Boomwhacker Beatz

Teachers Notes

Introduction

Congratulations on your purchase of the **Boomwhacker Beatz** Curriuculum program for elementary or primary classroom music lessons. We know you'll love this program, and your students will enjoy the music and activities in it.

There are several diffent ways to make use of this program, and you can choose yourself which way best suits your methods and style of teaching.

Technical Requirements

You will need an interactive whiteboard OR a projector attached to a computer in order to use this product. It works absolutely fine with just a projector if you don't have an interactive whiteboard in your classroom.

You have two choices:

OPTION ONE - You can use the independent application included
OR..
OPTION TWO You can use the version written for the ActiveInspire or SMART Notebook.

The independent application offers a very reliable platform that works on either windows or mac computers, however it doesn't have the sequential lesson plan version.

If you're happy just using the navigation links at the top, and customising your lessons that way, then just choose that version.

If however you prefer to have your lessons laid out in sequence, then choose the ActiveInspire or SMARTNotebook versions. To use these you will need whiteboard software on your computer.

In the ActiveInspire and SMARTNotebook versions we have provided a complete file, which is the best way to use it if you can, and we've also supplied individual lessons. The reason we supply the individual lessons is that we know it may not run well on some computers as a combined file. The file is over 200MB, which means it will take a lot of computer resources, and it may not run well. If you experience problems with timing or frequent crashing, please use the individual lessons, or option one, the independent software.

If you wish to use those versions and you will need whiteboard software on your computer - either SMARTNotebook or ActiveInspire.

ActiveInspire Personal Edition is FREE - and you can download it by following the links included in your product. This is the software we recommend for users without an interactive whiteboard. It is available for either Windows or Mac platforms.

This is a good thing, as it allows a greater level of flexibility and YOU are also able to customize the program to suit your own needs.

Suggested Boomwhacker Shopping List

With this program, you ideally want to have enough boomwhackers so that you can have FOUR groups of students within your class playing only four colors. That means that **the number of sets to purchase is your maximum number of students divided by four**.

If you don't have that many, then there are a few variations you can do to as detailed below.

However ideally you would purchase this many of the basic sets, depending on your class size:

20 Students = 5 sets
24 Students = 6 sets
28 Students = 7 sets
32 Students = 8 sets

There are many different packages and combinations of boomwhacker sets available. There are **diatonic** (which contain the full C major scale), and **pentatonic** (which only contain five different notes).

We reccomend initially purchasing the **standard diatonic set** from C-C. Eventually, when you're experienced using them, you can of course add the bass tubes, and octavator caps if you have them.

If you happen to have only the pentatonic set, then don't worry, as many of the activities are still playable, and they all have the same colors. They are just missing the F's (light green) and B's (magenta). These notes are only contained in one of the pieces anyway, and the more advanced composition activities.

Alternatives if you don't have enough boomwhackers

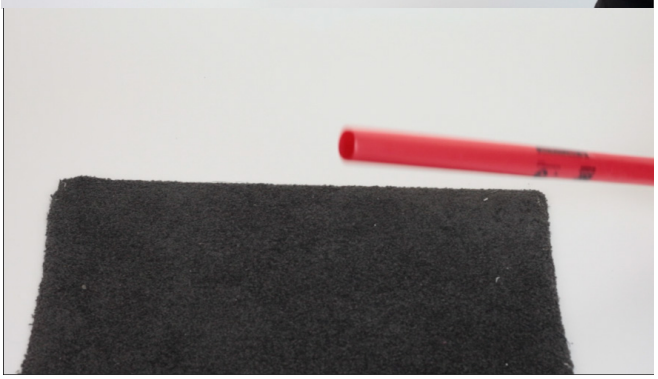
If you don't have enough sets for one per child, you can use either or both of the following modifications:

1. In the warmup tunes, have purples and oranges play together, anything that is a purple or orange.

2. Have 'magenta's (B's) play with the dark Greens (G's) to play any G's. (Magenta is not used at all in the warmups, tunes or games.) This makes a G chord, which works well in 90% of places G's are used.

Boomwhacker Playing Technique

We've found the best way to have students play them is to hold them in one hand, and play into the other hand. Of course if you have an abundance of Boomwhackers, then you can give a PAIR to each child and have them hit them together.



However, if you're sitting on the floor, and you have carpet, then playing them on the floor is also acceptable. If you're on a hard floor, then we would not suggest it, as it will damage your boomwhackers over time.

There is one special technique used in these materials. It is called the 'rumble', or a percussionists 'roll'.

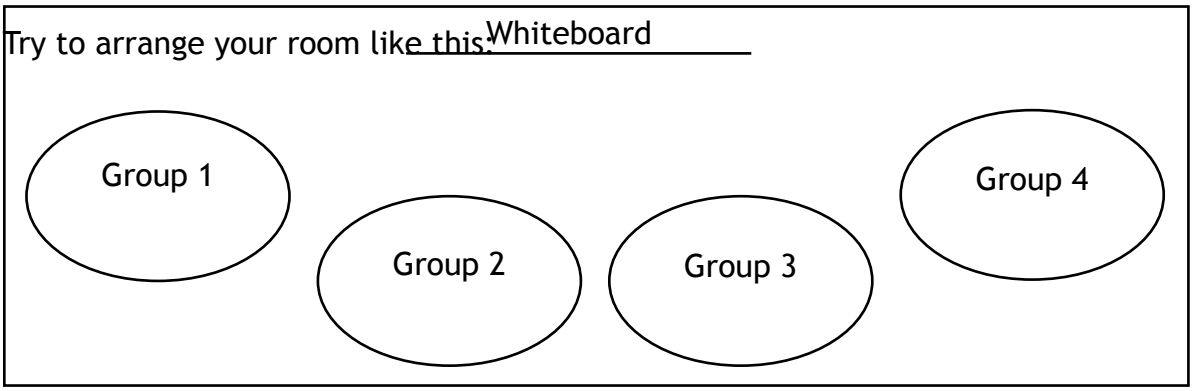
To acheive this, just hold one hand a few inches above the ground and play it up and down in a rapid motion.

Just watch the training video included in your product to see what this technique looks like.

Setting up the classroom

For most of the warmup tunes, pieces and games you will need them in four color groups. You may have five groups for some of the warmups, but mostly it is four. This way, similar colors are always playing together.

Try to arrange your room like this:



How to use the program

There are four types of activities in the program: Warmups, Tunes, Games and Composition. And you can jump to any of these sections from the menu at the top of the screen. You can do as many or as few of these topics as you like in a lesson.

Section 1 "Warmups"
The warmups are simple little pieces where the students have to play their boomwhacker when the matching color circle comes on the screen.

In the first one 'Whacky Beatz' the students can simply play in time first. ie. ♩ ♩ ♩ ♩

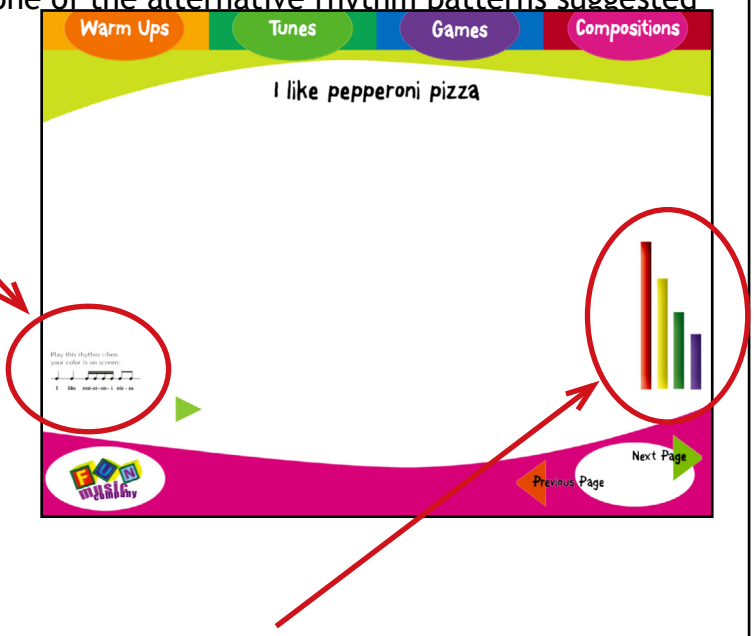
Once they have done that, then you can try one of the alternative rhythm patterns suggested down the left hand side of the screen.

In each of the following warmup tunes, the rhythm suggested is written in small print on the left hand side of the screen

This is for the teachers reference only - it is not really intended that the students read or necessarily understand this notation at this stage.

Make sure you learn the rhythm together as a class first, before playing the video.

Just have the students play it in echo with the teacher.



On the right hand side of the screen the boomwhackers required for this particular activity are indicated.

The warmups only use pentatonic notes - i.e. C, D, E, G and A.

If you don't have enough boomwhackers

- Use the high 'C's that are always included in the basic set.
- Have one group play purple and orange, anything that is purple OR orange
- Add the magenta boomwhackers (B's) to the dark green group (G's)

Section 2 "Tunes"

There are five performance pieces to choose from: "Boom Boom Beat", "Shape Dance", "Elephants Walk and Monkeys Run", "Percussion is cool", and "Fruit Salad". The music is reproduced below for your reference.

You'll notice that we have used a simplified notation style for this: we have omitted rests and barlines, and we have not given indication of exactly how many repeats etc.

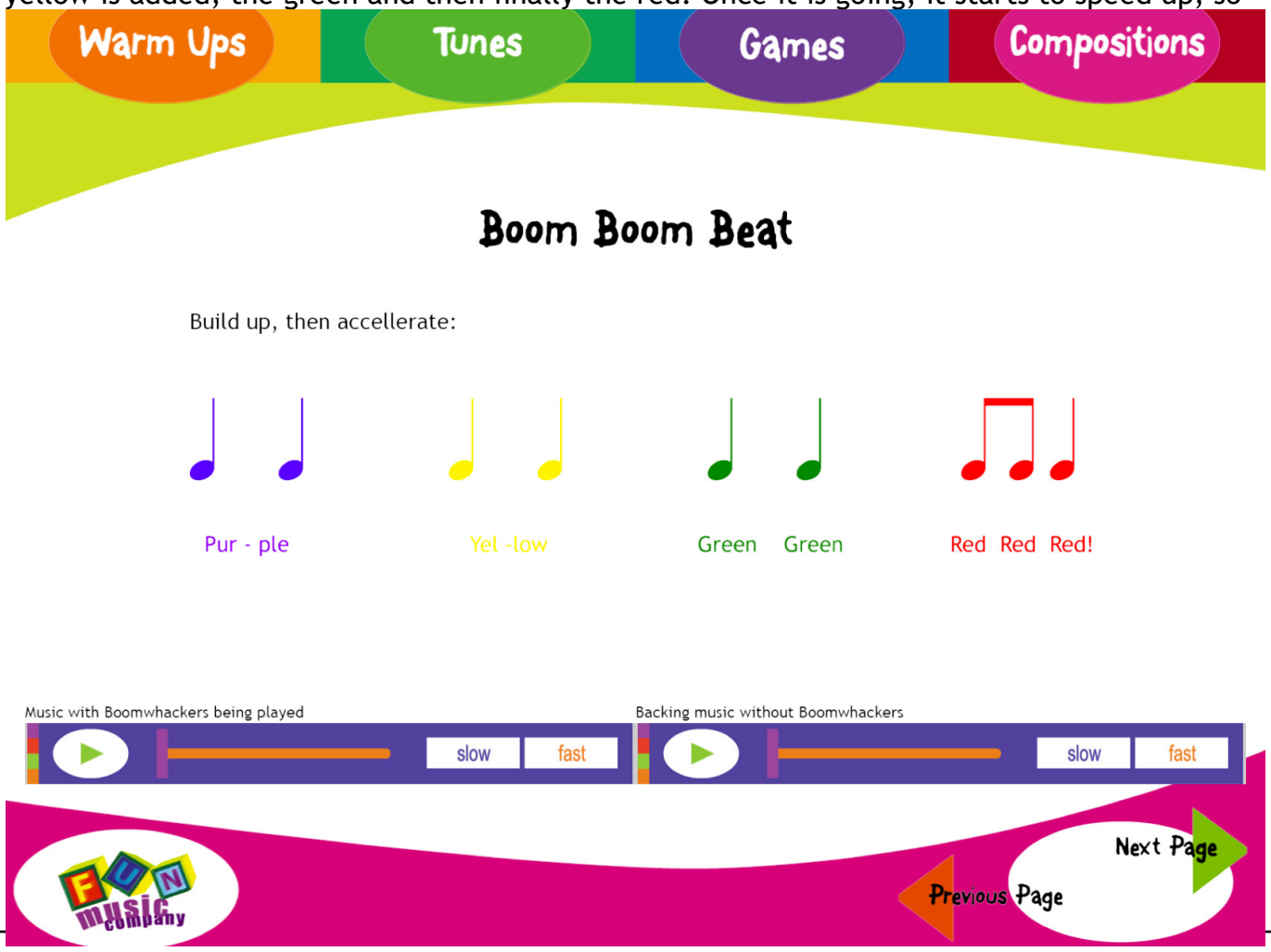
This is quite deliberate: it is because we didn't want to confuse early elementary or primary children with too much notation. The music is really there as a visual reminder of what to do, but basically students learn these pieces as an aural activity, and the screen is just a cue.

If it bothers you, and you want the rests there, then you can go right ahead and put them in yourself using the SMART notebook or ActiveInspire tools - its not hard to do at all.

You can visit this page for information on how to do that:
http://funmusicco.com/whiteboard-resource-packs/

Piece #1: Boom Boom Beat

In 'Boom Boom Beat' the tune builds up - so it starts with just the purple group, then the yellow is added, the green and then finally the red. Once it is going, it starts to speed up, so



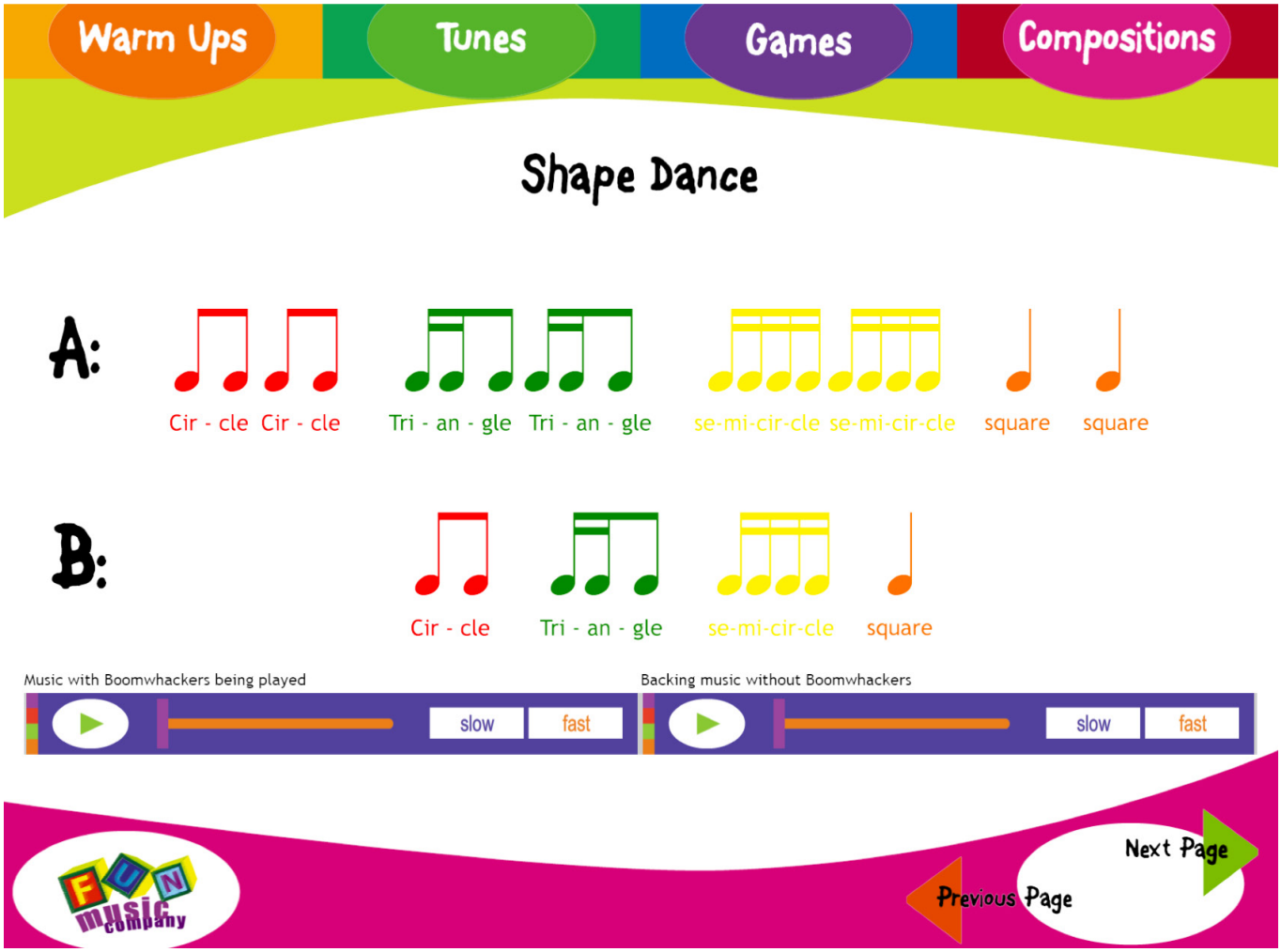
Piece #2: Shape Dance

In this piece, you can give each group a “shape” name.

Group one is ‘Circles’, group two are ‘triangles’, group three ‘semicircles’ and group four are ‘squares’

Have them practice their rhythms in turn. If you’re lucky enough to have Remo ‘sound shapes’ then you can also use them for this piece.

The introduction is not notated on the screen - but just listen and you’ll pick it up very quickly. Each group just echo’s the track in turn, then you’ll easily hear when the ‘A’ section begins.



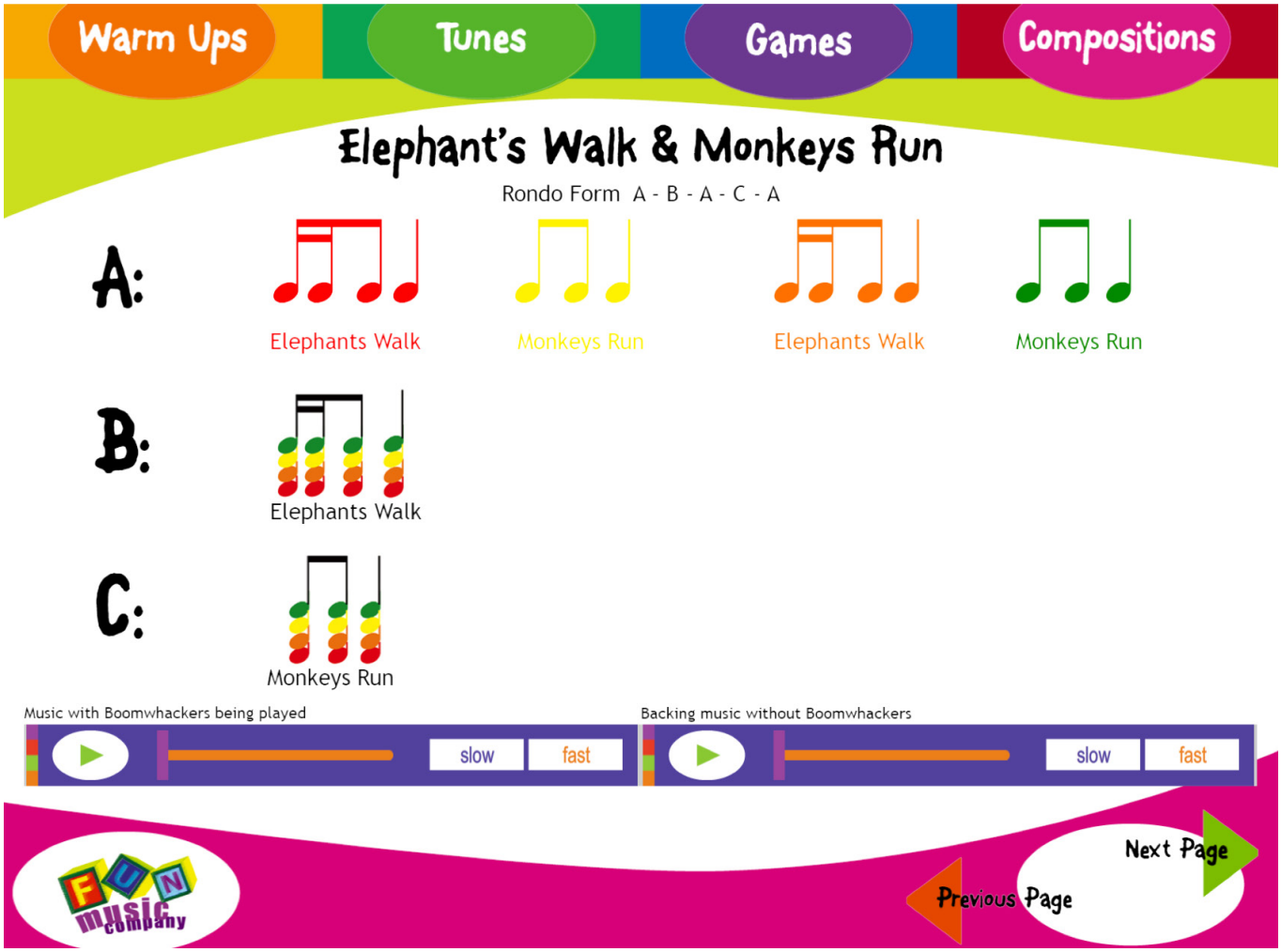
Piece #3 "Elephants Walk and Monkeys Run"

In our trial lessons this piece was very popular with young classes, from grade one upwards.

First, learn the 'elephants walk' and 'monkeys run' rhythms together, and then try the A section as a group.

You can then ask them to discuss what the "notes on top of one another" mean in the B and C sections.

Depending on the students age, you can also use this to discuss the concepts of 'Rondo form' and 'Accellerando' (in the C section).



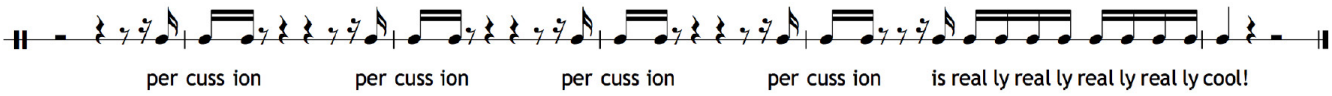
Piece #4 - "Percussion is cool"

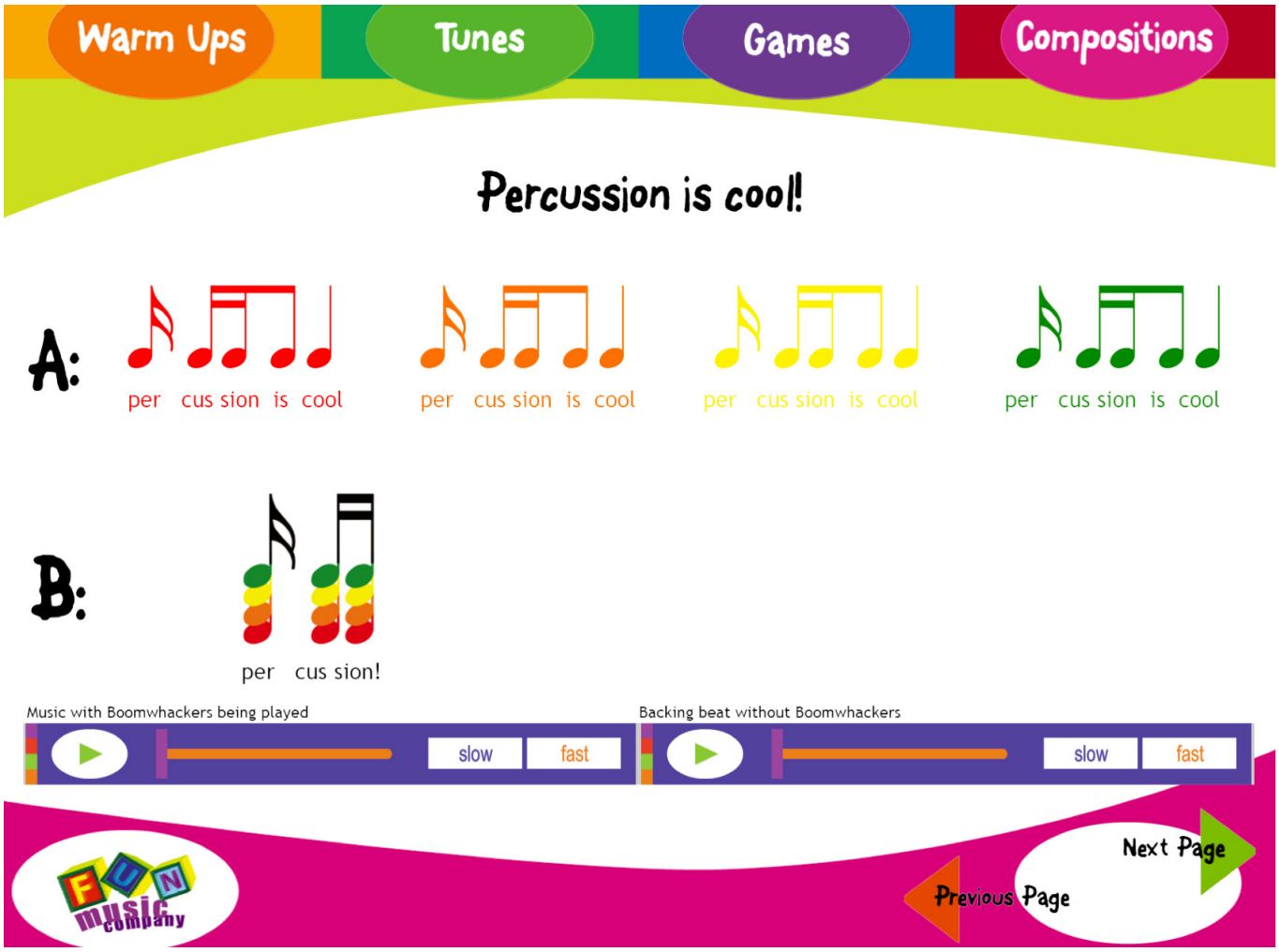
This is very popular with older children, and we have found it works right up to middle school aged children.

First, learn the 'percussion is cool' rhythm as a group. Have them echo it back, and you can optionally talk about how the syllable 'per' is actually *before* the beat or is an 'upbeat'.

The whole form repeats, so you can optionally change to other percussion instruments (djembes, hand percussion, junk percussion etc) for the second repeat if you wish.

You can also add the following ending by teaching it aurally - which we felt it was too complicated to notate on the screen:

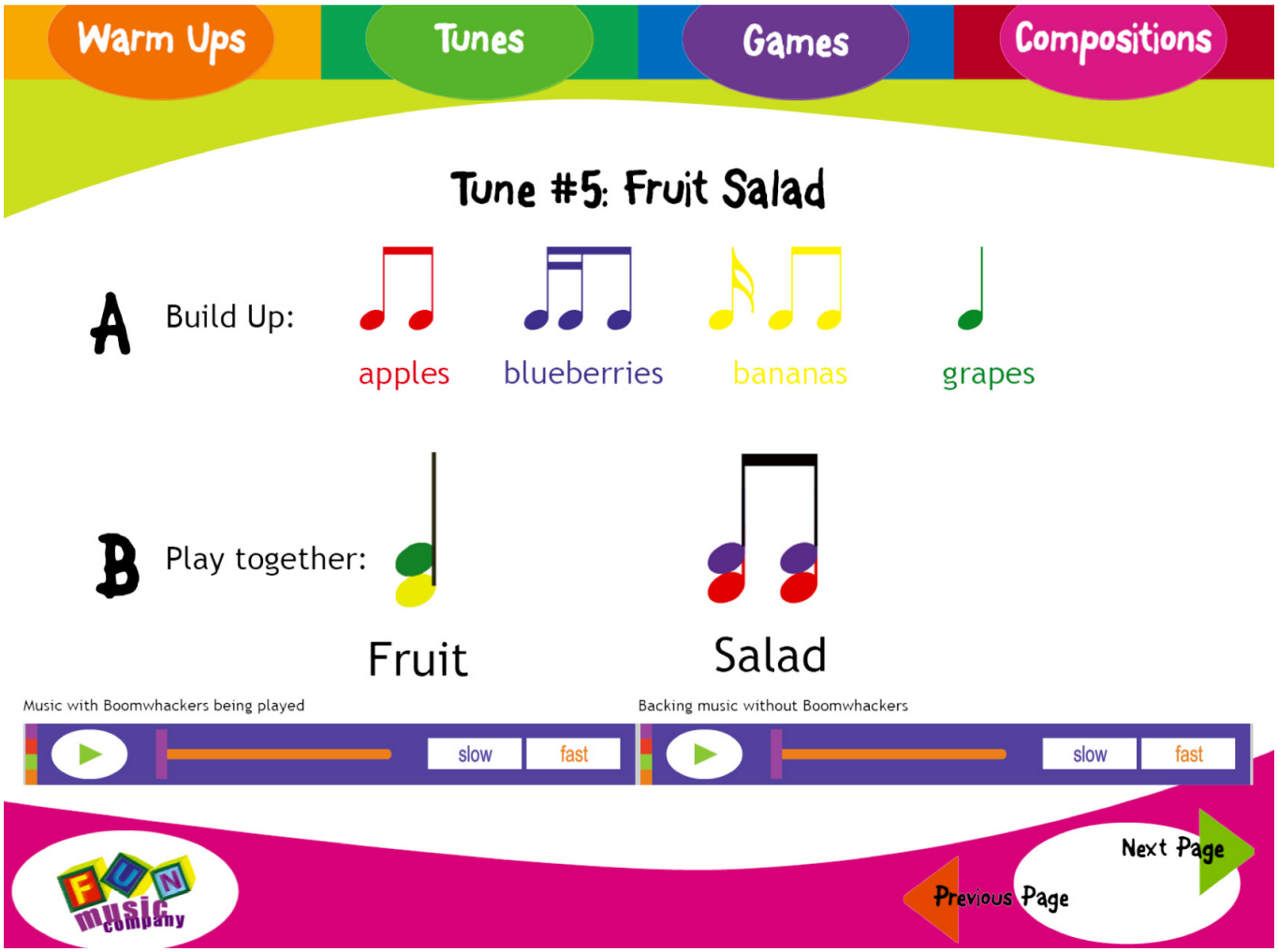




Tune #5 - Fruit Salad

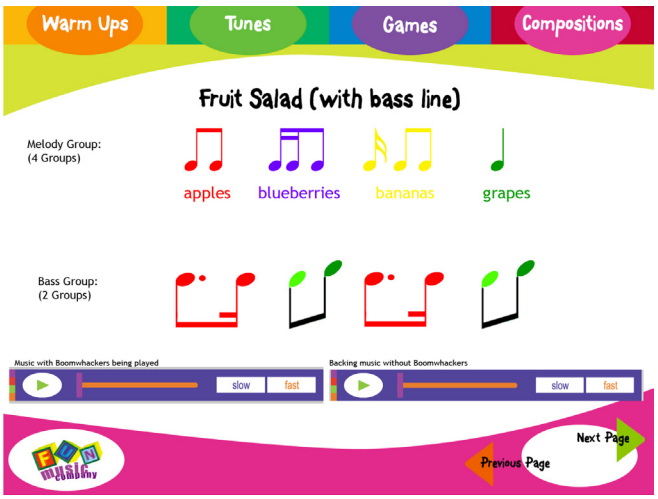
This, like some of the others, uses word sounds to help with learning rhythms. Hopefully the colors of the boomwhackers also match the colors of the fruits!

There is an optional bass line part to learn as well for this piece, presented on a second screen.



with optional bass line:

Requires low C's, F's and G's:
(or octavator caps)

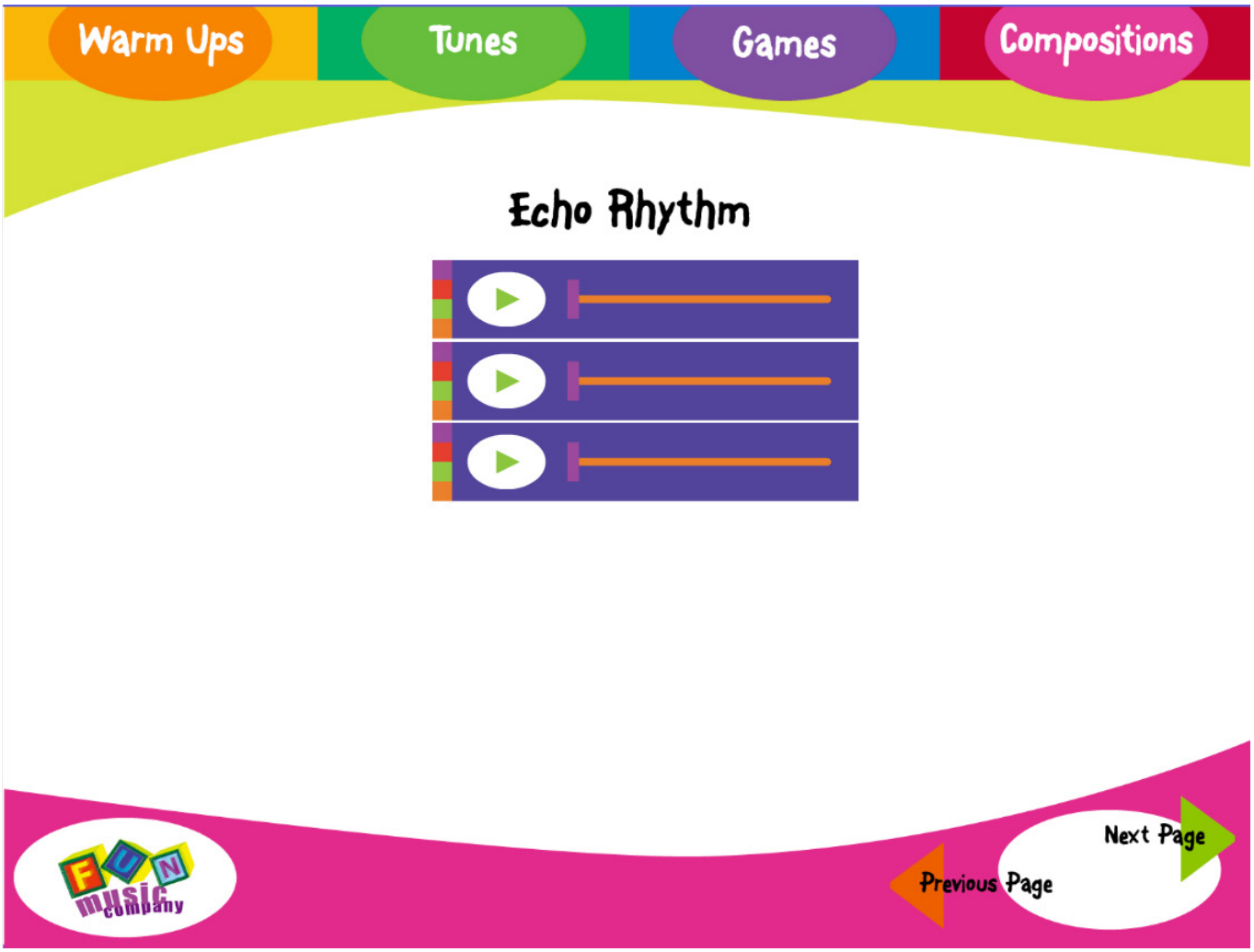


Section 3 - Games:

The games are intended to be quick five minute activities at the end of a lesson.

Game #1 - Echo Rhythm

Echo Rhythm is quite self explanatory, and you probably do this a lot anyway. However, when they can't SEE you do it for them, it has an extra level of challenge! There are several on the screen, and just choose one, depending on the students level.



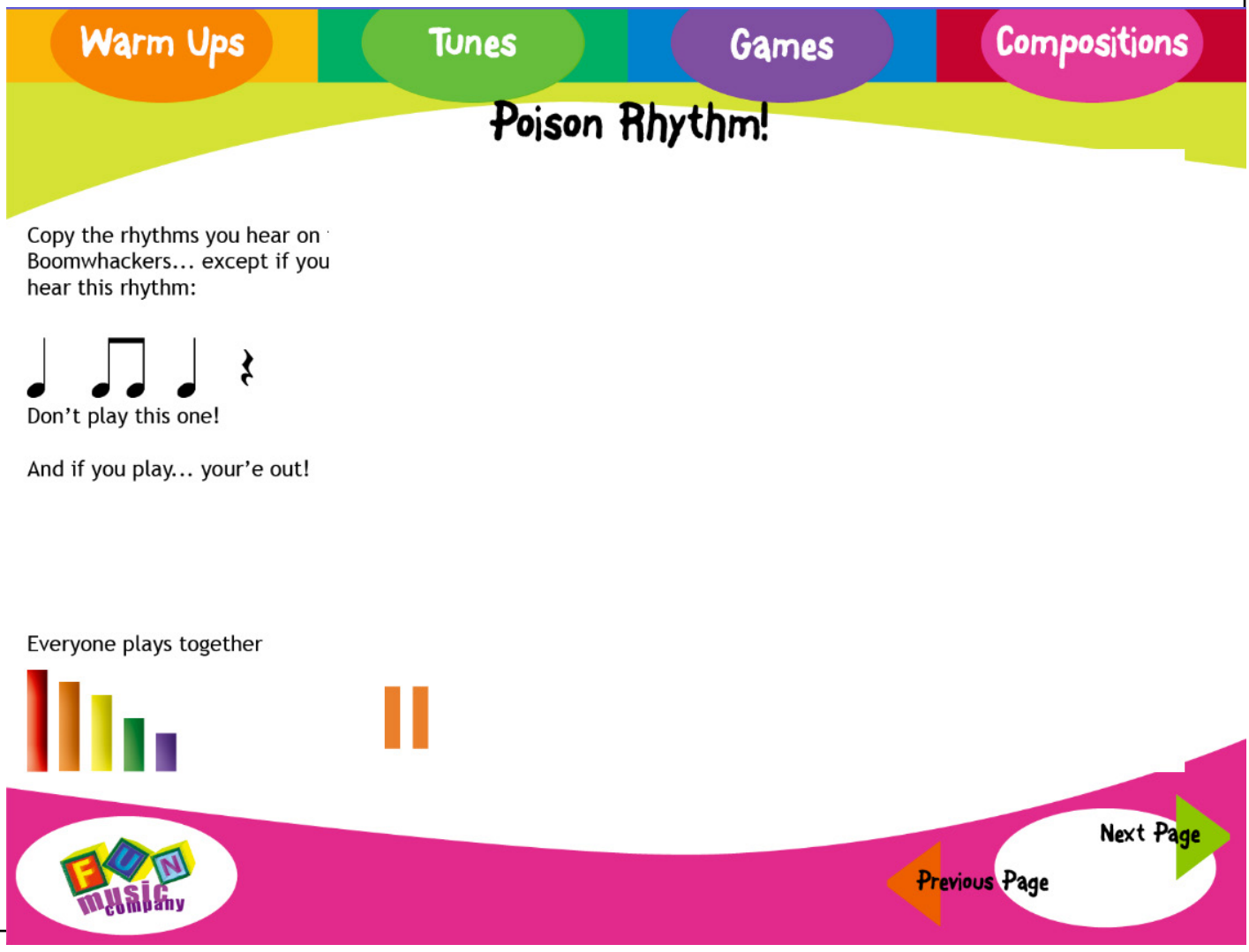
Game #2 - Poison Rhythm

In this game the students have to echo the rhythm played except if the poison rhythm is played, which is:

don't play this one!

An indication (tick or cross) will appear on the screen instantly afterwards, so the students will know whether or not it was the poison rhythm.

If they make any noise at all with their boomwhacker, then they are 'out' and have to sit down, or whatever rule you make up. This can be a way to 'pack up' the boomwhackers at the end of the lesson. Once they are 'out' then they have to put their boomwhacker away where it belongs.

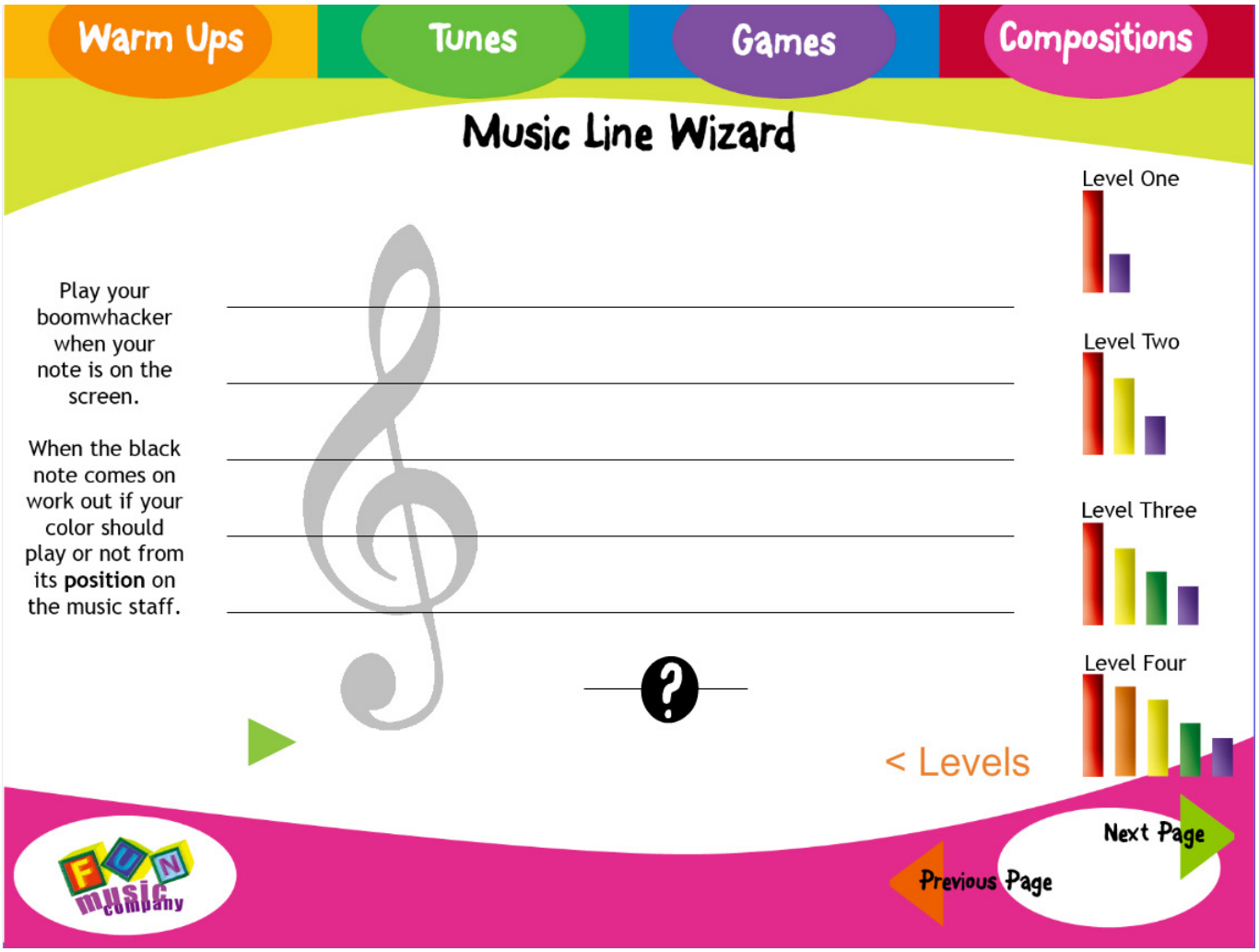


Game #3 - Music Line Wizard

This is intended as a little introduction to knowing where the notes sit on the manuscript. What happens is the notes appear on the screen, and the students have to play them, just like in the warmup activities. However, once they have done a few, a black one will appear, and they have to identify if they have to play or not, based on the notes position, rather than its colour. Eventually its colour is revealed, so they will find out if they were right or not.

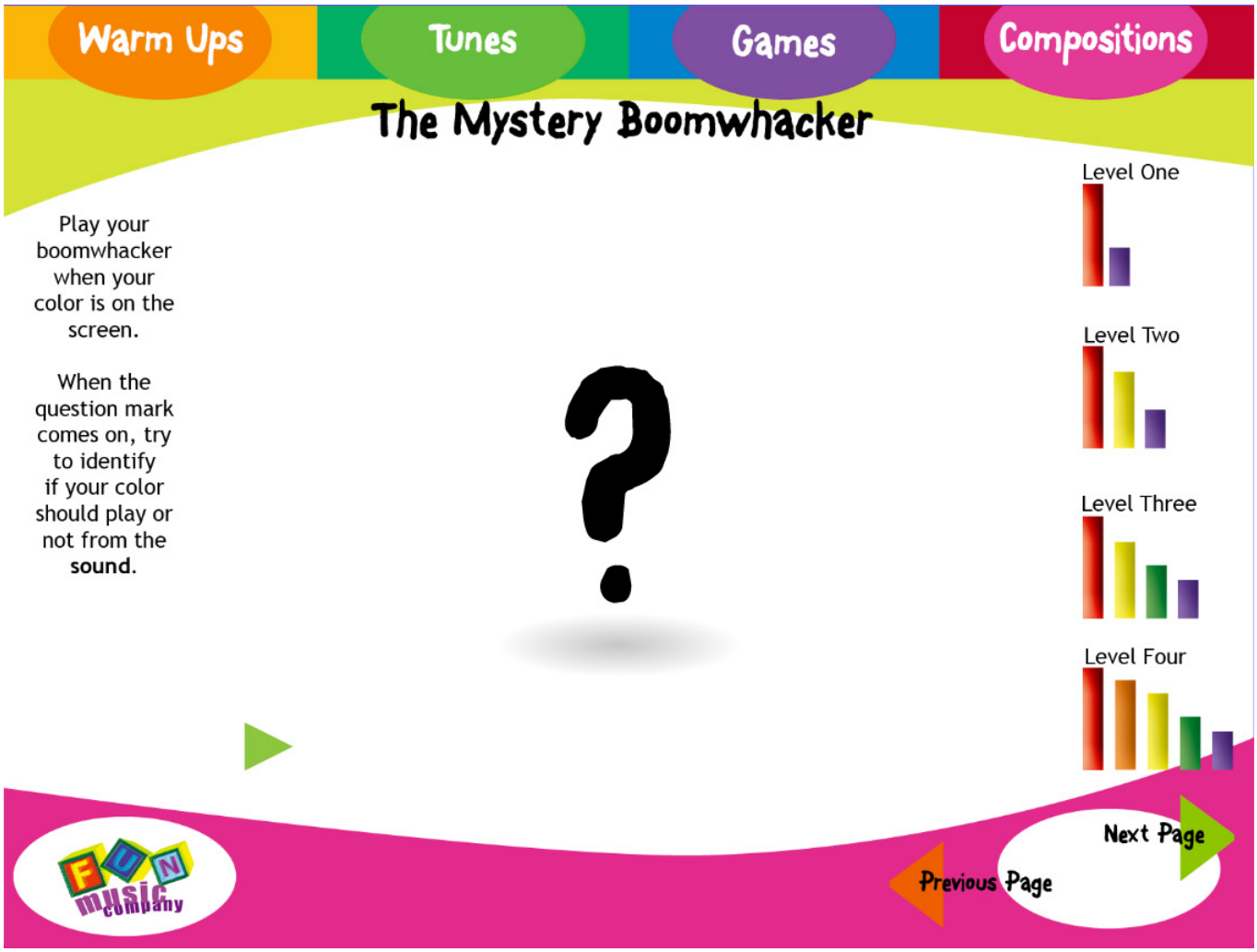
Again, you can have students go 'out' if they play at the wrong time if you wish.

Game #3 'Music Line Wizard' and Game #4 'Mystery Boomwhacker' might present a potential problem, in that the first couple of levels only use two & three boomwhackers respectively. If you don't have enough for the whole class to have just a red or purple, you can always have just some of the class play, and then the others have to indicate with their hands with some sort of symbol which they think it was (red or purple)



Game #4 - Mystery Boomwhacker

This game is intended to be an aural training exercise. The objective is to have students learn and recognize the pitch of the boomwhacker they are playing. The coloured balls come on the screen, and the students play if their color is on the screen. However, then a question mark will appear, and they have to play if the boomwhacker they are holding matches the sound they hear from the question mark.



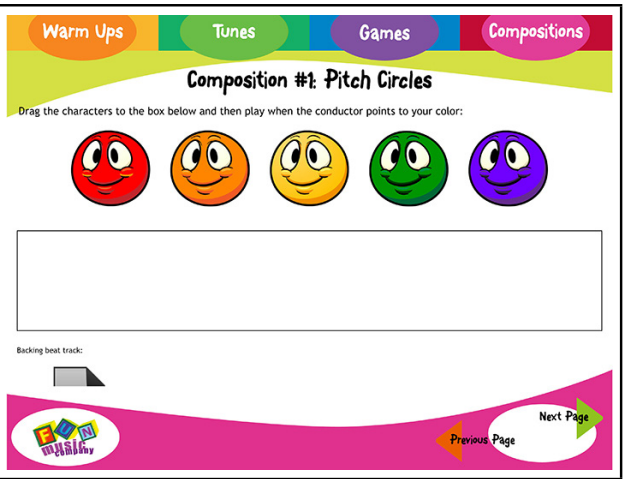
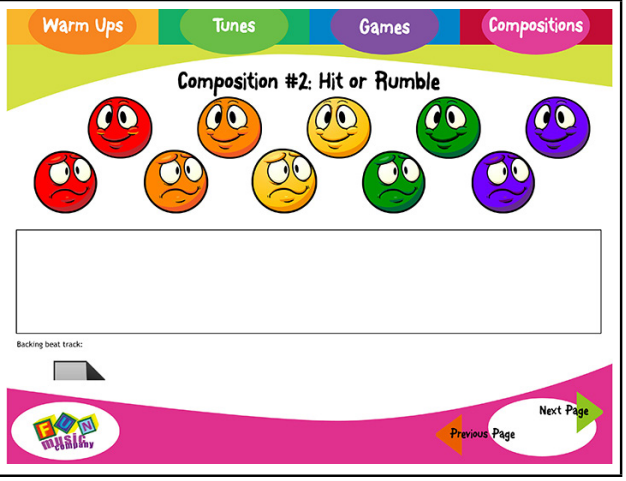
Section 4 - Composition

This is where your students can be a bit creative and take turns to make musical decisions by moving things around the board.

In every case there is a backing beat provided, so they can optionally play their composition along with the beat. It may be wise to have a student at the board 'conducting' so they know where they are up to in the piece.

You can see children working with an early development version of this idea here:

http://funmusicco.com/boomwhackers-composition/

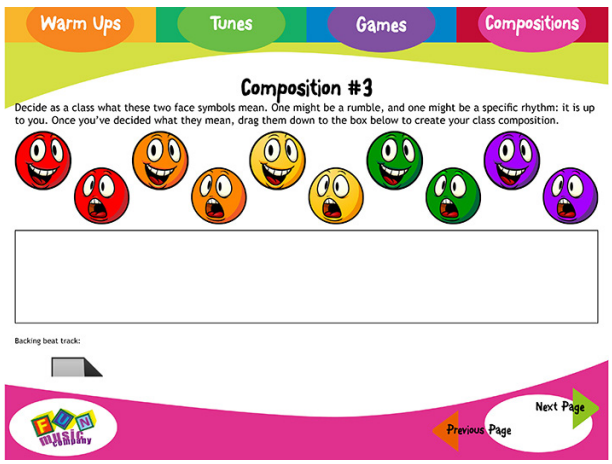
Composition #1 This is the basic version of this activity. Students learn a rhythm pattern together, which could be as simple as ♩ ♩ ♩ ♩ , then choose an order to play it in.	
Composition #2 In this one they either do 'Hits' for the normal face design, or a 'rumble' for the funny face with the curvy mouth.	

Composition #3

In this one the class needs to first decide on what each of the face designs mean.

Here is one suggestion:
“i am happy now!” (♫♫♩) for the happy face and “No I’m scared!” (♩♩♩) for the scared one.

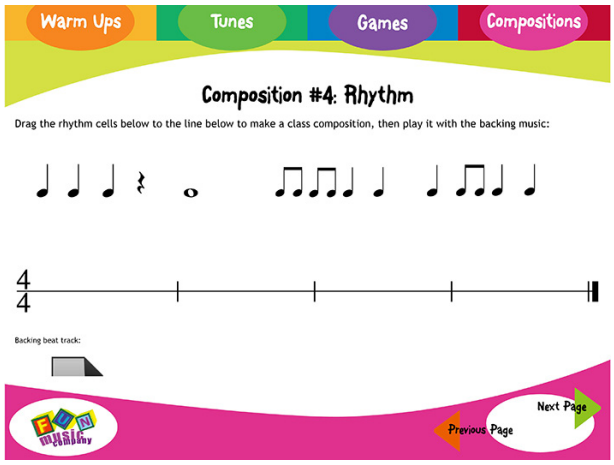
However, encourage the children to define these rhythms for themselves.



Composition #4

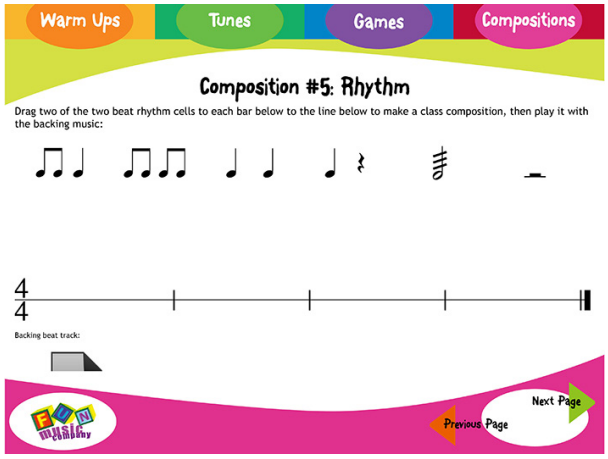
Here we are just dealing with unpitched rhythmic notation, so all boomwhackers can play together in unison.

You may even like to vary things around by using other non-pitched percussion for this activity.



Composition #5

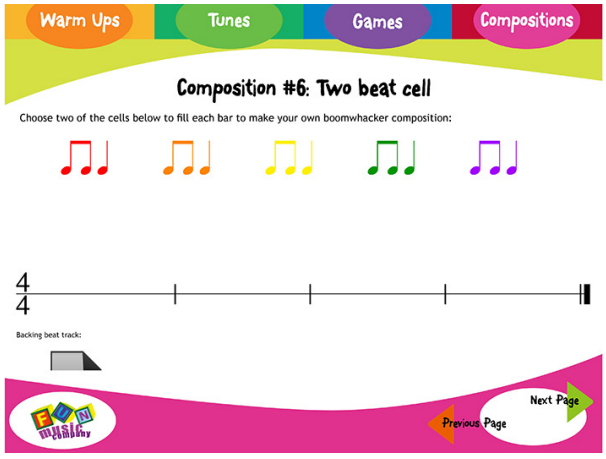
this one is slightly more complicated in that it involves two beat cells.

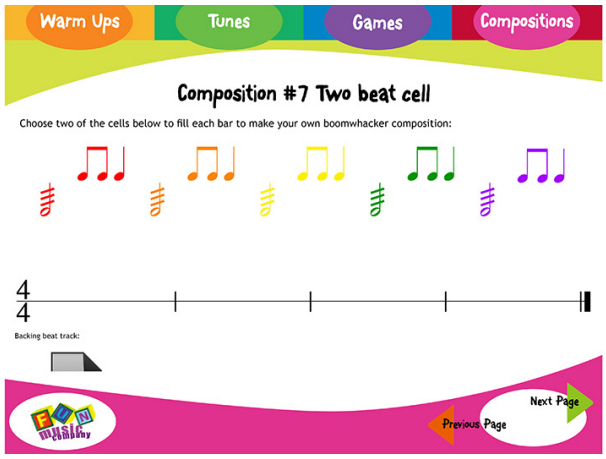
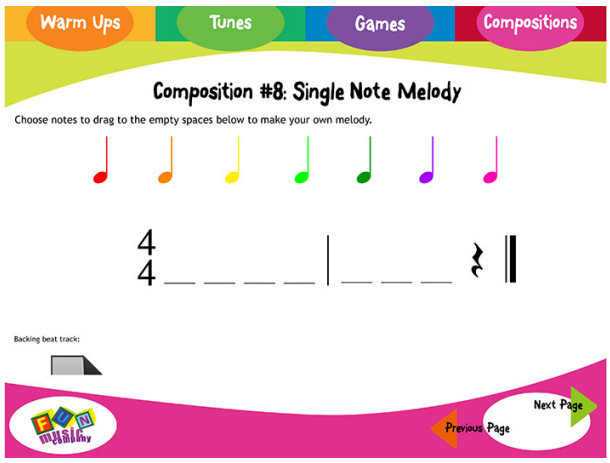
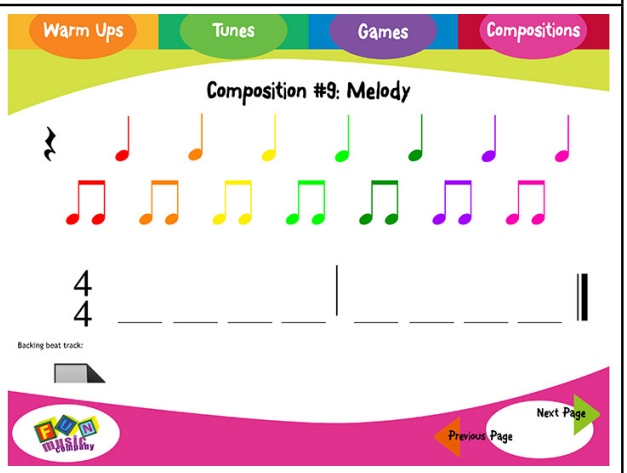
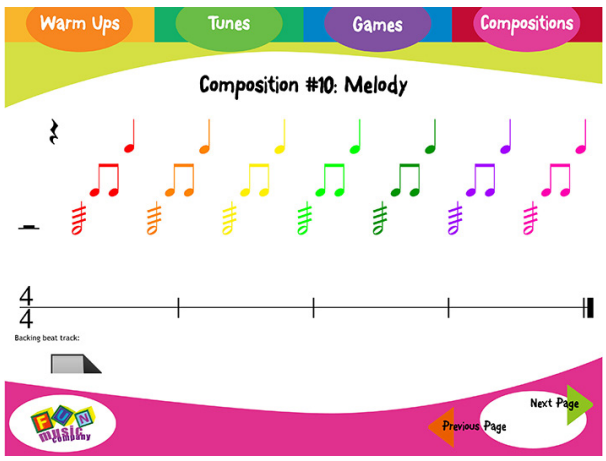


Compostion #6

Back to pitched work again, this time with real notation. This uses only pentatonic notes.

Remember that notes can be placed vertically on top of one another as well for harmony.



Composition #7 This introduces the notation of the ‘roll’ or ‘rumble’ technique as described earlier.	
Composition #8 By the nature of being very short, this encourages thinking of just pitch, rather than rhythm elements. You will need the full diatonic scale for the last three of these composition activities or you may wish to edit the slides first if you only have pentatonic boomwhackers	
Composition #9 This extends the length and complexity of the composition.	
Composition #10 Students can then create a full four bar phrase.	

Step By Step Lesson Plans

In the following section we have presented ten complete lessons based on the Boomwhacker Beatz material.

You can either

1) Use the included ‘step by step’ Active Inspire or SMART Notebook files, and walk through the activities one at a time. This is good because it is pre-planned, and you simply step through the lesson, but bad in that you don’t have the ability to instantly jump to a favorite song or game.

If you’re using the ‘step by step’ version, you can load the entire ten week course by using the combined file, or you can use the indidivual lessons.

If you experience problems with your computer while using the combined one, we suggest using the individual lesson files. If you have a reasonably new computer it shouldn’t be a problem to use the combined version.

2) Use the regular ‘Boomwhacker Beatz’ interface, and simply navigate to each idea via the top menu. This gives you the flexibiliy to instantly jump to your children’s favourite songs or games instantly, without having to load a different file.

Either way, the activies are all described here in the lesson plans. Obviously if you choose the computer interface a screen for the ‘introduction’ and ‘music theory’ elements are not included, but you can do this on your traditional pen whiteboard if necessary, or just orally, without any visual cues.

Lesson Outline

Lesson One	Boomwhacker Playing technique and playing in time
Lesson Two	Long and Short Notes
Lesson Three	What is a Rest?
Lesson Four	Rhythm - Different Notes
Lesson Five	Notes and Rests
Lesson Six	What is Tempo?
Lesson Seven	What is Pitch?
Lesson Eight	What is Rhythm?
Lesson Nine	Pitch - Lines and Spaces
Lesson Ten	Making an Ensemble

Lesson One

Activity #1: Introduction and Discussion What are Boomwhackers?

These discussion slides are designed to facilitate discussion in the class, and therefore there is not necessarily a right or wrong answer. You can simpy use the whiteboard pen and fill in the classes answers in the box.

you can expect answers like:
'Tuned Percussion Instruments'
'Tuned Notes'
'Good Fun!'
'Instruments you play as a group'

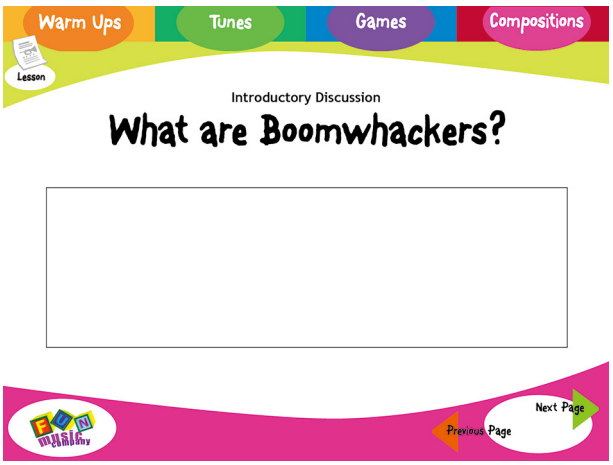
Ways to lead the discussion:

- What do you notice about these instruments?

- Are they tuned or untuned instrument?

- What instrument family do they belong to?

This is an 'investigative' approach - we are encouraging the children to discover what Boomwhackers can do.



Activity #2: Introduction and Discussion How to play Boomwhackers Properly

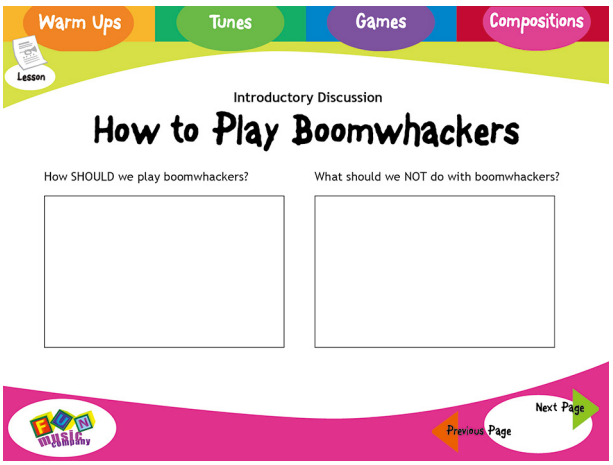
This allows us to establish the classroom rules about boomwhackers in a way that is most likely to be succesful.

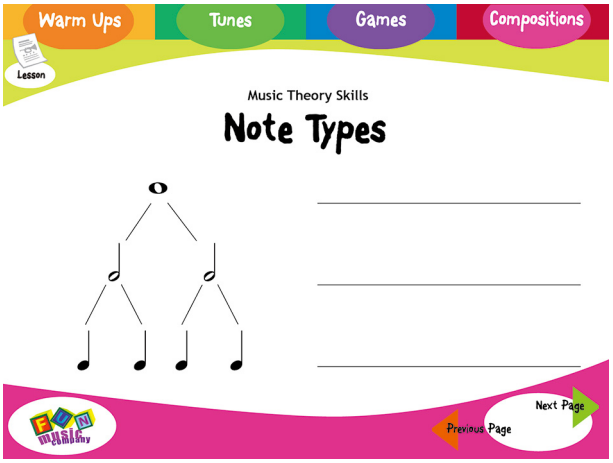
If the children make up their own rules, then we hope that they might be respectful of them.

Sample answers you might expect:

How SHOULD we play boomwhackers?
- BOUNCING into other hand
- hitting on the carpet
(you decide the rules for your class)

What should we NOT do with boomwhackers?
- Hit other people
- Put them in our mouth
(again, you decide the rules for your class)



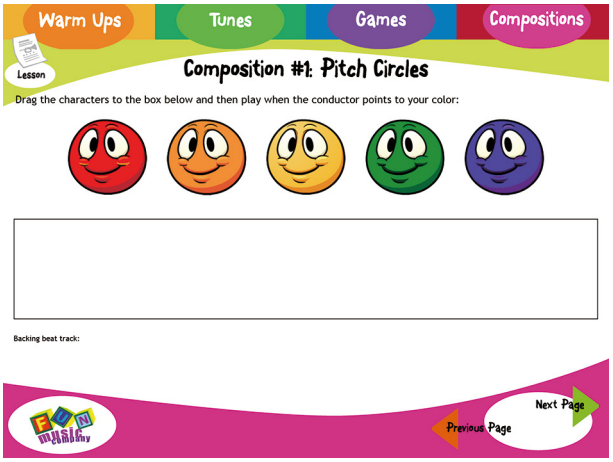
Activity #3: Warmup Song: 'Whacky Beatz' This song requires Red, Orange, Yellow, Dark Green and purple Boomwhackers. Therefore set them up in five groups if possible.	
Activity #4: Music Theory Skills: Note Types. We have deliberately not included answer text in this, so that you can use whatever terminology you wish. You may choose to use formal American (Whole, Half Quarter Note), formal European (Semibreve, Minim, Crotchet), or phonetic time names from Orff or Kodaly. The whiteboard slide just allows you to start with what they know, and discuss it in the way you wish to.	
Activity #5: Performance Song Development 'Boom Boom Beat' This song users four groups: Purple, Yellow, Dark Green and Red, and it works best if you set them up in groups: purples all together on the left, then all the yellows together, all the greens and finally the reds. You will hear that the music builds up, starting just with the purple, and each group joins in. You can start off with the reds just doing two hits, just like the others do, then doing their three note rhythm once they are established.	
Activity #6: Game - Echo Clapping #1 This is self explanatory. You can either have them clap in response, or play their boomwhackers	

Activity #7: Composition - Pitch Circles

With this activity, you just group them into five groups - Red, Orange, Yellow, Dark Green and Purple, just like they were in for 'Whacky Beatz'.

Then, have one child come to the front, and decide the order of the groups, by dragging the circles down to the box.

You can then have them stay at the front and 'conduct' by deciding how quickly to move through the piece. Alternatively, you can make it either two or four bars per group and do it with no conductor.

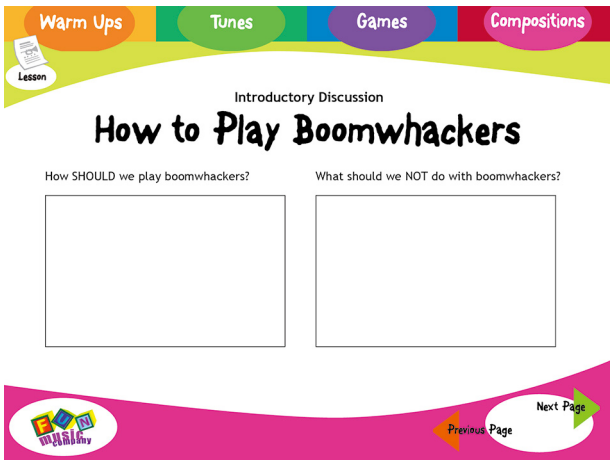
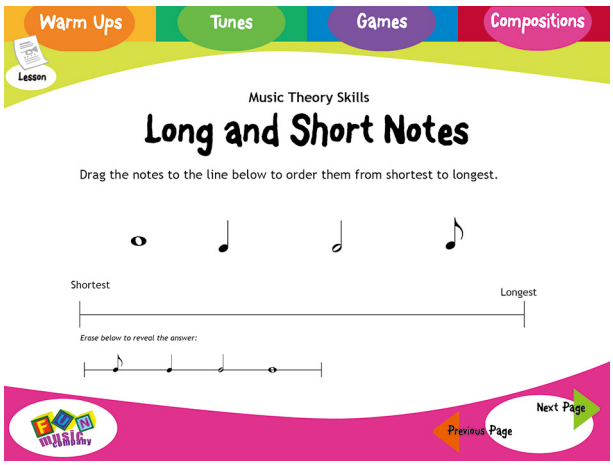


Activity #8: Warmup Song: 'I like Pepperoni Pizza'

In this piece they'll have to practice the rhythm 'I like pepperoni pizza' first

The piece uses Red, Yellow, Dark Green and Purple Boomwhackers

Lesson Two

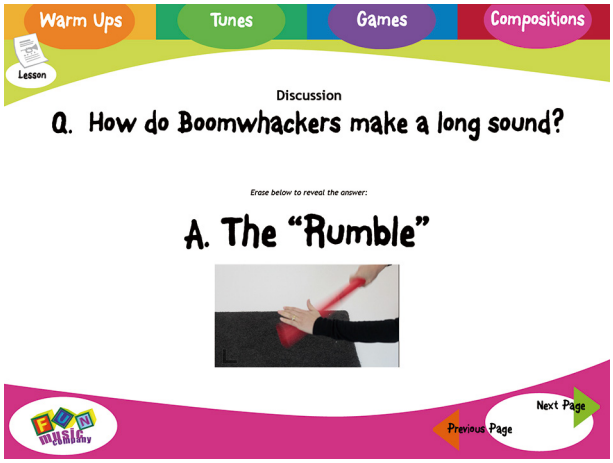
Activity #1: Introduction and Discussion - How to Play Boomwhackers A revision of what was talked about in the last class. It is never a bad idea to remind about the class of expected behaviour - it prevents problems with behaviour management later on.	
Activity #2: Warmup Song: 'Whacky Beatz' This song requires Red, Orange, Yellow, Dark Green and purple Boomwhackers. Therefore set them up in five groups if possible. A revision of the first song learned last lesson.	
Activity #3: Music Theory Skills - Long and Short Notes This is your opportunity to work out who in your class knows a little bit of music. There will nearly always be one or two children in most classes who learn a musical instrument, and this gives them an opportunity to share their knowledge with theh class. If you wish you can always skip this activity. Again, there is no terminology used deliberately, so that you can choose your own preferred language style. You can choose to call these whole notes & half notes, semibreves and minims or any of the nnemonic language methods from Orff and Kodaly methodologies.	

Activity #4: Learning the Rumble

The previous activity talking about long and short sounds leads us nicely into this discussion. We can say 'how do Boomwhackers make a long sound?' and have the children try and work it out.

A percussionist would describe this as a 'roll' - and you can talk about that once they have some suggestions.

The best way to acheive it is sitting on the floor, with one hand a few inches above the ground. Then hit up and down in a rapid motion

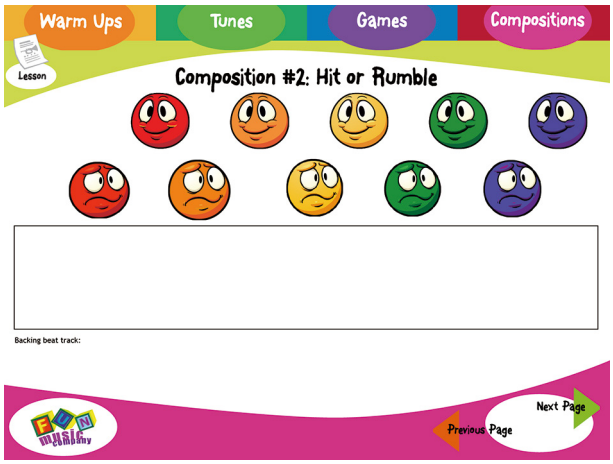


Activity #5: Warmup Song: 'Boom Boom Rumble'

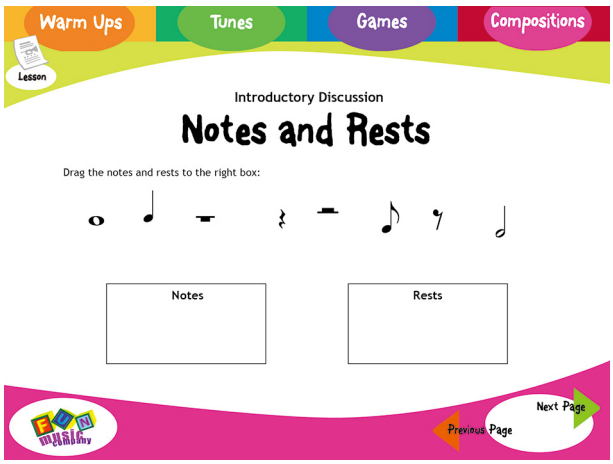
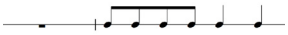
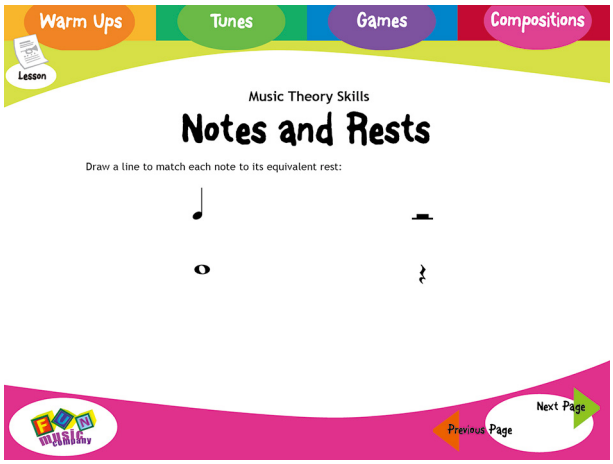
This song uses red, orange, yellow and dark green, and the rhythm is exactly like the title 'Boom - Boom - "Rumble" (hold for six beats)

Activity #6: Game: Echo Rhythm #2

This is self explanatory - they can echo using any boomwhackers.

Activity #7: Composition: 'Hit and Rumble' The idea here is that the students can order the faces to make a class composition. In this one they either do 'Hits' for the normal face design, or a 'rumble' for the funny face with the curvy mouth.	
Activity #8: Performance Song: 'Boom Boom Beat' In 'Boom Boom Beat' the tune builds up - so it starts with just the purple group, then the yellow is added, the green and then finally the red. Once it is going, it starts to speed up, so make sure students are listening carefully!	
Activity #9: Revision/Spare You can choose any of the songs or activities from the top menu that the children are familiar with.	

Lesson Three

Activity #1: Introduction and Discussion: Notes and Rests You can have children come to the board and drag each symbol to either the 'note' or 'rest' box. The purpose of this activity is not necessarily to have them retain this information, but to get the concept of rests and their function in music. Again, you can use whatever naming system your class is familiar with for these symbols.	
Activity #2: Warmup Song: 'Wait to Eat the Doughnut' This uses a whole bar rest, but you don't really have to talk about that much.. just that the song is called 'WAIT to eat the doughnut' so the children are using the concept of a 'rest' in this song. Rhythm used: 	
Activity #3: Music Theory Skills: Notes and Rests Like in the previous lesson, this gives you an opportunity to find out who knows a little about music in your class.	

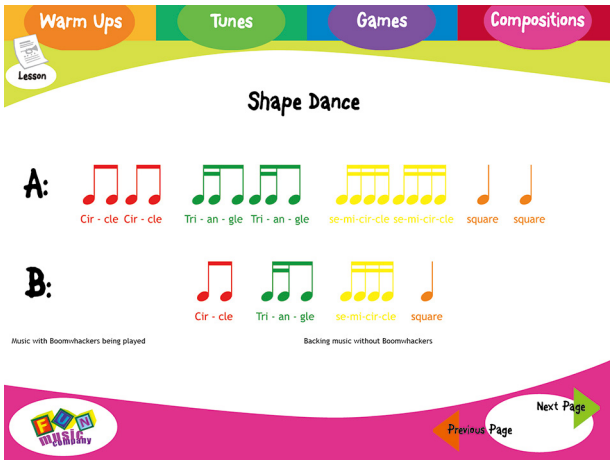
Activity #4: Performance Song: 'Shape Dance'

In this piece, you can give each group a "shape" name.

Group one is 'Circles', group two are 'triangles', group three 'semicircles' and group four are 'squares'

Have them practice their rhythms in turn. If you're lucky enough to have Remo 'sound shapes' then you can also use them for this piece.

The introduction is not notated on the screen - but just listen and you'll pick it up very quickly. Each group just echo's the track in turn, then you'll easily hear when the 'A' section begins.



Activity #5: Game: Echo Clapping #3

This is self explanatory - they can echo using any boomwhackers.

Activity #6: Composition #3

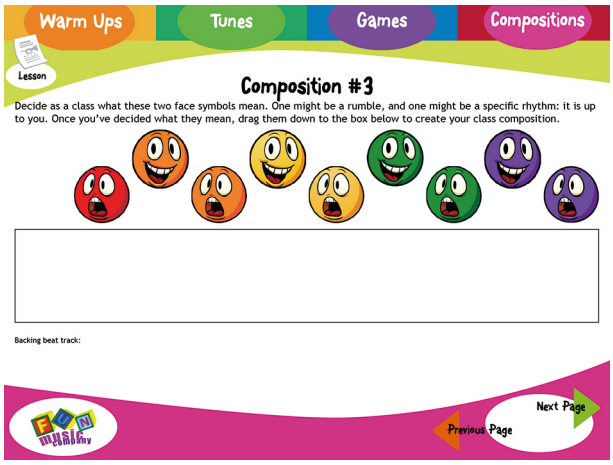
In this one the class needs to first decide on what each of the face designs mean.

Here is one suggestion:

"i am happy now!" (♫♫♫) for the happy face and

"No I'm scared!" (♩♩♩) for the scared one.

However, encourage the children to define these rhythms for themselves.



Activity #7: Warmup Song 'Whacky Beatz' Red, Orange, Yellow, Dark Green and purple Boomwhackers.	
Activity #8: Revision/Spare You can choose any of the songs or activities from the top menu that the children are familiar with.	

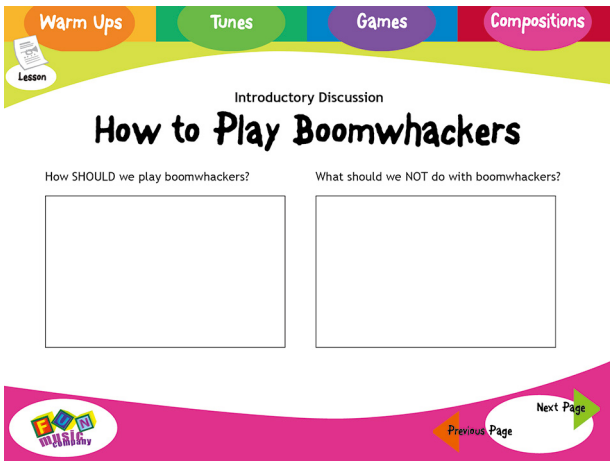
Lesson Four

Activity #1: Introduction and Discussion: How to Play Boomwhackers

A revision of what was talked about before.

It is never a bad idea to remind about the class of expected behaviour - it prevents problems with behaviour management later on.

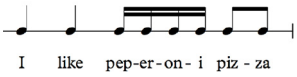
Now that children have an experience of the 'Rumble' from lesson #2 they can also mention that.



Activity #2: Warmup Song 'I like pepperoni Pizza'

Song uses Red, Yellow, Dark Green and purple Boomwhackers.

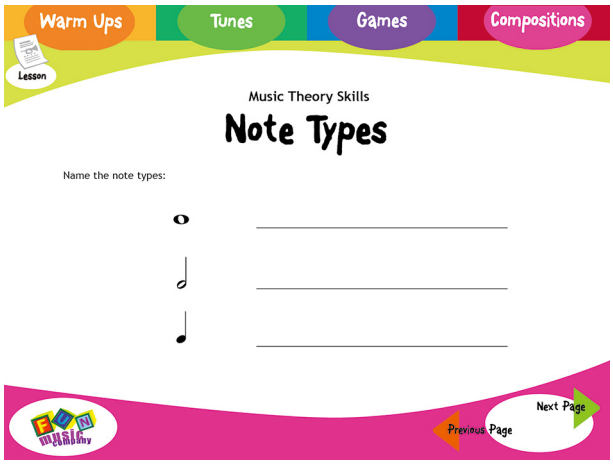
Play this rhythm when character is on screen:



Activity #3: Music Theory Skills - Note Types

Again, no answers are included in this activity, so that you can use whatever nomenclature you wish for the notes.

You can even write 'Four Beat Note' or whatever if you wish.



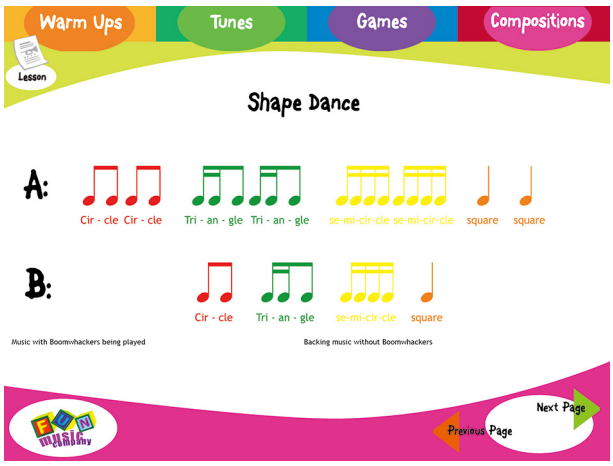
Activity #4: Performance Song 'Shape Dance'

In this piece, you can give each group a "shape" name.

Group one is 'Circles', group two are 'triangles', group three 'semicircles' and group four are 'squares'

Have them practice their rhythms in turn. If you're lucky enough to have Remo 'sound shapes' then you can also use them for this piece.

The introduction is not notated on the screen - but just listen and you'll pick it up very quickly. Each group just echo's the track in turn, then you'll easily hear when the 'A' section begins.



Activity #5: Game 'Echo Rhythm'

This is self explanatory. You can either have them clap in response, or play their boomwhackers

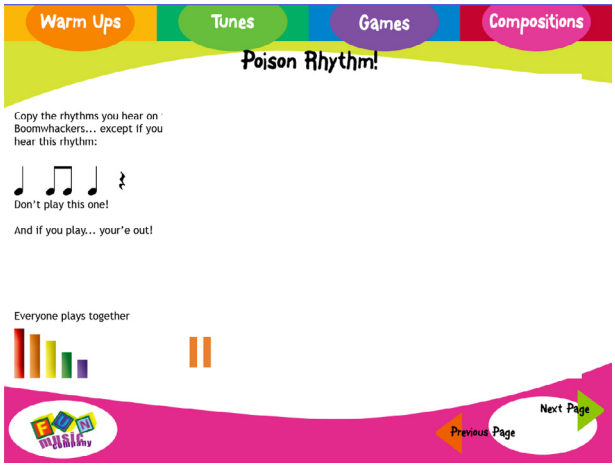
Activity #6: game 'Poison Rhythm'

In this game the students have to echo the rhythm played except if the poison rhythm is played, which is:

don't play this one!

An indication (tick or cross) will appear on the screen instantly afterwards, so the students will know whether or not it was the poison rhythm.

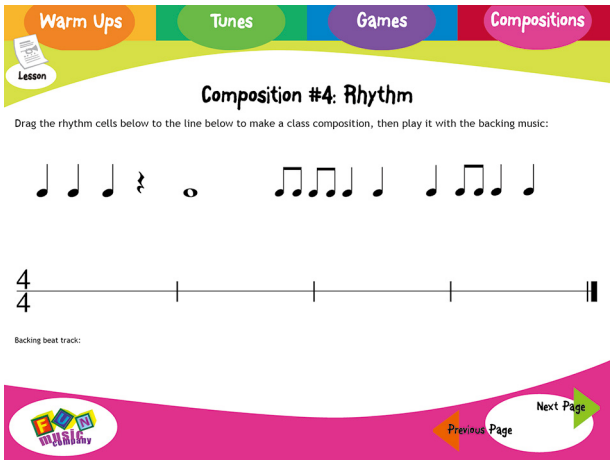
If they make any noise at all with their boomwhacker, then they are 'out' and have to sit down, or whatever rule you make up. This can be a way to 'pack up' the boomwhackers at the end of the lesson. Once they are 'out' then they have to pu



Activity #7: Composition #4

Here we are just dealing with unpitched rhythmic notation, so all boomwhackers can play together in unison.

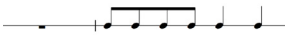
You may even like to vary things around by using other non-pitched percussion for this activity.



Activity #8: Warmup Song 'Wait to Eat the Doughnut'

This uses a whole bar rest, but you don't really have to talk about that much.. just that the song is called 'WAIT to eat the doughnut' so the children are using the concept of a 'rest' in this song.

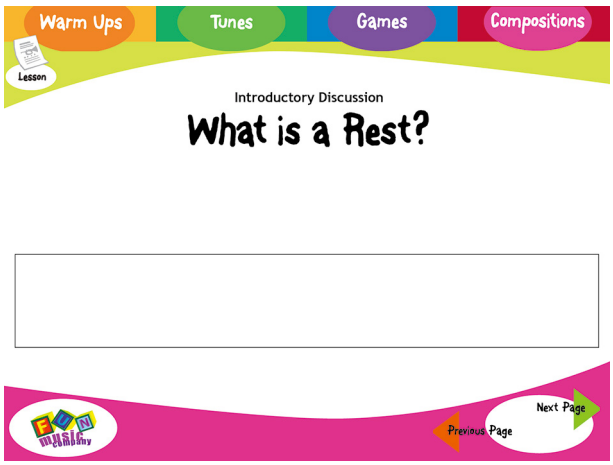
Rhythm used:



Lesson Five

Activity #1: Introduction and Discussion: Rests

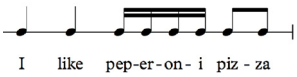
This is optional - it depends on how much you want to focus on theoretical concepts. The idea that musicians rest sometimes, and play other times is a very important concept for all children to understand.



Activity #2: Warmup Song 'I Like Pepperoni Pizza'

Song uses Red, Yellow, Dark Green and purple Boomwhackers.

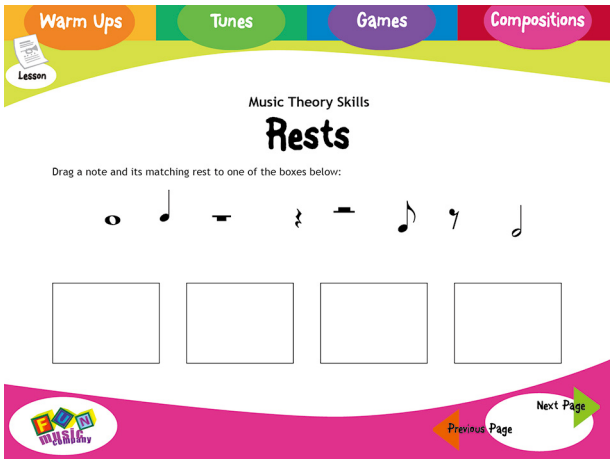
Play this rhythm when character is on screen:



Activity #3: Music Theory Skills: Rests

This again gives students the chance to show their musical knowledge.

Students have to drag the note symbol and its matching rest to the boxes below.



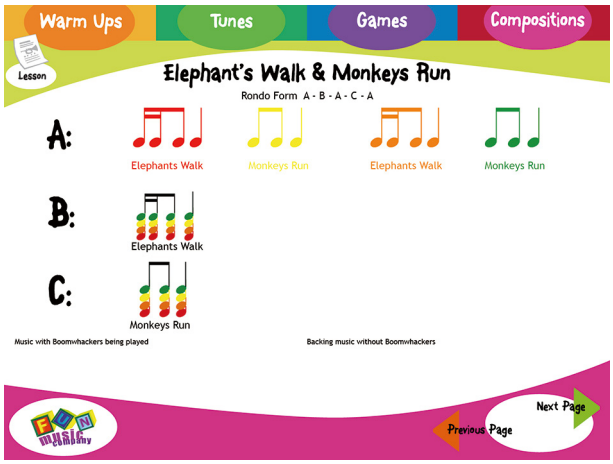
Activity #4: Performance Song: 'Elephants Walk, Monkeys Run'

This piece is very popular with young classes, from grade one upwards.

First, learn the 'elephants walk' and 'monkeys run' rhythms together, and then try the A section as a group.

You can then ask them to discuss what the "notes on top of one another" mean in the B and C sections.

Depending on the students age, you can also use this to discuss the concepts of 'Rondo form' and 'Accellerando' (in the C section).



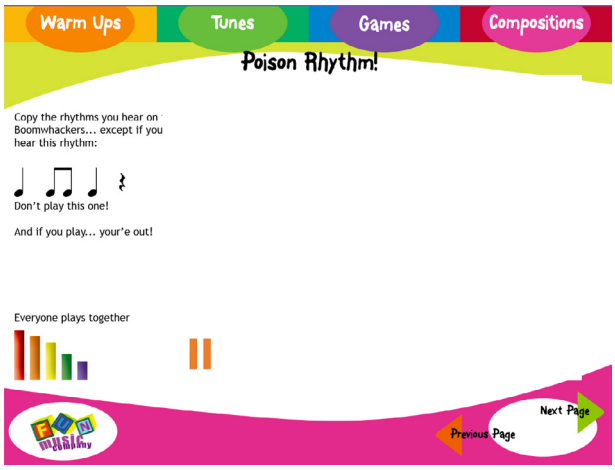
Activity #5: Game: Poison Rhythm

In this game the students have to echo the rhythm played except if the poison rhythm is played, which is:

don't play this one!

An indication (tick or cross) will appear on the screen instantly afterwards, so the students will know whether or not it was the poison rhythm.

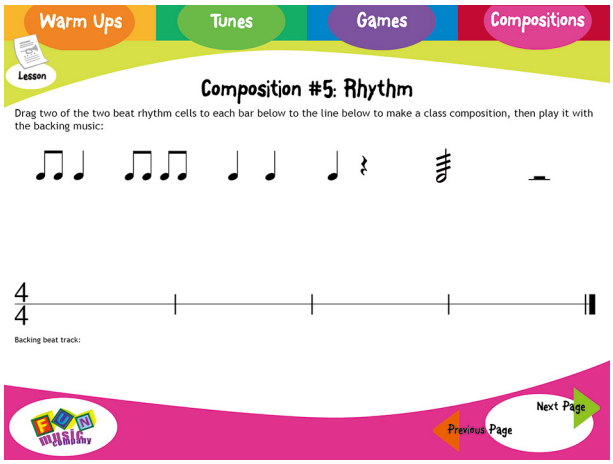
If they make any noise at all with their boomwhacker, then they are 'out' and have to sit down, or whatever rule you make up. This can be a way to 'pack up' the boomwhackers at the end of the lesson. Once they are 'out' then they have to put their boomwhacker away where it belongs.



Activity #6: Composition #5

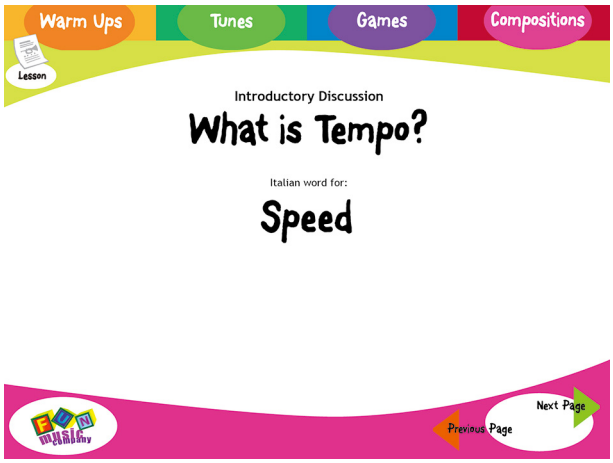
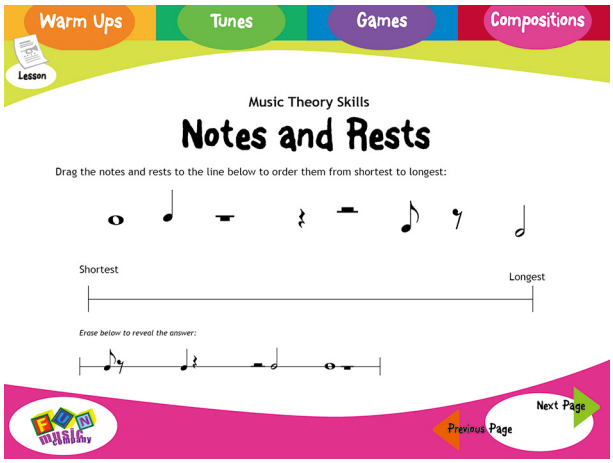
In this activity children are just ordering a rhythm pattern, so they can use any boomwhackers to play.

This one is slightly more complicated in that it involves two beat cells.



Activity #7: Warmup Song ***'Do you see the alligator'*** This uses a slightly more complicated rhythm pattern, so you might want to learn it aurally first: do you see the al-li gat-or	
Activity #8: Revision/Spare You can choose any of the songs or activities from the top menu that the children are familiar with.	

Lesson Six

Activity #1: Introduction and Discussion: What is Tempo? You can use the eraser to reveal 'italian word for speed' after having a discussion with the students and discovering if they know this or not.	
Activity #2: Warmup Song 'Do you see the alligator' This uses a slightly more complicated rhythm pattern, so you might want to learn it aurally first: do you see the al-li gat-or	
Activity #3: Music Theory Skills: Notes and Rests This should be self explanatory by now, as they have already done several of these types of activities. You can go into greater detail explaining the note types and their equivalent rests, or not - it depends on the level of your classes understanding.	

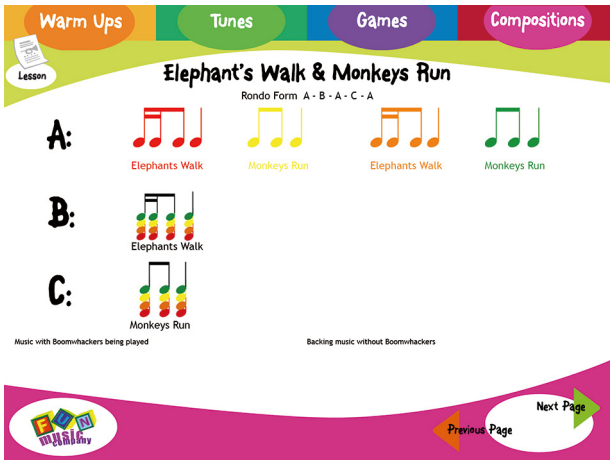
Activity #4: Performance Song ‘Elephants Walk, Monkeys Run’

This piece is very popular with young classes, from grade one upwards.

First, learn the ‘elephants walk’ and ‘monkeys run’ rhythms together, and then try the A section as a group.

You can then ask them to discuss what the “notes on top of one another” mean in the B and C sections.

Depending on the students age, you can also use this to discuss the concepts of ‘Rondo form’ and ‘Accellerando’ (in the C section).



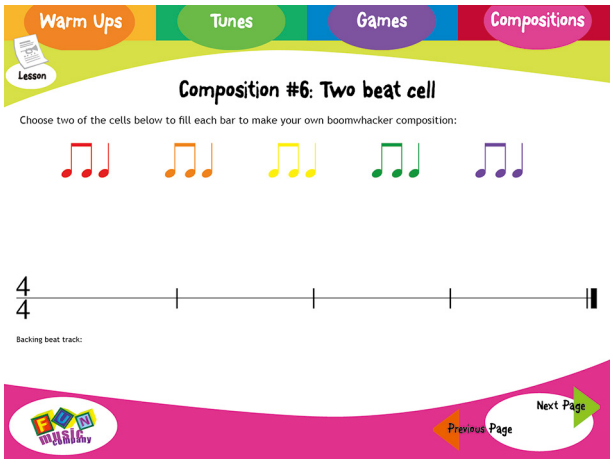
Activity #5: Game: ‘Mystery Boomwhacker’

This game is intended to be an aural training exercise. The objective is to have students learn and recognize the pitch of the boomwhacker they are playing. The coloured balls come on the screen, and the students play if their color is on the screen. However, then a question mark will appear, and they have to play if the boomwhacker they are holding matches the sound they hear from the question mark.

Activity #6: Composition #6

Back to pitched work again, this time with real notation. This uses only pentatonic notes.

Remember that notes can be placed vertically on top of one another as well for harmony.



Activity #7: Warmup Song 'Emporer Penguin Walk' Uses Red, Orange, Yellow, Dark Green and purple Boomwhackers. Optionally you can use 'Octavator' caps if you have them on the purple boomwhackers - this puts the note down the octave which makes it better for this piece. If not, it doesn't matter. Rhythm used: em-por-er pen-guin walk	
Activity #8: Revision/Spare You can choose any of the songs or activities from the top menu that the children are familiar with.	

Lesson Seven

Activity #1: Introduction and Discussion: Pitch

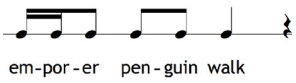
This is left blank deliberately, so you can determine the best way to describe it for your class.

You may want to use a definition like:
'How high or low a note is'

Activity #2: Warmup Song 'Emporer Penguin Walk'

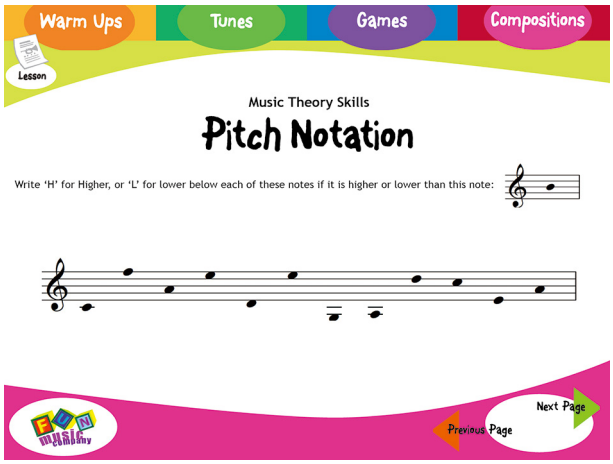
Uses Red, Orange, Yellow, Dark Green and purple Boomwhackers. Optionally you can use 'Octavator' caps if you have them on the purple boomwhackers - this puts the note down the octave which makes it better for this piece. If not, it doesn't matter.

Rhythm used:



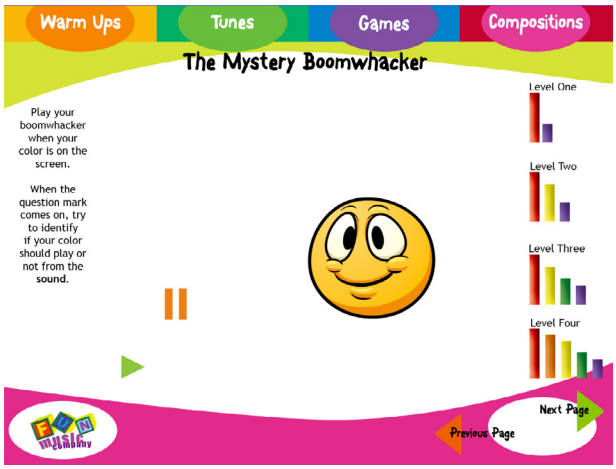
Activity #3: Music Theory Skills: Pitch

This little activity is intended to help children understand that the higher a note is placed on the music staff, the higher in pitch it is.



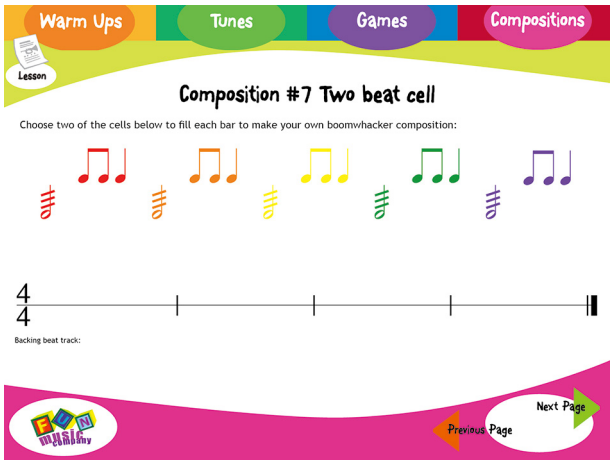
Activity #5: Game 'Mystery Boomwhacker'

This game is intended to be an aural training exercise. The objective is to have students learn and recognize the pitch of the boomwhacker they are playing. The coloured balls come on the screen, and the students play if their color is on the screen. However, then a question mark will appear, and they have to play if the boomwhacker they are holding matches the sound they hear from the question mark.



Activity #6: Composition #7

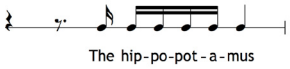
This introduces the notation of the 'roll' or 'rumble' technique as described earlier.



Activity #7: Warmup Song 'The Hippopotamus'

Uses Orange, Yellow, Dark Green and purple.

Once again, its a good idea to practice the rhythm pattern first aurally:



Activity #8: Revision/Spare

You can choose any of the songs or activities from the top menu that the children are familiar with.

Lesson Eight

Activity #1: Introduction and Discussion: Pitch and Duration

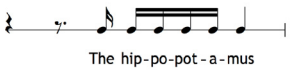
This gives us the opportunity to discuss that each note has a ‘pitch’ and a ‘duration’, by using its colour, and matching that to the Boomwhacker.

Therefore, they can look on the Boomwhacker itself and discover that the pitch of the red one is ‘C’ or ‘Do’, and write that on the board. They can also write the duration as well. Depending on how much depth you are using, you could simply write ‘short’ or ‘long’ in the duration box, or ‘whole note’ and ‘quarter note’ or whatever you wished.

Activity #2: Warmup Song: ‘The Hippopotamus’

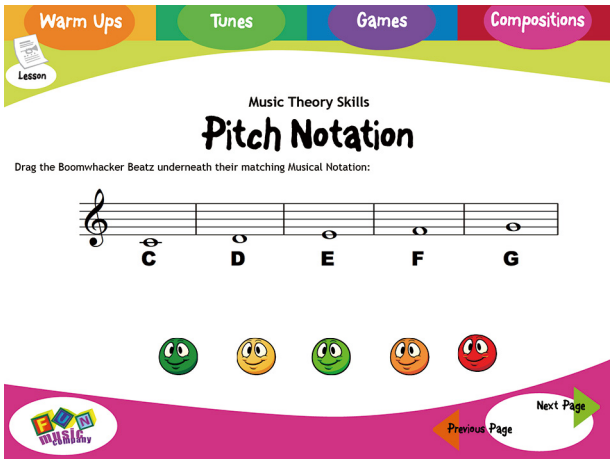
Uses Orange, Yellow, Dark Green and purple.

Once again, its a good idea to practice the rhythm pattern first aurally:



Activity #3: Music Theory Skills: Pitch Notation

The students take turns to come to the board, and drag the boomwhacker beat faces to their matching musical notation. You can reference the first activity if you wish, where they discovered that the red one had a pitch of ‘C’, and then go from there if you wish. They can discover for themselves what the pitches are from looking at the Boomwhackers.



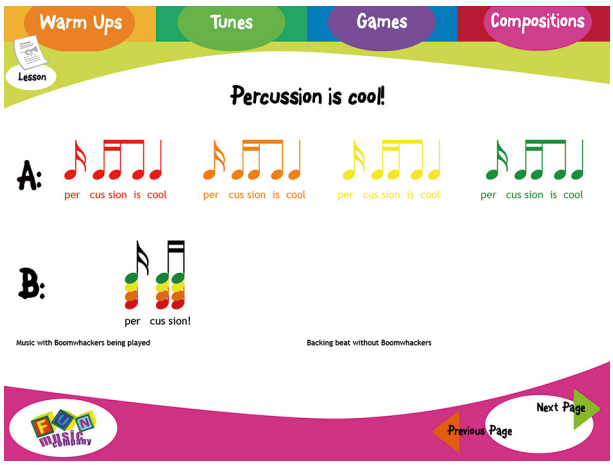
Activity #4: Performance Song 'Percussion Is Cool'

This is very popular with older children, and we have found it works right up to middle school aged children.

First, learn the 'percussion is cool' rhythm as a group. Have them echo it back, and you can optionally talk about how the syllable 'per' is actually *before* the beat or is an 'upbeat'.

The whole form repeats, so you can optionally change to other percussion instruments (djembes, hand percussion, junk percussion etc) for the second repeat if you wish.

You can also add the following ending by teaching it aurally - which we felt it was too complicated to notate on the screen.



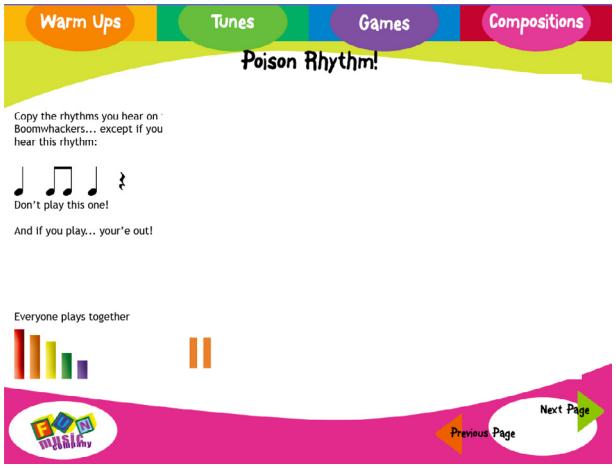
Activity #5: Game "Poison Rhythm"

In this game the students have to echo the rhythm played except if the poison rhythm is played, which is:

don't play this one!

An indication (tick or cross) will appear on the screen instantly afterwards, so the students will know whether or not it was the poison rhythm.

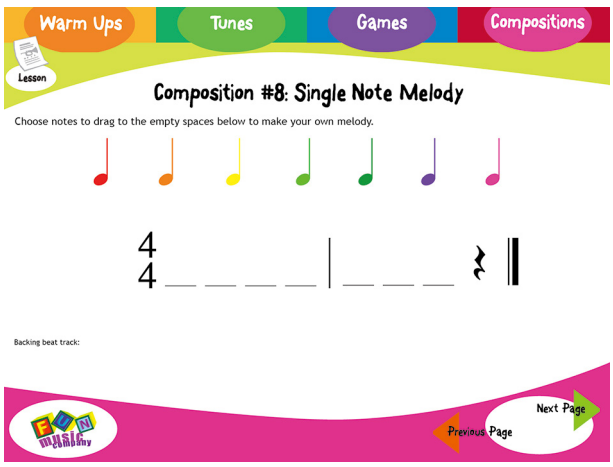
If they make any noise at all with their boomwhacker, then they are 'out' and have to sit down, or whatever rule you make up. This can be a way to 'pack up' the boomwhackers at the end of the lesson. Once they are 'out' then they have to pu



Activity #6: Composition #8

By the nature of being very short, this encourages thinking of just pitch, rather than rhythm elements.

You will need the full diatonic scale for the last three of these composition activities or you may wish to edit the slides first if you only have pentatonic boomwhackers

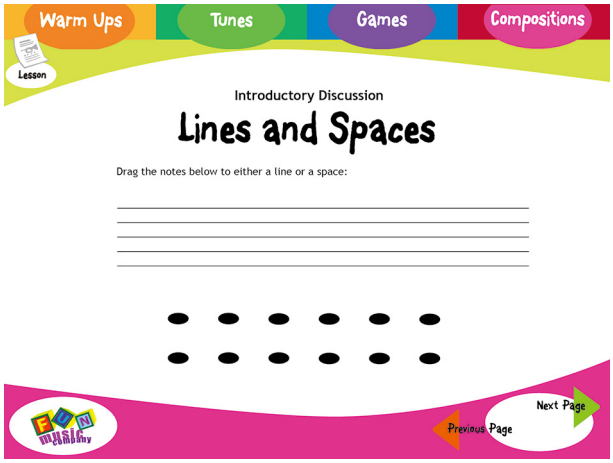


Activity #7: Warmup Song 'Pancakes' This one actually uses some notation which appears on the screen during the animation It is quite self explanatory. Red, Orange, Yellow and Dark green Boomwhackers are needed.	
Activity #8: Revision/Spare	

Lesson Nine

Activity #1: Introduction and Discussion: Pitch Notation - Lines and Spaces

You can use this activity to discuss that notes are placed on lines, or in spaces. Have the children take turns in coming to the board first to place line notes, then to place space notes.



Activity #2: Warmup Song: 'Pancakes'

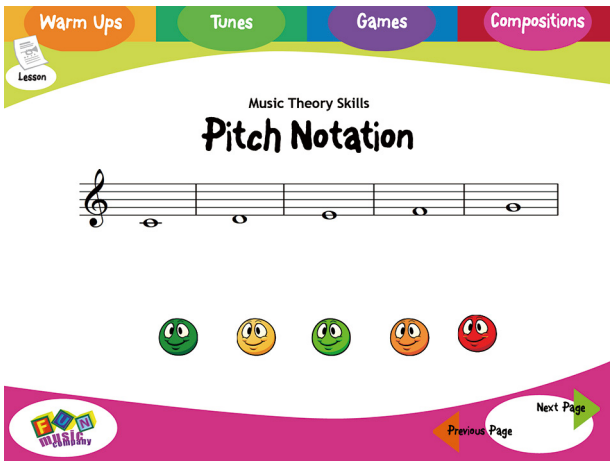
This one actually uses some notation which appears on the screen during the animation

It is quite self explanatory.

Red, Orange, Yellow and Dark green Boomwhackers are needed.

Activity #3: Music Theory Skills: Pitch

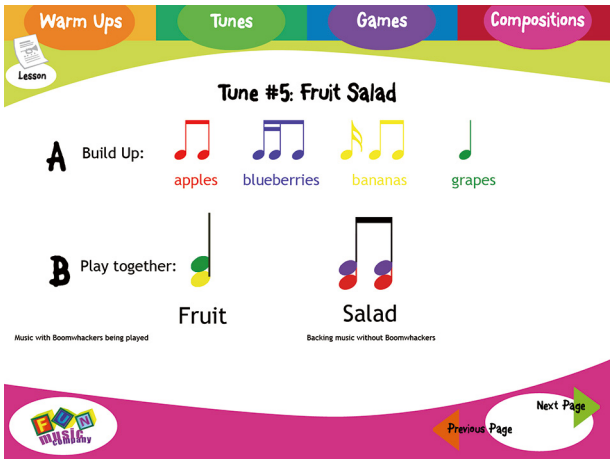
This looks exactly the same as the previous weeks activity, until they realise that there is no letter name notation given. Some clever children who learn music are sure to be able to tell you which ones is C, D, E etc.



Activity #4: Performance Song 'Fruit Salad'

This, like some of the others, uses word sounds to help with learning rhythms. Hopefully the colors of the boomwhackers also match the colors of the fruits!

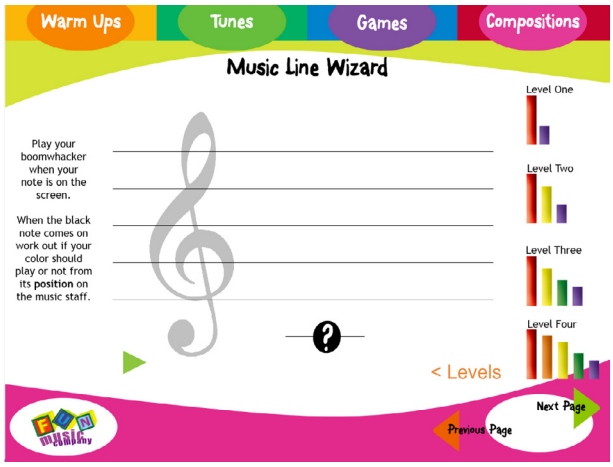
There is an optional bass line part to learn as well for this piece, presented on a second screen.



Activity #5: Game: Music Line Wizard

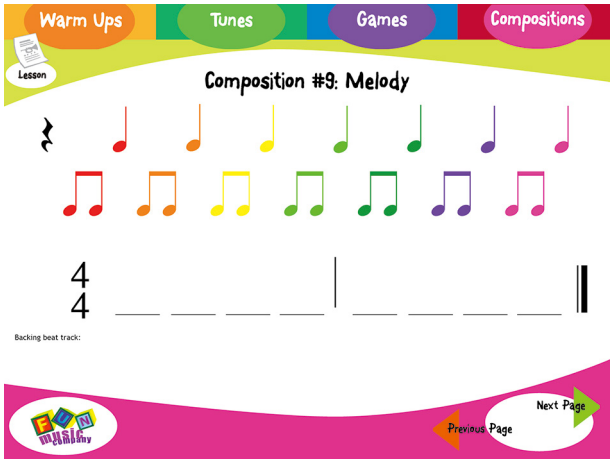
This is intended as a little introduction to knowing where the notes sit on the manuscript. What happens is the notes appear on the screen, and the students have to play them, just like in the warmup activities. However, once they have done a few, a black one will appear, and they have to identify if they have to play or not, based on the notes position, rather than its colour. Eventually its colour is revealed, so they will find out if they were right or not.

Again, you can have students go 'out' if they play at the wrong time if you wish.



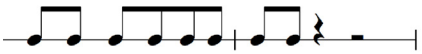
Activity #6: Composition #9

This extends the length and complexity of the composition.



Activity #7: Warmup Song 'Do you see the alligator'

This uses a slightly more complicated rhythm pattern, so you might want to learn it aurally first:



do you see the al-li gat-or

Activity #8: Revision/Spare

You can choose any of the songs or activities from the top menu that the children are familiar with.

Lesson Ten

Activity #1: Introduction and Discussion: Music Notation Summary

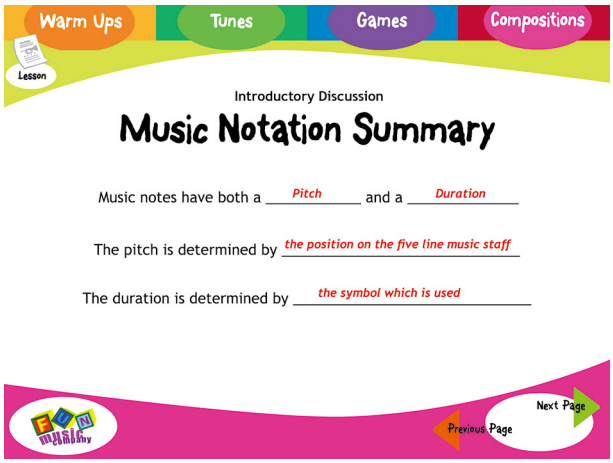
This has answers included as ‘erase to reveal’, which you can choose to use or not.

The definition we have used:

“Music Notes have both a ***pitch*** and a ***duration***.

The pitch is determined by ***the position on the five line music staff***.

The duration is determined by ***the symbol which is used.”***



Activity #2: Warmup Song ‘Pancakes’

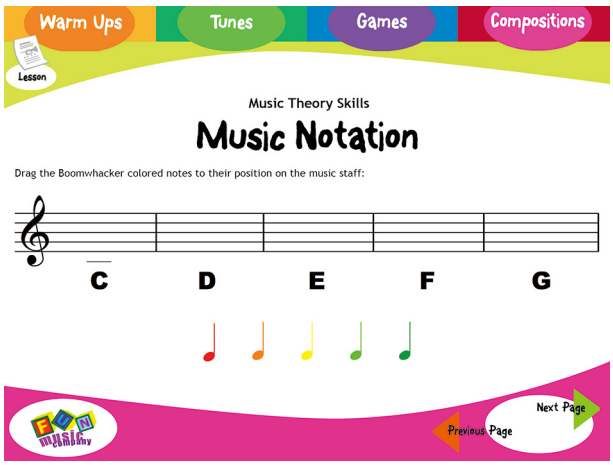
This one actually uses some notation which appears on the screen during the animation

It is quite self explanatory.

Red, Orange, Yellow and Dark green Boomwhackers are needed.

Activity #3: Music Theory Skills: Pitch Notation

In this activity you can have them connect the fact that ‘C’ is the red one, and where it belongs on the music staff.



Activity #4: Performance Song: 'Fruit Salad'

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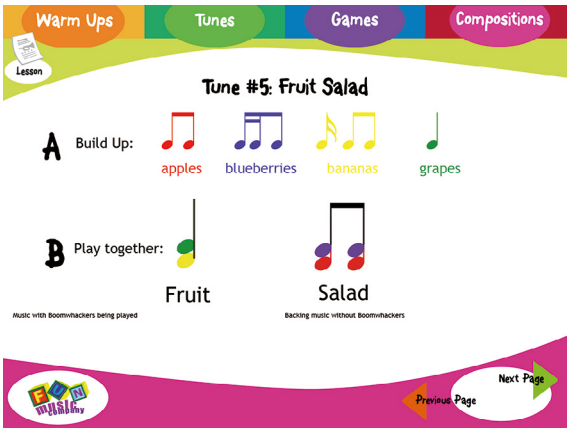
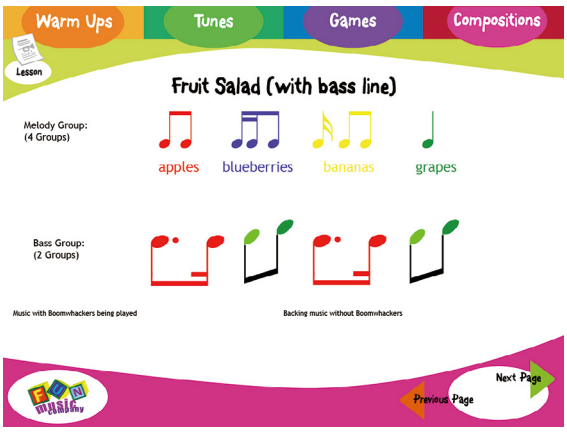
There is an optional bass line part to learn as well for this piece, presented on a second screen.





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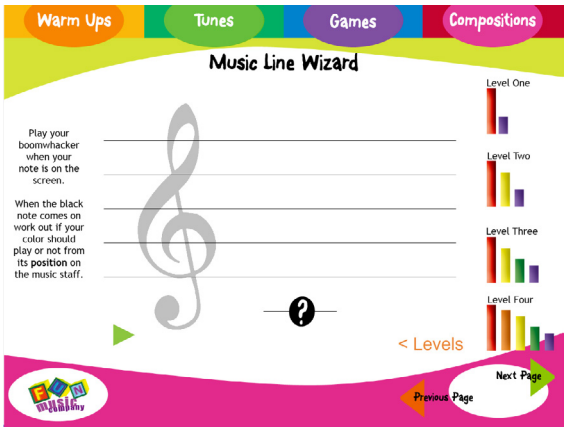
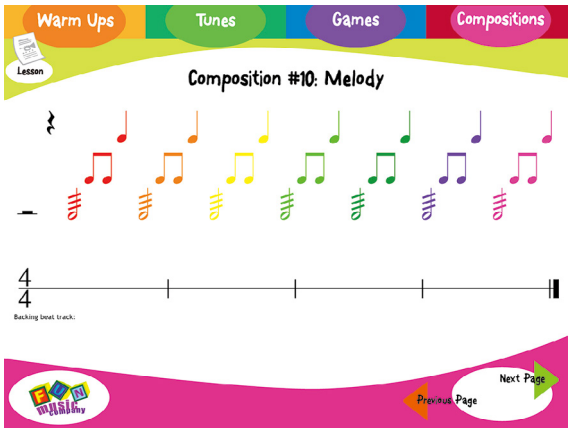


Activity #6: Composition #10

Students can create a full four bar phrase with this one, and a mixture of notes, rests and rolled notes.

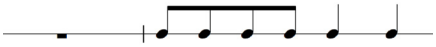


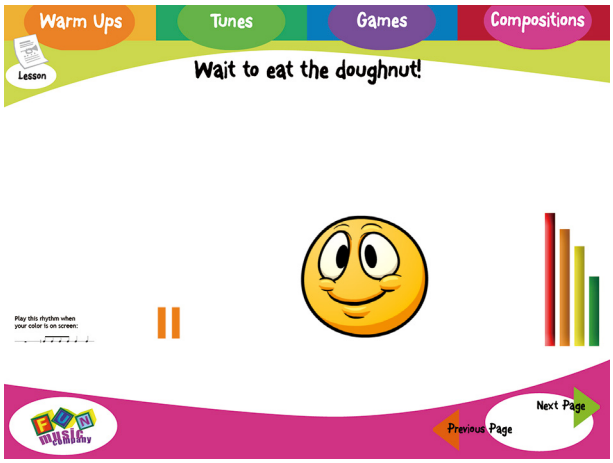
Activity #7: Warmup Song "Wait to eat the doughnut"

A Popular one from early on is revised:

This uses a whole bar rest, but you don't really have to talk about that much.. just that the song is called 'WAIT to eat the doughnut' so the children are using the concept of a 'rest' in this song.

Rhythm used:





Activity #8: Revision/Spare

You can choose any of the songs or activities from the top menu that the children are familiar with.