” for a week by noticing and recording interesting percussion sounds they hear around their home, school, or neighborhood. Encourage them to create their own unique way of notating each sound using symbols of their choosing. Afterward, have students share their favorite sounds and explain how they visually captured them.



Post-Performance Discussion Questions

For Teachers

- Where did students observe collaboration, listening, turn-taking, or ensemble work among the performers?
- How did the narration help students connect vocabulary, history, and artistic and STEM concepts to what they saw on stage?
- How might students apply the idea of “shopping for sounds” in the classroom, at home, or in their own creative projects?
- What moments encouraged students to think about rhythm as a shared language across cultures and communities?
- How did the performance support students with different learning styles, including visual, auditory, kinesthetic, and multilingual learners?
- How can the themes of the live performance - collaboration, rhythmic traditions, experimentation, and transformation - be extended into classroom learning?

For Students

- What was one moment in the show that surprised you, excited you, or made you laugh?
- Which object made the most interesting sound? What did it sound like?
- How did the performers use their bodies, feet, hands, facial expressions, and instruments to tell a story?
- When did you notice the performers working together as a team?
- What everyday object from your classroom, home, or playground could you turn into an instrument?
- Did you notice a moment of improvisation, call-and-response, unison, or canon? What happened?



Further Resources

- A short history of tap dance - [History of Tap Dance | History and Development of Dance/ Brockport](#)
- Tap Dance History from the Library of Congress - [Tap Dance in America: A Short History](#)
- Famous tap dance videos -
 - [Bill "Bojangles" Robinson Stair Dance, 1932](#)
 - [The Challenge Scene](#) from the movie "Tap" (start at 1:30)
- Gene Kelly and Donald O'Connor - [Moses Supposes \(from "Singin' in the Rain"\)](#)
- Fred Astaire and Ginger Rogers - ["Swing Time"](#)
- STOMP Live - [Part 3 - Just clap your hands](#) (start at 4:50)
- Brian Seibert - *What the Eye Hears: A History of Tap Dancing*
- Brenda Dixon Gottschild/Dance Magazine - *The Origins and Influence of Body Percussion*

