

# *How to play the Drums*



- Learning more about reading and writing.
- Reading and playing 2/4 time and a look at 6/8 and 3/4 time.
- Learning about cut time or 2/2 time.
- How to read a drum chart.
- How to play the Paradiddle and Flam. (video on the drum page)
- Learn to play the Polka.
- More Rock fills.





## *Lesson 8*

In lesson 8 you will learn a new drum rhythm called the polka. There are many beat that we will learn over the next while that you can use when playing. There is a dance step to these rhythms and so it is very important that you master not just a little Rock and Swing but as many of the others as well. There are new rhythms that will come along in the years ahead that you should add to your list of dance beats. Some of the dance

rhythms we will study are the Cha-Cha, Sambas, Waltz, Swing, Mambo, Shuffle, Disco, Rock, and many others.

You will learn how to read drum music for a song that is called by musicians a drum chart. More reading of charts will be done after but this one will let you see the basics.

You know that the 5 stroke roll is one of your drumming rudiments. In this lesson we take two more, the Paradiddle and the Flam. In learning the Flam you will see that you can add a note in music that will not have any value, this is call a grace note. There is just one grace note in the Flam and it is played just before the main note. You can have more than one grace note as you will see in the next few lessons.

**Remember to always warm up with your hand wrist exercises.**

**Remember to always count out loud.**

**Remember to always practice slowly. Speed will come naturally.**

**Remember to always work with music. Put on a good song and play to it.**

Good luck and enjoy your lesson,

Teacher Len

# Reading Skills

Len Barker - Musician & Instructor.  
www.drumforfun.com

6 9

The image displays a musical score for a drum set exercise. It consists of ten staves of music, each containing four measures of rhythmic notation. The notation uses various note values including eighth, sixteenth, and thirty-second notes, often grouped together to represent complex drum patterns. The first staff begins with a common time signature 'C' and a repeat sign. The final staff ends with a double bar line and repeat dots. The exercise is designed to improve reading skills for drummers.

# A Look at 2/4 time.

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A musical staff with a treble clef and a circled 2/4 time signature. The staff contains a melody of four quarter notes: C4, D4, E4, and F4. Above the staff, the counts '1 2 1 2' are written above each note. Below the staff, a large upward-pointing caret symbol (^) is positioned under the first measure.

Now we are going to play in 2/4 time.

We have up to now just played in 4/4 time. In 4/4 time, we gave each bar or measure 4 counts, and each bar had a total of four 1/4 notes or rests. In 2/4 time we just count up to 2, but again we are counting 1/4 notes.

Right hand

Left hand

Bass - Right Foot  
Hi-hat - Left Foot

Drum notation symbols: a vertical line with an 'x' for Cym., a solid black oval for Snare, and a vertical line with a solid black oval and an 'x' for Bass Hi-hat.

Cym.  
Snare

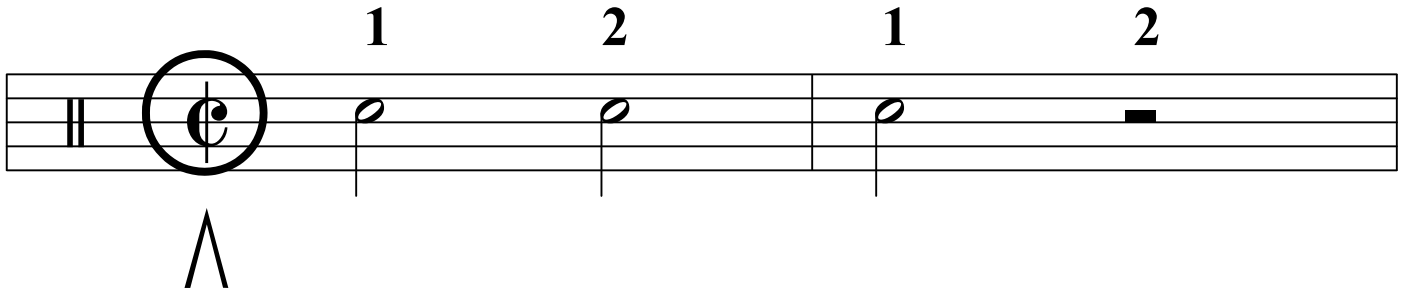
Bass  
Hi-hat

A musical staff with a treble clef and a circled 2/4 time signature. The staff contains a melody of four quarter notes: C4, D4, E4, and F4. Above the staff, there are four 'x' marks corresponding to the Cym. drum part. Below the staff, there are four 'x' marks corresponding to the Snare drum part.

A musical staff with a treble clef and a circled 2/4 time signature. The staff contains a melody of four quarter notes: C4, D4, E4, and F4. Above the staff, there are four 'x' marks corresponding to the Cym. drum part. Below the staff, there are four 'x' marks corresponding to the Snare drum part.

# A Look at 2/2 or also called cut time. 7 1

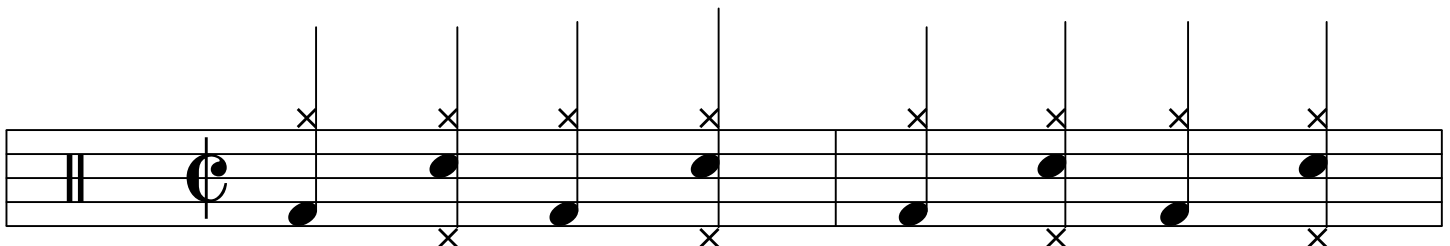
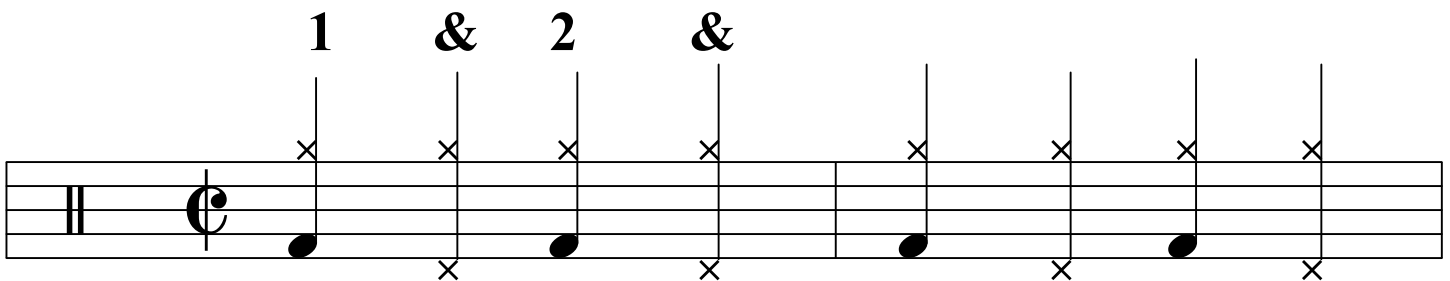
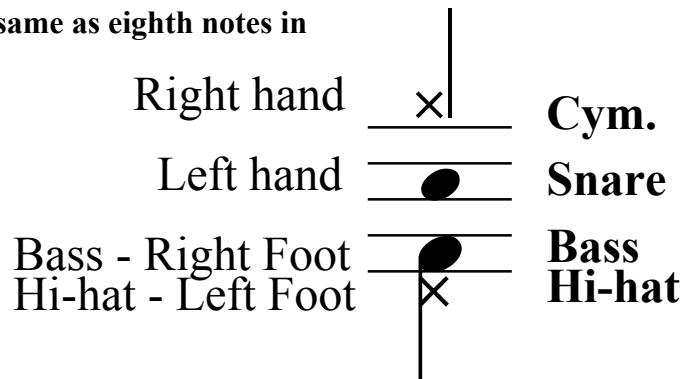
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Now we are going to play in 2/2 time. This is called cut time.

In 4/4 time, we gave each bar or measure 4 counts, and each bar had a total of four 1/4 notes or rests. In 2/2 time we just count up to 2, but each count is a half note. Quarter notes in 2/2 time are counted the same as eighth notes in 4/4 time.

$\text{C}$  = 2/2 or cut time



Paradiddle

R L R R L R L L

D U T T D U T T

D = Down stroke loud.  
 U = Move the stick Up and tap the drum  
 T = Tap (tap the drum)



The Flam

R L

THIS NOTE HAS NO VALUE  
 AND IS PLAYED SOFT,  
 JUST BEFORE THE MAIN  
 NOTE.

Par - A - Did - Dle  
 R L R R  
 L R L L



DOWN



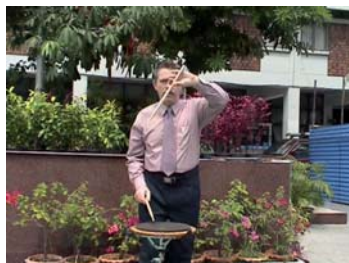
UP



TAP



TAP



DOWN



UP



TAP



TAP



Right Flam



Left Flam



# POLKA

7 3

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Two staves of drum notation in 2/4 time. The first staff shows a sequence of eighth notes on the bass drum with 'x' marks above and below, and accents (>) above. The second staff shows a sequence of eighth notes on the snare drum with 'x' marks above and below, and accents (>) above. A thick black bar is placed over the first four notes of the snare staff.

A Flam is used here.

Three staves of drum notation in 2/4 time. The first staff shows a sequence of eighth notes on the bass drum with 'x' marks above and below, and accents (>) above. The second staff shows a sequence of eighth notes on the snare drum with 'x' marks above and below, and accents (>) above. The third staff shows a sequence of eighth notes on the snare drum with 'x' marks above and below, and accents (>) above. A thick black bar is placed over the first four notes of the snare staff.

The Hi-hat may be played here as well.

# What is

3/4   4/4   2/2   6/8

**C**   and   **C**

1 2 3 4   1 2 & 3 4



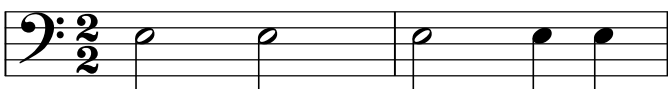
4 = counts

4 = counting 1/4 notes



**C** =  $\frac{4}{4}$  or Common time.

1 2   1 2 &



2 = counts

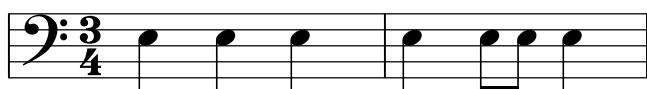
2 = counting 1/2 notes

1 & 2 &   1 e & ah 2 e & ah



**C** =  $\frac{2}{2}$  or Cut time.

1 2 3   1 2 & 3



3 = counts

4 = counting 1/4 notes

1 2 3 4 5 6   1 2 3 4 5 6



6 = counts

8 = counting 1/8 notes

# Rock Fills part 3

Len Barker

Try some of your other Rock beats and do not just play this one.

Count and play the fill on the snare drum first. Now use other sounds on your set. Think tones and rhythm.

1 + 2 + 3 + 4 +

The image contains seven musical staves, each representing a different drum fill exercise. Each staff is written in 4/4 time. The first two measures of each staff show a rhythmic pattern: a quarter note on the snare (marked with an 'x') and a quarter note on the bass (marked with a dot), followed by an eighth rest and an eighth note on the snare, and another eighth rest and eighth note on the snare. This sequence is repeated for measures 1 and 2. Above the notes are accents (>) and a bracket spans the eighth notes in each measure. The next two measures are rests, indicated by a double slash (/). The final four measures of each staff show a fill pattern: a quarter note on the snare, a quarter note on the bass, a quarter note on the snare, and a quarter note on the bass, followed by eighth notes on the snare and bass, and finally sixteenth notes on the snare and bass. The fill patterns vary slightly in the final notes and accents between the seven staves.

Think of the tones you can create on your drums. Your fills will be rhythmic and melodic.



# Drums

## Reading a Chart

77

Len Barker

Rock feel

This is called the pick up

1 2 3 4

Repeat the previous one bar





1. 2.

Repeat the previous two bars

*D S al Coda on 2nd ending*

**This is what you do.**

Start with the pick up 2 beats before bar one. Play 8 bars and use the first ending that is marked with the number 1. You repeat back to the top and this time play 8 bars using the 2nd ending and NOT the number 1 ending. Now play to the end where you see DS al Coda. Go back to the top where you see the  sign and on the second time you repeat after the number 1 as you did before. Play to the  sign and then go to the bottom where you see the Coda and play the last 4 bars to end the song.

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If you have some questions, please write and we will try and help you. Also keep checking our webpage because we are adding to it all the time.

I have made this book available for you to download at no cost. In the past as a teacher and musician, I have always been paid for my work. Over the years I met many students that wanted to learn but their parents could not afford lessons for them. I felt bad about this, and started teaching in the park once every week for free to anyone that wanted to learn.

Now I can continue to help people learn music over the internet. For those that can help us, a donation may be sent. This would be appreciated, because we do have expenses, and would like to expand the work we are doing.



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**drumforfun@gmail.com**

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Thanking you in advance,

Len Barker.