

TERRANCE LAINE

Creative Percussion

Art Form: Music

Style: Experimental and World Percussion

Culture: Various

MEET THE ARTIST:

Born in Milwaukee, Wisconsin, **Terrance Laine** decided to leave the Midwest and pursue his musical career in Los Angeles in 1966. Once arriving, he became a student of Cuban percussionist Orlando Lopez studying the styles of Son, Mambo, Guanguanco and Rumba. Catching on quickly, Terrance was soon performing with the Salsa Orquesta of Mr. Lopez. Later, he joined the band of Brazilian guitarist Bola Sete, learning new instruments and rhythms (samba, partido alto, bossa nova). Terrance gained a new way of looking at music working with Brazilian Bands in the early 1970's. This new way of thinking and playing greatly influenced his own styles of expression. These experiences led to performances and recordings with Tina Turner, Roberta Flack and Richard Berry. As an artist/educator, Terrance provides concerts and workshops in schools and community programs. With his enthusiastic personality, Terrance Laine brings out the percussionist in all of us. His performances allow students to feel and hear sound with a new appreciation for the legacy and future that is music.

***My life is an evolving journey.
I'll never stop learning.***

- Terrance Laine

ABOUT THE PERFORMANCE:

In *Creative Percussion*, Terrance Laine combines acoustic and electronic instruments to show the audience both traditional and modern approaches to percussion. Terrance begins by playing an assortment of instruments. He then shares the importance of creativity and focuses on a single instrument, showing how desire and ingenuity can provide a vocabulary of sounds to a dedicated musician. Throughout the performance audience members learn about musical terms such as pitch, volume, dynamics, blend, composition, groove, rhythm and others. Instruments from Africa, China, India and Brazil are showcased, along with instruments that use water or pieces of plastic to make sound. Students participate on stage and learn to play a few instruments while they explore the connection of sound, emotions and self-expression.



PREPARING FOR THE EXPERIENCE:

Drums and percussion instruments are found all over the world and are the largest category of instruments on the planet. The first musical instruments played, other than the human voice, were percussion instruments - rocks, tree trunks, sticks, etc. Later these natural "found objects" transformed into actual instruments: drums, cymbals, gongs, to name a few. Percussion instruments were often used in social and religious ceremonies and are still used today.

The development over time of musical styles and rhythms of various cultures creates a sense of history, longevity and legacy. Continents and countries with a strong history of percussion music include: Africa, Brazil, Cuba, Haiti, India, China and Japan. In Africa the drum is the symbol of a King. In Ghana the Djimbe drummers followed warriors into battle to give them courage as they fought. Musical traditions are passed down through the generations from a master to a student and may also be an integral part of a family history. For example, in Pakistan and India there are "musical families" that are the primary keepers of musical traditions. In many cultures, music and percussion are part of the social fabric because of their connection to real life events, and social and religious ceremonies and rituals. This solid relationship between music and life happens through folk music or traditional music (music that has been around for a long time) and not music that is considered to be "pop" music.

Today, because of recordings, ease of travel and migration, it's very easy to gain access to these world traditions without leaving your own city, especially in large cultural centers like Los Angeles, New York, Miami and Chicago. It is typical for a percussionist to be familiar with the traditions and musical styles of cultures from around the world, and in many ways is part of the craft and discipline of being a musician.

Learning the music of another culture is an active experience that helps a musician understand the essence of a people. In return, this knowledge makes his/her playing more authentic and soulful.

DISCUSSION QUESTIONS:

- Which instruments were familiar to you?
- Which had you seen for the first time? Did any of them surprise you? If so, in what way?
- What sounds that you heard would you describe as weird, scary, funny?
- What kind of energy did Terrance have when he was performing? Did it change depending on the sounds or mood he was creating? How so?
- What did you learn about percussion?
- What countries did the instruments come from?
- What terms or definitions did you learn from Terrance?

FRAMEWORK FOCUS - SOCIAL STUDIES:

One of the first places Terrance learned about through music was Cuba, a small country with a huge impact on the music of the world. Cuban music represents a complex mix of people and ideas, with the roots of the music deeply embedded in tradition. It is not stagnant, however, but continues to evolve through modern innovation. Artists and groups such as Los Munequitos de Matanzas, Buena Vista Social Club, Celia Cruz and Hector "Cachao" Lopez are revered in the United States and abroad for their remarkable talents. Cuban culture is a collection and reflection of many influences that find their way into music, dance, food, literature and more.

Research the history of Cuba and the rich cultural heritage of this Caribbean island (African, Yoruba, Bantu, Spanish, Siboney/indigenous).

Discover some of the musical styles that originated in Cuba (son, mambo, guangaunco, rumba, danzon, guaracha, cha-cha-cha, bolero, changui) and the types of instruments that are used in Cuban music (clave, maracas, conga, bongo, cowbell, timbales, guitar, bass, piano, trumpet). Notice the wide use of percussion instruments.

Ask students to report their findings to the class.

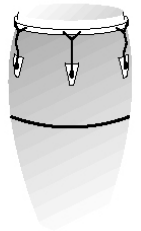
- Legend:
- 🌀 Artistic perception
 - ❖ Creative expression
 - ▶ Historical & cultural context
 - 👉 Aesthetic valuing
 - ✳️ Connections, Relations, Applications

ACTIVITIES TO ENHANCE THE EXPERIENCE:

- ▶ Learn the word for drum in as many languages as possible.
- 🌀 Attend a concert or research traditional music from another country. Write a paragraph describing the music, instruments and the performers. Share your discoveries with family, friends, or your classmates.
- ✳️ Take a tour of the world by having an international pot-luck. Identify the foods people will bring and bring music that represents each culture. Listen to the music of the represented countries as you eat. Can you identify similarities between the foods and the music?
- ▶ Research the traditional music of your country of origin. What role does the music play in the culture? What kinds of instruments and musical styles come from this place? Where is music performed? (outside, inside, festivals, ceremonies?)

- ▶ Research a drum or percussion instrument from another country:

Taiko - Japan
Tabla - India
Talking Drums - Nigeria
Kalimba - Zimbabwe
Bodhran - Ireland
Steel Drum - Trinidad
Berimbau - Brazil
Cajon - Peru



- ❖ Find some books that help you to make percussion instruments of your own. Select one that interests you, collect the necessary materials and make it!



- ✳️ In what social and religious ceremonies or rituals are percussion instruments used today? Make a list with your classmates.

BIBLIOGRAPHY:

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Wilson, Sule Greg, *The Drummer's Path: Moving the Spirit with Traditional Drumming in Performance & Invocation*. Inner Traditions International, Limited, November, 1991.