



GENERATION
INEXT
EDUCATION INITIATIVE

DRUM TAO EDUCATOR GUIDE



Charline & Red McCombs
ARTS EDUCATION FUND
The Tobin Center

Educator Guide

Created by: Dr. Kimberly Stephenson & Grace Featherston

Check required attribution text by performer/organization

© 2025 Tobin Center for the Performing Arts

Table of Contents

3	Performer(s) / Performing Organization Information
5	Historical & Cultural Background - Drum Tao & Wadaiko
6	About the Performance - Drum Tao
7	Did You Know...?
8	Vocabulary
9	Discussion Questions
10	Talking About Taiko
13	Cross Word
14	Word Search
15	Expanded Lesson Plans
27	Literature Suggestions
28	Resources
30	Answer Keys
31	Tobin Center Information
32	Cited Sources



Title: *The Tao*

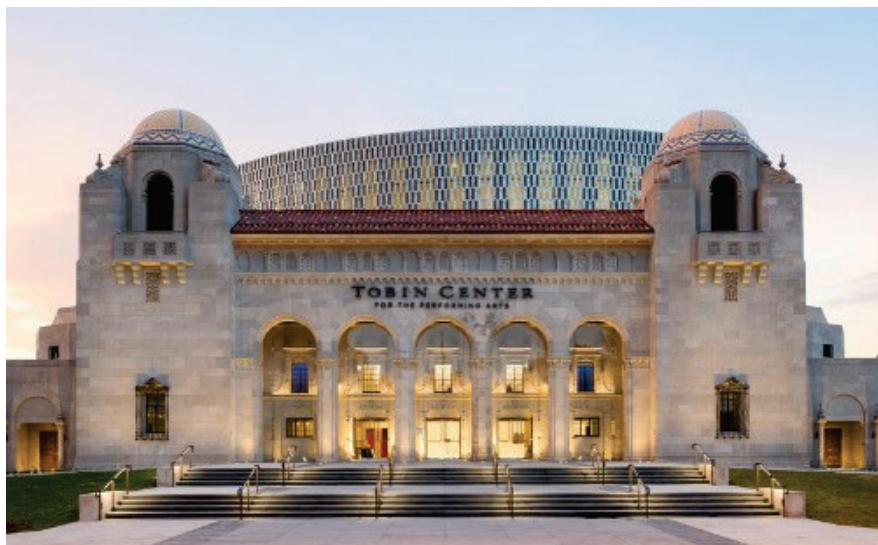
Date / Time: 2.26.26, 10 am and Noon

Target Grade Levels / Subjects: 4th - 8th (MS, HS: Chinese & Japanese language, percussion, orchestra, marching band, concert band, dance, color guard)

Run Time: approximately one hour

Location:

Tobin Center for the Performing Arts
100 Auditorium Circle
San Antonio, TX 78205
www.tobincenter.org



Welcome to the Show!



Dear Audience:

Welcome to the Tobin Center for the Performing Arts!

We are thrilled to host a performance by DRUM TAO, a world-renowned Japanese performing arts ensemble that blends the thunderous rhythms of Wadaiko drumming with dynamic choreography and high-energy staging. This guide provides educators with one key learning activity per grade band, along with relevant TEKS standards and engaging arts integration opportunities to enrich the experience.

Sincerely:

Dr. Kimberly Stephenson
Director of Education
Tobin Center for the Performing Arts



About the Art Form

Historical & Cultural Background – Drum Tao & Wadaiko

Wadaiko (literally “Japanese drum”) is a traditional percussion art form deeply embedded in Japan’s cultural and spiritual life. These large drums have been used for centuries in religious ceremonies, seasonal festivals, and village gatherings, often symbolizing community unity and the call to celebration or battle. The performance style known as taiko drumming emerged in post-war Japan, blending ancient traditions with modern stagecraft.



What is Taiko drumming?

Taiko drumming is a Japanese performance art that blends music, movement, and visual spectacle into a unified, deeply expressive form. At its heart are the wadaiko drums, whose rich tonal range spans from deep, resonant booms that seem to vibrate through the body to crisp, high-pitched strikes that cut sharply through the air.



One of taiko’s most striking qualities is the athletic and dance-like nature of its performance. Players often move with choreographed precision, adopting wide stances, sweeping arm arcs, and synchronized gestures that fuse martial arts discipline with theatrical flair. Each strike is as much a visual moment as it is a sonic one; the performers’ movements emphasize the drum’s voice and create a sense of drama, unity, and narrative. The physical demands—strength, stamina, and control—make taiko as much an athletic art form as a musical one.

Culturally, taiko represents a powerful connection to Japan’s heritage. Historically used in religious rituals, festivals (matsuri), and even to signal in times of war, taiko embodies communal spirit and shared identity. Modern ensembles like Drum Tao reimagine this tradition for global audiences, infusing traditional rhythms with contemporary staging, lighting, and cross-genre influences. In doing so, they preserve the cultural authenticity of the art form while demonstrating its adaptability and universal appeal, making taiko both a celebration of Japanese tradition and a vibrant part of today’s world performance culture.



About the Performance



Drum Tao, founded in 1993 in Oita, Japan, set out to create the best show in the world using Wadaiko. They combine the powerful, resonant beats of the drums with athletic movement, choreographed ensemble work, and dynamic visuals—costumes, lighting, and staging designed in-house. Their performances are a fusion of traditional Japanese music with contemporary influences, incorporating global percussion instruments, theatrical storytelling, and high-energy dance. The result is a modern form of “**Japanese entertainment**” that is both rooted in heritage and accessible to international audiences.

So what is “TAO”?

(pronounced “dow”, rhymes with “now”)

In Chinese philosophy, “Tao” is the absolute principle underlying the universe, combining within itself the principles of yin and yang and signifying the way, or code of behavior, that is in harmony with the natural order. The interpretation of Tao in the Tao-te-Ching developed into the philosophical religion of Taoism.



Did You Know?

Drum Tao performers train like Olympic athletes.

Their daily regimen can include running, strength training, martial arts, and up to 10 hours of drumming practice — all to maintain the stamina required for their high-energy shows.

Taiko drums were once used to signal armies in battle.

In feudal Japan, massive taiko drums were beaten to direct troop movements and intimidate the enemy with thunderous sound.

The largest taiko drum, the O-daiko, can weigh over 900 pounds.

It's so big that some performers stand inside the drum's curved body to play it.

Drum Tao combines taiko with modern elements like LED lighting and rock-style staging.

Their shows are not just concerts — they're full theatrical experiences blending ancient rhythm with futuristic design.

Taiko is not just music — it's movement.

Players use choreographed stances and gestures inspired by martial arts and traditional dance, making each piece a form of visual storytelling.

The word “taiko” simply means “drum” in Japanese.

What we call “taiko drumming” in the U.S. is known in Japan as kumi-daiko, meaning ensemble drumming.

Drum Tao has performed in over 26 countries and for more than 10 million people.

They've appeared in Carnegie Hall, Edinburgh Festival Fringe, and many of the world's most prestigious venues.

Some taiko drums are made from a single hollowed-out tree trunk.

Traditional O-daiko can take years to construct and are considered sacred by many drumming communities.

Drummers often shout during a performance — it's called kakegoe.

These vocal calls help keep timing, boost energy, and unify the performers, similar to how dancers or martial artists use expressive breath.

Taiwanese Taiko Drummer

O-Daiko (Japanese drummers) <https://www.youtube.com/watch?v=C7HL5wYqAbU>

Vocabulary List – Drum Tao & Japanese Drumming

Musical / Percussion Terms

- Wadaiko – General term for Japanese drums.
- Taiko – Style of drumming performance using Wadaiko.
- O-daiko – Large drum producing deep, resonant tones.
- Shime-daiko – Small, high-pitched drum often used for keeping time.

Dance / Movement Terms

- Choreography – Planned movement for performance.
- Form – Overall structure of a dance or musical work.
- Synchronization – Performing movements or rhythms at the same time.
- Stance – Specific posture used for playing drums or moving in performance.

Cultural / Historical Terms

- Matsuri – Japanese festival, often featuring taiko.
- Kabuki – Traditional Japanese theatre form influencing stage design.
- Samurai – Historical Japanese warriors; their discipline and form often inspire taiko movement.
- Oita – Japanese prefecture where Drum Tao was founded.

Common Taiko Movements

- Oroshi (降ろし) – A slow, building roll that starts soft and grows louder, often used to open or close a piece.
- Kata (型) – The physical form and posture of the drummer, including deep stances, wide arm movements, and intentional body positioning.
- Fumikomi (踏み込み) – A strong, stomping step that adds visual and percussive emphasis.
- Kiai (気合) – Shouted vocal exclamations to express energy and unify the group's rhythm.

Common Taiko Drum Patterns

- Don – A strong, central strike on the face of the drum (deep tone).
- Ka – A lighter strike on the rim or edge of the drum (higher tone).
- Don-Don / Ka-Ka – Repeated paired strikes for rhythmic emphasis.

Don-Ka Pattern – Alternating low and high tones for rhythmic variety.



Pre-Performance Questions

About the Art Form

- What do you already know about taiko drumming or Japanese festival music?

About the Performance

- The performance blends dance and music—what do you think that will look and feel like?

About Cultural Context

- What role do you think drumming plays in Japanese culture and celebrations?

Personal Connection

- Have you ever been to a live performance where sound and movement were equally important? How did it make you feel?
-

Post-Performance Journal Questions

Sound & Movement Connection

- Describe a moment when the music and movement worked together in a way that felt especially powerful or emotional. What made it stand out to you?

Cultural Expression

- How did the performance reflect Japanese traditions or culture? Give at least one example from the music, movement, or visual design.

Personal Impact

- How did watching the performance change or deepen your understanding of how music and dance can tell a story? What will you remember most from this experience?

How to Talk About Taiko

Use this guide to share positive, specific, and culturally aware observations after watching a taiko performance. Taiko is as much about movement as it is about music, so notice both.

Quick Tips for Talking About Taiko

- Be specific (“I liked how your arm sweep matched the deep drum hit”) instead of general (“It was good”).
- Balance praise and suggestions so feedback feels encouraging.
- Mention both movement and music since taiko is physical and auditory storytelling.
- Recognize cultural significance in your observations.

1. Positive First Impressions

“One thing that caught my eye or ear was...” or “I liked how you...”

Think about:

- A striking movement or gesture.
- A powerful drumbeat or rhythm.
- A dramatic moment of silence.

2. This Was My Favorite Part

“My favorite part of the performance was...”

Think about:

- A section where movement and sound worked together perfectly.
- A sudden change in energy or speed that surprised you.
- A moment that made you feel excitement, awe, or joy.

3. BEST Connections

Body:

- How did the drummers’ stances, posture, and arm movements help tell the story?

Energy:

- Was the playing explosive, gentle, or did it shift between moods?

Space:

- How were the drums and performers arranged?
- Did they move across the stage or stay in place?

Time:

- Was the rhythm steady, fast, slow, or did it change?
- Were there pauses that created suspense?

Dance & Music Performance Observation – Peer Reflection Worksheet

Name: _____

Performance: _____

Quick Tips for Giving Feedback

- Be specific rather than general (e.g., “I liked the way your arm movements matched the drum accents” instead of “It was good”).
- Balance praise and suggestions — feedback should feel encouraging.
- Focus on observations, not assumptions (e.g., “I heard...” / “I saw...” instead of “You meant...”).
- Mention both sound and movement when possible, since both are central to this performance.

1. Positive First Impressions

“One thing that caught my eye or ear was...” or “I liked how you...”

2. This Was My Favorite Part

“My favorite part of your performance was...”

3. Specific Highlights in Movement or Music

“A movement, sound, or moment that stood out to me was...” or “I noticed when you...”

4. Growth Suggestions

“I wonder what it would look or sound like if you...” or “You could make it even stronger by...”

Your Feedback:

5. Overall Reflection

“Your performance made me feel...” or “The story or mood I got from your performance was...”

Your Feedback:

Cross Word

Answer Key found: pg.30

Taiko Puzzles

Y R N L G U S R O H S A W S Y N M
N R I W D A E R U A N W D M K T I
W U N B C S R T W I F S H H S U N
S Y F W N H M I H U W M B E R O C
I H N E Y L M C H O O U I E I K K
R W T T H W M S I C B R G S H R Y
D N H G O D S N B O A D D B B O N
I M U K F R K G R G N B R M I W D
S U B S I A M H D Y K N U A H R F
W R K O O K I A T O U H M I T K N
U F W R A C C H A L L E N G I N G
C Y R M M M A R T I A L A R T S K
W I G Y N K F C I S U M R T L M T
N U W F S W F L N E T Y Y K S A W
H A N R Y R O T S I H T B F N F T
G Y U S T K Y I S U O I G L E R L
E R F C K S N S D E C T E D S W W

CHALLENGING
INTENSE
WORKOUT
CHINA
TAIKO

MARTIALARTS
BIGDRUM
RHYTHMS
DRUMS
GODS

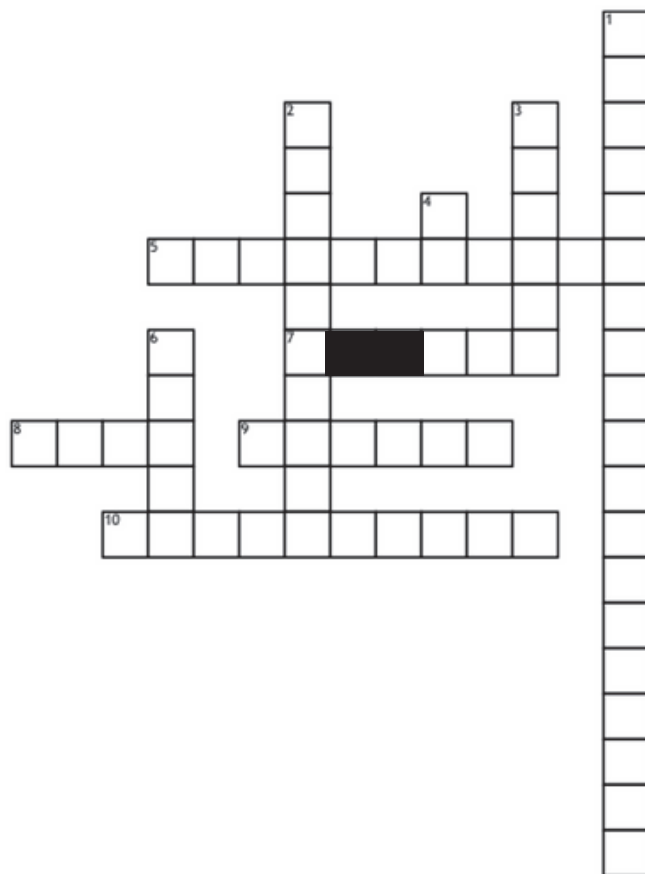
HISTORY
BACHI
MUSIC
FUN

Word Search

This puzzle is based upon vocabulary and special terms related Taiko.

Answer Key found: pg 30

Bigaku: The Japanese sense of Beauty



Across

- 5. Aesthetic value that comes from a feeling.
- 7. Traditional Japanese music
- 8. Traditional Japanese music without instruments
- 9. Western Clothing
- 10. Paint with vivid color, direct meaning, and complete.

Down

- 1. Where the true definition of Japan is found.
- 2. Art made with ink on paper or silk cloth
- 3. Traditional Clothing.
- 4. Empty spaces within writings. Has hidden meanings.
- 6. Representative of Japanese sense of beauty. Relates to the feeling of appreciating something that is worthless.

Word Bank

Hogaku
monochrome
Ma

WesternArt
enka
mononoaware

Aware
Aesthetic Traditions
Hogaku
Yofuku



Drum Tao – Expanded Lesson Plans

For 2nd, 4th, 6th, and 8th Grades – Orchestra, Dance, and Percussion

2nd Grade

Lesson – My Taiko Rhythm Story (*Percussion focus*)

- **TEKS:** §117.109 (2)(B), (4)(A), (5)(B)
 - **Objective:** Students will create a short rhythmic pattern inspired by a Japanese festival and perform it using classroom percussion instruments.
 - **Materials:** Classroom drums or buckets, rhythm sticks, pictures of Japanese festivals, projector/screen.
 - **Steps:**
 1. **Introduction (5 min):** Show a short clip of a taiko performance.
 2. **Discussion (5 min):** Talk about how the drum sounds tell a story.
 3. **Demonstration (5 min):** Teach a simple 4-beat pattern.
 4. **Creation (10 min):** Students create their own short pattern with a beginning, middle, and end.
 5. **Performance (5 min):** Students share their rhythms with the class.
 6. **Reflection (5 min):** What story did your rhythm tell?
 - **Worksheet:** Rhythm Pattern Sheet (boxes for beats, space to draw a festival scene).
 - **Expansion:** Collaborate with art class to create masks or props for the rhythm story.
-

Dance & Music Performance Observation

See Peer Reflection Worksheet under *How to Talk About Taiko*

My Taiko Rhythm Story: Rhythm Pattern Sheet

Name: _____

Create your own short pattern with a beginning, middle, and end.

Beginning Rhythm	Middle Rhythm	Middle Rhythm	Ending Rhythm

3. BEST Connections

- Body: _____
- Energy: _____
- Space: _____
- Time: _____



4th Grade

Lesson – Festival Soundscapes (*Orchestra/Percussion*)

- **TEKS:** §117.112 (2)(B), (4)(A), (5)(B)
- **Objective:** Students will combine multiple rhythms to represent a Japanese matsuri (festival).
- **Materials:** Variety of percussion instruments, images/videos of festivals, large paper for sound maps.
- **Steps:**
 1. **Listen & Analyze (5 min):** Identify layers of sound in a taiko performance.
 2. **Sound Mapping (5 min):** Groups decide on instruments and rhythms for festival events.
 3. **Movement Mapping (5 min):** Groups decide on instruments and rhythms for festival events.
 4. **Rehearse (10 min)**
 5. **Perform (5 min)**
 6. **Discuss (5 min)**
- **Worksheet:** Festival Sound Map.
- **Expansion:** Add narration or recorded ambient sounds.

Festival Sound Map

Name: _____ Date: _____

Performance/Event: _____

As you watch and listen, **map out** the different sounds you hear during the performance. Use the most ear catching sound for the **main focus** (e.g., large taiko drum), and then relate to the other sounds, instruments, voices, or audience reactions. You can use words, symbols, or small sketches.

Sound Map Diagram

(Large circle in center labeled “Main Sound,” surrounded by 6–8 connected circles for “Supporting Sounds”)

Main Sound: _____

- Describe the sound: _____
- How does it make you feel? _____

Supporting Sounds:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

BEST Connections

- **Body:** How are performers moving to make the sound?

- **Energy:** Is the sound calm, powerful, fast, slow?

- **Space:** Where is this sound coming from on stage?

- **Time:** Is it steady, syncopated, or changing

Reflection

- Which sound stood out the most to you? Why?

- How did the combination of sounds make the performance feel like a festival?

6th Grade

Lesson – Global Grooves: A Rhythm Comparison Across Cultures (*Orchestra/Percussion*)

- **TEKS:** §117.115 (2)(B), (3)(A), (5)(A)
 - **Objective:** Compare taiko rhythms with another world drumming tradition.
 - **Materials:** Audio clips, classroom drums, Venn diagram worksheet.
 - **Steps:**
 1. Listening Comparison (5 min)
 2. Discussion (5 min)
 3. Comparing Traditions (15-20 min)
 4. Talk and Write (10 minutes)
 5. Reflection (5 min)
 - **Worksheet:** Fusion Rhythm Venn Diagram.
 - **Expansion:** Invite a guest drummer for the workshop.
-

Dance & Music Performance Observation

See Peer Reflection Worksheet under *How to Talk About Taiko*

Global Grooves: Venn Diagram

Name: _____

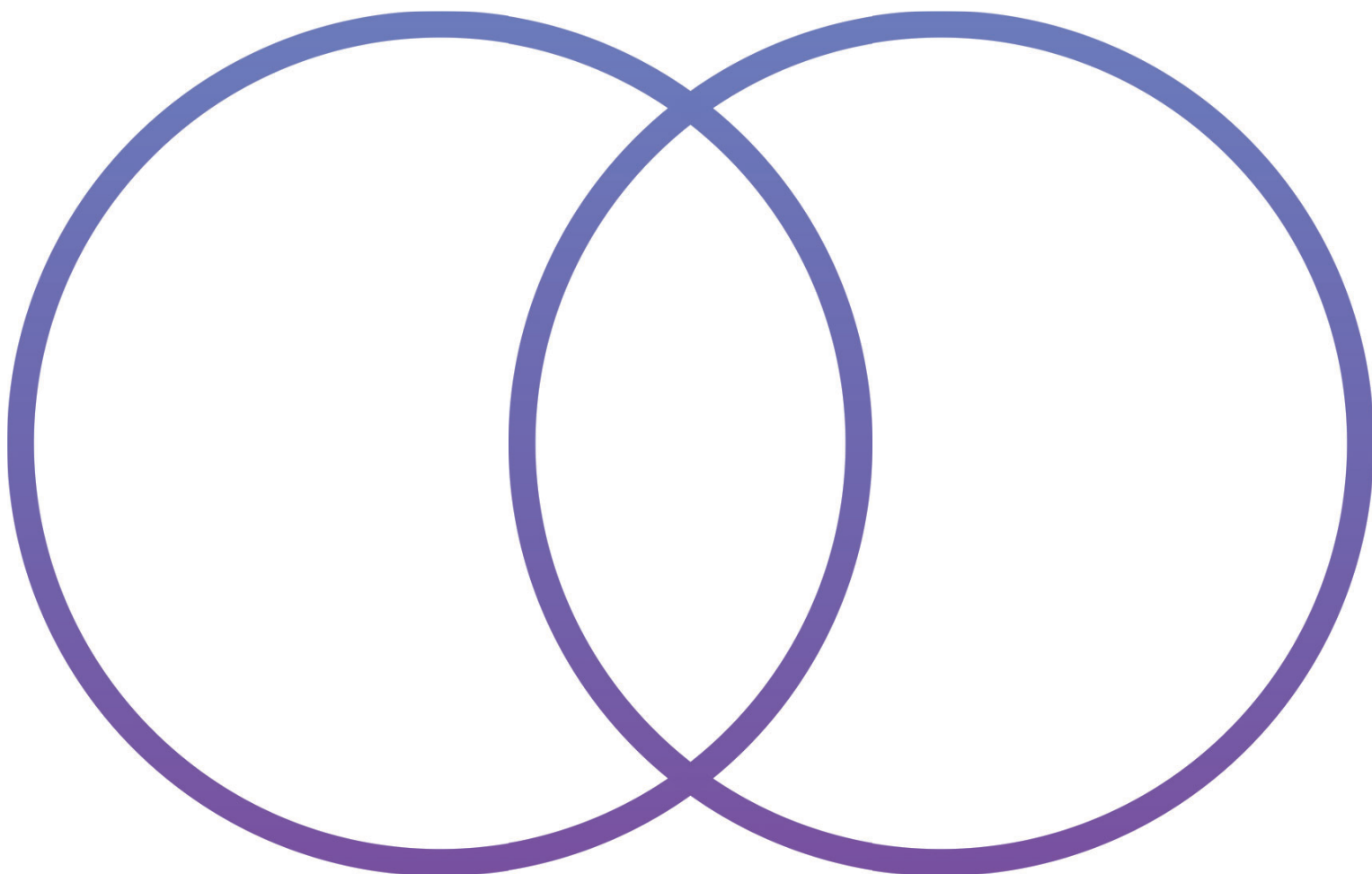




Chart of Five World Drumming Rhythm & Movement Traditions

with their cultural connections

Drumming Tradition	Country / Culture	Rhythmic Features	Movement Elements
Taiko	Japan	Deep, resonant beats; patterns like <i>don-ka</i> and <i>doko-doko</i> ; dynamic tempo shifts	Large, powerful arm sweeps; deep stances; synchronized group movement
Djembe & West African Drumming	West Africa (Mali, Guinea, Senegal)	Polyrhythms; call-and-response patterns; hand drumming on goblet-shaped drum	Energetic, grounded footwork; torso isolation; community circle dances
Samba Batucada	Brazil	Fast-paced syncopated rhythms; surdo, repinique, tamborim instruments	Parade-style marching; hip and torso movement; coordinated ensemble swaying
Tabla Drumming	India	Complex rhythmic cycles (<i>tala</i>); intricate finger patterns; vocalized mnemonics (<i>bols</i>)	Subtle seated gestures; expressive hand movement; often accompanies classical dance
Afro-Cuban Conga & Rumba	Cuba	Interlocking rhythms (<i>clave</i>); layered percussion; improvisation	Hip and shoulder isolations; partner and solo dance; footwork tied to drum accents



8th Grade

Lesson - The Sound and the Story: Storytelling Through Rhythm (*Percussion focus*)

- **TEKS:** §117.118 (2)(B), (3)(A), (5)(A)
- **Objective:** Compose and perform a taiko-inspired piece telling a historical or cultural story.
- **Materials:** Drums, storyboard worksheet, projector.
- **Steps:**
 1. **Choose Story (5 min)**
 2. **Storyboard Rhythms (10 min)**
 3. **Compose (15 min)**
 4. **Rehearse (10 min)**
 5. **Perform & Discuss (10 min)**
- **Worksheet:** *Storytelling Through Rhythm*
- **Expansion:** Record performance and add subtitles for beats.

Dance & Music Performance Observation

See Peer Reflection Worksheet *under How to Talk About Taiko*

Examples of Cultural and Historical Stories

that could be powerfully told through rhythm, using drumming and movement as the main narrative tools

1. Japanese Taiko Traditions

- Legend of Amaterasu – The Shinto sun goddess, coaxed out of a cave by music and dance. Drums could mimic the calls of celebration that brought back sunlight to the world.
- Samurai Battle Preparations – Using deep, martial drumbeats to evoke the intensity, discipline, and unity of warriors before battle.

2. African & African Diaspora

- Anansi the Spider Stories – Anansi was a trickster character. West African folktales with drum call-and-response patterns to represent character dialogue.
- Drums of Resistance – Representing coded rhythms used in the African diaspora to communicate during times of enslavement, blending with dance to show resilience.

3. Indigenous Americas

- Rainmaking Ceremonies – Using steady beats to imitate falling rain and heartbeats of the Earth, paired with circular dance patterns.
- Buffalo Hunt Story – Layering rhythms to mimic hoofbeats, wind, and community celebration.

4. Latin American Traditions

- Carnival in Rio – Samba rhythms and parade movements to tell the story of freedom, joy, and cultural pride.
- Afro-Cuban Yemayá – Drumming and movement representing the ocean goddess, with flowing movements that echo waves.

5. Historical Events

- The Silk Road Journey – Combining Middle Eastern frame drum patterns with East Asian percussion to represent trade, cultural exchange, and travel across deserts and seas.
- Freedom Marches of the 1960s – Syncopated drum patterns echoing chants, footsteps, and determination of civil rights demonstrators.

Storytelling Through Rhythm - Planning Worksheet

Name: _____ Date: _____

Story Title: _____

Cultural / Historical Origin: _____

1. Story Summary

Write 3-4 sentences describing the cultural or historical story you want to tell.

2. Key Story Moments

Break the story into 3-5 main events or scenes.

Scene #	Story Event / Moment	Rhythm Pattern / Sound	Movement / Gesture	Emotion / Mood
1				
2				
3				
4				
5				

3. BEST Connections

- Body: _____
- Energy: _____
- Space: _____
- Time: _____

4. Performance Structure

Plan your rhythm story’s beginning, middle, and end:

- **Introduction:** _____
- **Main Section:** _____
- **Ending / Resolution:** _____

5. Cultural Respect Notes

How will you honor the origins of the traditions you are blending?

2nd Grade

1. **Drum Dream Girl: How One Girl's Courage Changed Music** – *Margarita Engle* (Inspired by the true story of Millo Castro Zaldarriaga, who broke Cuba's taboo against female drummers.)
 2. **Rap a Tap Tap: Here's Bojangles – Think of That!** – Leo & Diane Dillon (A rhythmic tribute to tap dancer Bill "Bojangles" Robinson.)
 3. **Hand, Hand, Fingers, Thumb** – *Al Perkins* (A playful, rhythmic read-aloud about monkeys drumming on drums.)
-

4th Grade

1. **Before John Was a Jazz Giant: A Song of John Coltrane** – Carole Boston Weatherford (Poetic biography connecting sound, memory, and jazz creation.)
 2. **Islandborn** – *Junot Díaz* (Exploring cultural roots, memory, and identity through storytelling and imagery.)
 3. **Hip Hop Speaks to Children** – *Nikki Giovanni* (Poetry and rhythm from diverse voices celebrating music and language.)
-

6th Grade

1. **When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop** – *Laban Carrick Hill* (The origin story of hip-hop and the Jamaican-born DJ who started it all.)
 2. **Amina's Voice** – *Hena Khan* (A story of friendship, music, and finding your voice.)
 3. **The Drum: A Folktale from India** – *Rob Cleveland* (A traditional story about generosity, persistence, and music.)
-

8th Grade

1. **Hamilton: The Revolution** – *Lin-Manuel Miranda & Jeremy McCarter* (The making of a musical that blends hip-hop, R&B, and history.)
2. **Solo** – *Kwame Alexander with Mary Rand Hess* (A novel-in-verse about music, family secrets, and identity.)



Digital Resources

Official & Artist Resources

- **Drum Tao Official Website** – <https://drum-tao.com/en>
Performance schedule, artist profiles, and multimedia clips straight from the company.
 - **Taiko Community Alliance** – <https://taikocommunityalliance.org>
Global taiko news, educational resources, and community events.
-

Cultural & Historical Background

- **Smithsonian Folkways – Japanese Taiko Drumming**
<https://folkways.si.edu> – Recordings, liner notes, and cultural context for wadaiko traditions.
 - **Japan National Tourism Organization: Taiko**
<https://www.japan.travel> – History, regional styles, and festival performances.
-

Performance Analysis & Learning

- **Kodo Arts Sphere America** – <https://kodo.or.jp>
Performance videos, interviews, and educational articles from another world-class taiko group.
 - **Rhythm Monster** – <https://rhythmmonster.com>
Online taiko and percussion lessons, including notation and video demonstrations.
-

Interactive / Classroom Integration

- **Google Arts & Culture – Japanese Performing Arts Collection** – Virtual exhibitions with images, history, and 360° views of instruments.
- **Smithsonian Learning Lab** – Search “Taiko” for curated image, video, and audio resources for educators.
- **National Geographic Kids – Japan Culture & Festivals** – Kid-friendly articles and videos connecting drumming to seasonal celebrations.

Local Resources

[Japan-America Society of San Antonio \(JASSA\)](#)

San Antonio, TX, USA

Promotes Japanese culture via festivals, events, lectures—great for community cultural links. jas-sa.org

[San Antonio Museum of Art – Austin Taiko performances](#)

San Antonio, TX, USA

Hosts occasional taiko performances (e.g. Austin Taiko’s “First Tuesday” series). [AllEvents](#)

[Texas State Asian Cultures & Education Center \(at Texas State\)](#)

San Antonio, TX, USA

Free community taiko practice (e.g. Aki Matsuri performance ensemble). [Facebook](#)

[Sage Music – Drum Lessons](#)

San Antonio, TX, USA

Offers drum/percussion lessons including cultural rhythms—good for foundational technique. [Sage Music](#)

[Drumming with Mike Baez \(North San Antonio\)](#)

San Antonio, TX, USA

Private drum and percussion lessons, from beginner to advanced. mikebaez.com

Answer Keys



Taiko Puzzles

Y R N L G U S O H A W S Y N M
N I W D A E R U A N W D M K T I
W U N B C S U T W I F S H H S U N
S Y F W N R M I H U W M B E R O C
I H N E Y L M C H O O U E I K K
R W T T H W M I C B R G S H R Y
D N H G O D S N B O A D D B B O N
I M U K F R K G R G N B R M I W D
S U B S I A M H D Y K N U A H R F
W R K O O K I A T O U H M I T K N
U F W R A C C H A L L E N G I N G
C Y M M M A R T I A L A R T S K
W I G Y N K F C I S U M T L M T
N U W F S W F L N E T Y Y K A W
H A R Y R O T S I H T B F N F T
G Y S T K Y I S U O I G L E R L
E R F C K N D E C T E D S W W

Bigaku: The Japanese sense of Beauty

Across:

- 5. Mononoaware
- 7. Hogaku
- 8. enka
- 9. Yofuku
- 10. Western Art

Down:

- 1. Aesthetic Traditions
- 2. monochrome
- 3. Hogaku
- 4. Ma
- 6. Aware



About the Tobin Center for the Performing Arts



Photo credit: Marmon Mok Architecture

An Incredibly Powerful Vision

Situated along the banks of the San Antonio River in the city’s heart, the historic Municipal Auditorium, with its original facade preserved, has been transformed into a world-class venue. This theatrical icon is once again the pride of the river and a shining beacon of creativity, fine art, and downtown development. There is no better place — anywhere — to see and hear a live performance.

The remarkable flexibility of the 1,738-seat H-E-B Performance Hall, with its distinctive “flat floor” capability, opens the door for performances and events of almost any sort. The acoustics in the Hall can be “tuned” to fit the performance and physical set-up of the hall. The sound insulation throughout The Tobin Center enables simultaneous use of the Performance Hall, the Studio Theater, and the 600-seat River Walk Plaza. Audiences can see and hear performers and hear performers and performances of every description at the Tobin Center for the Performing Arts, WHERE THE ARTS LIVE.

www.tobincenter.org

[Tobin Center Floor Flip Video](#)

Cited Sources

Books & Literature

- Alexander, K., & Hess, M. R. (2017). Solo. Blink.
- Alexander, K. (2014). The crossover. Houghton Mifflin Harcourt.
- Carrick Hill, L. (2013). When the beat was born: DJ Kool Herc and the creation of hip hop. Roaring Brook Press.
- Díaz, J. (2018). Islandborn. Dial Books.
- Dillon, L., & Dillon, D. (2002). Rap a tap tap: Here's Bojangles – Think of that!. Blue Sky Press.
- Engle, M. (2015). Drum dream girl: How one girl's courage changed music. Houghton Mifflin Harcourt.
- Giovanni, N. (2008). Hip hop speaks to children: A celebration of poetry with a beat. Sourcebooks Jabberwocky.
- Khan, H. (2017). Amina's voice. Salaam Reads / Simon & Schuster Books for Young Readers.
- McCarter, J., & Miranda, L.-M. (2016). Hamilton: The revolution. Grand Central Publishing.
- Perkins, A. (1969). Hand, hand, fingers, thumb. Random House Books for Young Readers.
- Weatherford, C. B. (2008). Before John was a jazz giant: A song of John Coltrane. Henry Holt and Co.

Websites & Articles

- Drum Tao. (n.d.). About Drum Tao. Retrieved from <https://drum-tao.com/en/index.php/about/>
- Japan National Tourism Organization. (n.d.). Taiko. Retrieved from <https://www.japan.travel>
- Japan Guide. (n.d.). Drum Tao stage movement [Photograph]. Retrieved August 8, 2025, from https://www.japan-guide.com/ad/g/tao_mangekyo_01.jpg
- Kodo Arts Sphere America. (n.d.). About. Retrieved from <https://kodo.or.jp>
- National Geographic Kids. (n.d.). Japan: Culture & festivals. Retrieved from <https://kids.nationalgeographic.com>
- Rhythm Monster. (n.d.). Learn taiko. Retrieved from <https://rhythmmonster.com>

Smithsonian Folkways. (n.d.). Japanese taiko drumming. Retrieved from

<https://folkways.si.edu>

Steve Evans. (2007, November 27). Taiwanese taiko drummer [Photograph]. Wikimedia Commons.

https://upload.wikimedia.org/wikipedia/commons/thumb/e/ee/Taiwanese_taiko_drummer.jpg/500px-Taiwanese_taiko_drummer.jpg

Taiko Community Alliance. (n.d.). Home. Retrieved from

<https://taikocommunityalliance.org>

Videos

Drum Tao. (2013, August 19). DRUM TAO – Japanese drumming [Video]. YouTube.

<https://www.youtube.com/watch?v=C7HL5wYqAbU>

Kodo (2009, November 10). Kodo – “O-Daiko” – HD (Japanese drummers – Taiko) [Video].

YouTube. <https://www.youtube.com/watch?v=C7HL5wYqAbU>

Images

Drum Tao. (n.d.). About. Retrieved August 8, 2025, from [https://drum-](https://drum-tao.com/en/index.php/about/)

[tao.com/en/index.php/about/](https://drum-tao.com/en/index.php/about/)

Drum Tao. (n.d.). Drum Tao performance image [Photograph]. Retrieved from

https://cdn.placedesarts.com/article/drumtao_blogue_1250.jpg

Drum Tao. (2025). The Dream [Photograph by Kaiki]. Retrieved from

<https://www.gramilano.com/wp-content/uploads/2025/03/Drum-Tao-The-Dream-Image-Credit-Drum-Tao-kaiki-img1.jpg>

Drum Tao. (2025, March). The Dream performance image [Photograph]. Retrieved August

8, 2025, from <https://www.gramilano.com/wp-content/uploads/2025/03/Drum-Tao-The-Dream-Image-Credit-Drum-Tao-kaiki-img1.jpg>

Japan Guide. (n.d.). Mangekyo performance [Photograph]. Retrieved from

https://www.japan-guide.com/ad/g/tao_mangekyo_01.jpg

Japan Living Guide. (n.d.). Wadaiko drum [Photograph]. Retrieved from

<https://www.japanlivingguide.com/media/14gndiry/wadaiko.jpg>

Place des Arts. (n.d.). Drum Tao performance [Photograph]. Retrieved August 8, 2025,

from https://cdn.placedesarts.com/article/drumtao_blogue_1250.jpg

Shamisen Lessons. (2023). Taiko drumming close-up [Photograph]. Retrieved from

https://shamisen-lessons.com/wp-content/uploads/2023/08/2669922_l-1170x658.jpg

Tsutsui, K., Takeuchi, M., & Suzuki, M. (2020). Hard and soft self-concepts illustrated via tai chi principles [Image]. *Frontiers in Psychology*, 11, Article 540074. Retrieved August 8, 2025, from https://www.frontiersin.org/files/Articles/540074/fpsyg-11-540074-HTML-r1/image_m/fpsyg-11-540074-g001.jpg.

Washington and Lee University. (2020). Drum Tao group [Photograph]. Retrieved from <https://columns.wlu.edu/wp-content/uploads/2020/01/drumtaogroup-scaled.jpg>.

Wikimedia Commons. (n.d.). Taiwanese taiko drummer [Photograph]. Retrieved from https://upload.wikimedia.org/wikipedia/commons/thumb/e/ee/Taiwanese_taiko_drummer.jpg/500px-Taiwanese_taiko_drummer.jpg.



Generation NEXT connects education and the arts, promoting creative classrooms and culturally relevant learning. We believe creative empowerment is central to a 21st century education.

Powerful Art. Powerful Education. Excellence in both.

Questions?

How to book a field trip or tour:

Visit the education page on our website to book directly: tobincenter.org/education

Support The Tobin Center

As a non-profit organization, The Tobin Center relies on generous donors and arts advocates like you to help us sustain and grow our diverse array of cultural, educational, and artistic experiences that ensure people of all ages and communities have access to the performing arts.

Donate directly on our site: tobincenter.org/donate

Office Hours

Monday - Friday
8:30 am - 5:00 pm

tobincenter.org

115 Auditorium Circle,
San Antonio, TX
78205

**Stay connected to the latest on
our socials!**



@tobincentersa

