

Composing with **BOOMWHACKERS®**



Take your students through a sequential process that will enable them to compose with:

- Boomwhackers
- Recorders
- Orff instruments

Songs
Activities
Reproducible
Worksheets

by Denise Gagné
Themes & Variations

Composing with Boomwhackers®

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Songs, Activities Reproducible Worksheets

Take your students through a sequential process that will enable them to compose with Boomwhackers®, recorders or Orff instruments

Includes performance/accompaniment audio

by Denise Gagné

To get your *Enhanced Audio Download for Composing with Boomwhackers®*, visit <https://downloads.musicplay.ca/> and type in the download code below.

If the code is covered scratch the silver label below.

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Table of Contents

Activities and Photocopy Masters:

What are Boomwhackers®?.....	3	Activity #10:	2 Part Rhythm Composition	25	
Activity #1:		Activity #11:	3 and 4 Part Rhythm Compositions.....	26	
Follow the Leader	4	Activity #12:	Orchestrate a Poem.....	27-28	
Activity #2:			Chants and Poems to Orchestrate	29	
Improvisation	5	Activity #13:	Play a Three Note Melody.....	30-32	
Ostinato Patterns to Accompany		Activity #14:	Create a Three Note Melody	33	
Improvisation	6		Melody Template in 4/4	34	
Activity #3:			Melody Template in 3/4	35	
Improvisation Within a Song	7		Melody Template in 2/4	36	
Here's a Song That's Really Neat.....	8	Activity #15:	Play & Create do-mi-so Melodies.....	37-38	
Activity #4:		Activity #16:	Play & Create Pentatonic Melodies.....	39-40	
Create a Rhythm Composition	9		Activity #17:	Play & Create Diatonic Melodies.....	41
Note Squares.....	10-12	Activity #18:	Create a Melody for a Poem.....	42-43	
Activity #5:		Activity #19:	Write Variations on a Theme	44-45	
Write Rhythms on a Beat Chart.....	13		Activity #20:	Write a Song	46-47
Nine Ways to Play Rhythm Compositions.....	13		Manuscript Paper	48	
Beat Charts	14				
Rhythm Compositions.....	15-17				
Activity #6:					
ABA Form - Sing & Play a B Section	18-19				
Activity #7:					
AABA Form - Sing & Play a B Section	20				
Activity #8:					
Sing and Play a Rondo.....	21-23				
Activity #9:					
Rhythm Composition with an Ostinato.....	24				

Songs, Ensembles and Orchestrated Poems

Follow the Leader	4	Two Little Sausages	28
One, One Time for Fun!.....	7	Hot Cross Buns in C/F.....	30
Here's a Song That's Really Neat.....	8	Go Tell Aunt Rhody in C/F	31
Two Part Ensembles	15	Fais dodo in C/F.....	31
Three Part Ensembles	16	Mary Had a Little Lamb in C/F	32
Four Part Ensembles	17	Closet Key in C/F.....	32
You Play It This Way.....	18	Pease Porridge Hot in C/F	38
Did You Ever Hear a Rhythm?.....	19	Johnny One Hammer in C/F.....	38
Pirolito que bate bate.....	19	Let Us Chase the Squirrel in C/F.....	39
Whacky Kind of Sound	20	Make a Friend in C	40
I Like to Play the Instruments.....	21	Rocky Mountain in C.....	40
Tingalayo.....	21	Shortnin' Bread	40
Whacky Kind of Music	22	Tulip Round	41
I Am a Fine Musician.....	23	Scale Round	41
Cheki morena	23	Variations on Hot Cross Buns	44

All About Boomwhackers®

What are they?

Boomwhackers® Tuned Percussion Tubes are brightly colored plastic tubes that are tuned by length to musical notes. They were invented by Craig Ramsell of Sedona, Arizona. He was fooling around with cardboard wrapping paper tubes and discovered they were fun to play with. They can be used to play rhythms, melodies or chords. They are easy enough for very young children to play, but are intriguing enough to hold the interest of teenagers.

Boomwhackers® are available for a reasonable price from most music stores. They are colored according to pitch - C is red, D is orange, E is yellow, F is lime green, G is dark green, A is purple, B is fuchsia and high C is a small red tube. The activities in this book can all be done with four sets of diatonic Boomwhackers® (CDEFGABC). Four sets give you 32 tubes so that each child in the class can have one. (The Pentatonic set has 6 tubes - CDE GA C'.) One of the reasons that Boomwhackers® have become such a big hit is that they are affordable enough for every child to have an instrument. Many elementary schools have only a few barred percussion instruments but every elementary school can afford a set of Boomwhackers®.

The complete diatonic and chromatic scales are available in two octaves. You can add chromatics and bass Boomwhackers® to your basic set. You can also purchase octavator tube caps that make any tube sound an octave lower. The bass Boomwhackers® are quite long and somewhat difficult for younger students to play. My recommendation for younger students would be to use the octavator caps to create a bass sound rather than using the bass Boomwhackers®.

How to play them:

Boomwhackers® will give the same pitch wherever you hit them. However, the timbre changes depending on how you hit them. You can hit them into your hand, on your knee, thigh, shoe, or on the floor. The best sound will result if you hit a few inches from the end of the tube. Experiment to find the best tone. If you want a much louder sound, grasp the tube in the middle and plunk it flat down on the floor. If you want to play faster notes, hold your hand above your thigh and rapidly alternate hitting the Boomwhacker between your hand and your thigh. You can also do this between your knees. You can hit the Boomwhacker with a rhythm stick or with another Boomwhacker. Use common

sense if you choose to whack your body.

Boomwhackers® are very durable and should last indefinitely with normal use. Avoid hitting abrasive surfaces which can scratch the tubes. Longer tubes may wrinkle in the middle if you hit them too hard or hold them incorrectly. The sound won't change if they wrinkle, but they don't look as nice. To avoid wrinkling your Boomwhackers®, hold longer tubes in the middle - not at the end. The tubes will fade if exposed to sunlight. I've used Boomwhackers® inside on carpet and outside on grass and cement. They scratched a little on the cement, but I've had no other problems. You can clean Boomwhackers® with a soft, damp cloth.

Begin with activities that involve the entire class doing the same thing at the same time. The songs and the ensembles that are given in this collection are to be played and sung by the entire class. Give your students lots of experience playing rhythm compositions in class before dividing them into groups to create their own. If your room is too small to have four or five groups composing at the same time, consider taking your students outside to the playground. Save the small group composition activities until the weather is nice enough to go out.

More information about playing Boomwhackers® can be found at www.boomwhackers.com.

What are the Standards?

Standards refer to MENC list of what a quality music program should include. The standards are:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Visit www.menc.org for more information on the standards. This book addresses many of the standards.

Activity #3: Improvisation Within a Song

Objectives: Standards: 1, 2, 3

- ♪ The students will improvise rhythms at the appropriate place in the song.
- ♪ The students will sing the song.

Materials to use:

- ♪ Diatonic Boomwhackers® - one for each student. C D E F G A B C'

To Do:

1. Teach the song by rote.
2. Hand out the Boomwhackers® and have the students sit in a circle. All the students with the big red (C) should sit together. All the students with orange (D) should sit next to them. Continue in this way so that the students can play a C scale. Practice playing the scale several times.
3. Sing the song. Have the big reds (Cs) play with the first measure and improvise for one measure after that. Have the oranges (Ds) play with the words "Two two lots to do" and improvise for one measure after that. Continue in this way until the end of the song.
4. Create movement to go with the song.

One, One Time for Fun!

The musical score is written in treble clef with a common time signature (C). It consists of four staves of music. The lyrics are written below the notes. The first staff contains the first three measures: 'One, one, time for fun!', 'Two, two, lots to do.', and 'Three, three, on your knee.'. The second staff contains the next three measures: 'Four, four, on the floor.', 'Five, five, do the jive.', and 'Six, six, hit those sticks.'. The third staff contains the next two measures: 'Sev-en, sev-en, up to heav-en.' and 'Eight, eight, don't be late.'. The fourth staff contains the final two measures: 'Eight seven six five four three two one' and 'That's all!'. There are first and second endings indicated by '1.' and '2.' above the notes.

One, one, time for fun! Two, two, lots to do. Three, three, on your knee.

Four, four, on the floor. Five, five, do the jive. Six, six, hit those sticks.

Sev-en, sev-en, up to heav-en. Eight, eight, don't be late.

2. Eight seven six five four three two one 1. That's all!

Here's a Song That's Really Neat

Group 1

Here's a song that's real - ly neat. Eve - ry - bo - dy feel the

Group 1 Group 2

beat. It won't mat - ter how you play! Play your rhy - thm an - y

Group 1 Group 1

way. If you like the way you sound

Group 1

pass your rhy - thm all a - round. If you hear a tune that's

Group 2 Group 1

cool pass it all a - round the school.

Materials Needed:

♪ Diatonic Boomwhackers® - C EFG and A are used. D and B are not needed.

To Do:

1. Teach the song by rote.
2. Divide the class into two groups.
Group One plays big red (C) and yellow (E) and dark green (G).
Group Two plays little red (C'), neon green (F) and purple (A).
3. Sing the song. During each of the rests a different group will improvise.

First rest: Group 1 Second rest: Group 1 Third rest: Group 2 Fourth rest: Group 1

















Fifth rest: Group 1 Sixth rest: Group 1 Seventh rest: Group 2 Eighth rest: Group 1

Activity #9: Rhythm Composition with an Ostinato

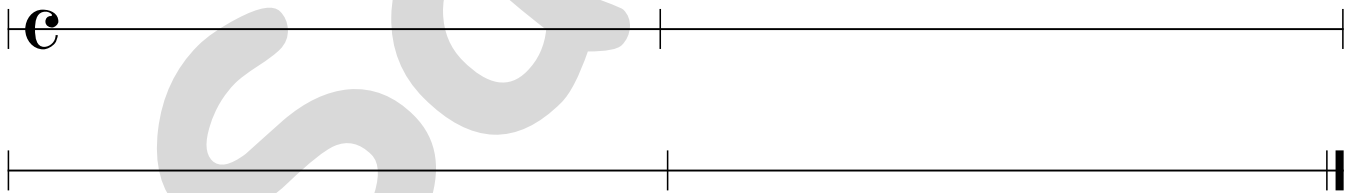
Composed by _____

To do: Write a new rhythm composition using the beat chart. Then copy your rhythm onto the four measure staff below.

Beat Chart One - 4/4 time

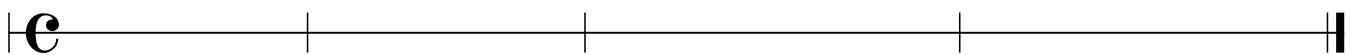
   	   
   	   

Part One



To do: Write a four beat ostinato using the beat chart. Then copy your rhythm onto the four measure staff below. Copy it four times. This is because an ostinato is a repeated pattern.

Ostinato



To do: Perform your rhythm composition with the ostinato. Decide what your form will be.

Activity #20: Write a Song

Objectives: Standards: 1, 2, 4, 5, 8

♪ The students will create their own poem and a melody for that poem.

Materials needed:

♪ C D E G A Boomwhackers® (use pentatonic only the first time you try this activity)

In this activity, the students will write a short poem and create a melody for the poem; in other words, the students will write their own song. If you wish, give the students a topic to write about - choose an animal. Use the example given below to demonstrate the process. Make an overhead of the student page and write out the song using each step.

Step 1: Write a short poem. Sixteen beats is long enough for the first effort.

Step 2: After your poem is written, figure out what the rhythm (the tas and titis) will be. How do the words go? Clap as you say the words. What you clap will be the rhythm. Write the rhythm below the words.

Step 3: Use the Boomwhackers® or sing to choose the notes that you will use. Write the letter names under the rhythms. Sing and play your song. Change any part of it that you don't like.

Step 4: When you like the way your song sounds, write it on the staff.

My cat	likes to	sneak out-	side and	chase a-	way the	birds.
♪	♪	♪	♪	♪	♪	♪
C C	D D	E G	G G	A A	G E	D

Why can't	he just	stay in-	side, sit	on my	knee and	purr?
♪	♪	♪	♪	♪	♪	♪
G G	A G	E D	C E	G G	E D	C

My cat likes to sneak out - side and chase a - way the birds.

Why can't he just stay in - side, sit on my knee and purr?

















Write a Song

Composed by _____

To do: In this activity, you will write a four line poem and create a melody for the poem. You will write your own song!

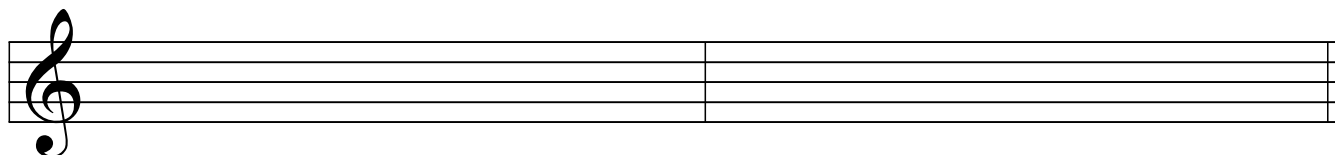
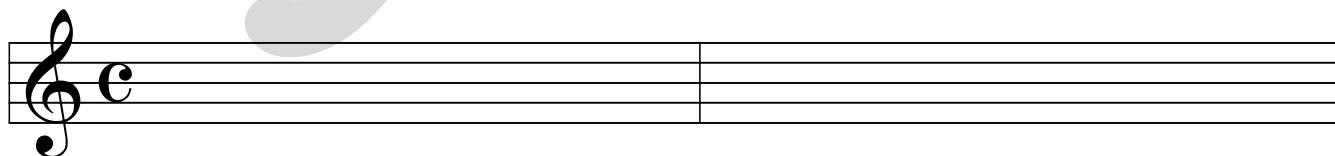
Step 1: Write a short poem. Two or four lines (16-32 beats) is long enough.

Step 2: After your poem is written, figure out where the beats fall. Write the words under the beats. Then, figure out what the rhythm (the tas and titis) will be. Clap as you say the words. What you clap will be the rhythm. Write the rhythm below.

Step 3: Use the Boomwhackers® or sing to choose the notes that you will use. Write the letter names under the rhythms.

Step 4: When you like the way your song sounds, write it on the staff. Write the words below the notes.



Manuscript Paper

Composed by _____

The image displays eight blank musical staves, each beginning with a treble clef. The staves are organized into four pairs, with each pair consisting of two staves. A large, light gray watermark with the word "Sample" is oriented diagonally across the center of the page, overlapping all the staves. Each staff is divided into four measures by vertical bar lines. The bottom-most staff concludes with a double bar line.