

Teach music Reading with



Boomwhackers®

Includes:

- Teacher's guide with songs, lead sheet, and teacher notes
- Projectable Boomwhacker notation with embedded audio
- Worksheets to teach, reinforce and assess music reading
- Accompaniment Tracks

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Themes & Variations

Teach music Reading with Boomwhackers®

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Teach music Reading with Boomwhackers®

Boomwhackers® are light-weight, colored plastic tuned percussion tubes. They were invented by Craig Ramsell in 1995. You can purchase diatonic or pentatonic sets of tubes. To teach the songs in this collection, you'll need 3-6 diatonic sets - C D E F G A B C'. The number of sets you'll need depends on how many students you have in a class. The beginning songs use the notes C D E F G. If you have 20 students, you'll need four sets. If you have 25 students, you'll need five sets. If you have 30 students, you'll need six sets.

Boomwhackers produce musical tones when struck together, on the floor, or against nearly any surface. When struck on the hand or the leg the sound is medium loud. When striking the Boomwhacker on the hand or leg try to find the "sweet spot" a quarter of the way down the tube. You will get good resonance when the Boomwhacker is held one quarter of the way along the tube and is struck about one quarter of the way along the other other end. When you hit a Boomwhacker flat on the floor the sound is quite loud. When one end of a Boomwhacker tube is covered with what the manufacturer calls an Octavator Cap, the pitch it produces is lowered by an octave.

Boomwhackers can be used as a rhythm instrument. If you use the pentatonic scale, C D E G A or D E G A B the tubes can be played all together to play rhythms without the sound being terribly dissonant.

Boomwhackers can be used in the same way that handbells are used as a melodic instrument. One player can play one or two notes of a melody. With four or five players, Boomwhackers can play melodies in the key of C. To play the melodies in this collection, it is recommended to have four sets for a class of 20, or 5-6 sets for a larger class.

Boomwhackers can also be played as a harmonic instrument. When you play three notes at the same time, a chord is produced. If the C E G notes are played at the same time, it creates the C chord. A set of projectables with chord charts is included for all the songs. To perform a song with the chord accompaniments, you need a large class or two classes. Have one class play the chords and the other class play the melody. The chords can play on every beat, or you could give the students a rhythm pattern to play the chords.

It is the goal of this collection to teach students to read rhythms, melodies and chords using Boomwhackers. The first exercises teach or review rhythms, starting with simple quarter note, eighth note patterns and progressing through more advanced rhythms and meters.

The note reading exercises and songs use four or five notes. When teaching recorder you can introduce one note at a time, but this doesn't work with Boomwhackers. You'd need 20+ sets of tubes to be able to play one note songs, so C D E F G are all introduced at the same time. The first songs include the note names in the lyrics so you can sing along. Each of the exercises is given in the projectable twice. The first time the note names are on the note heads, and the second time the notes are colored with Boomwhacker colors. These hints will make it possible for even your weakest readers to participate and play along. If you have some students that need a greater challenge, give them two (or more) Boomwhackers so they have to play two (or more) notes. Songs are repeated to give the exercises a little more length and to provide extra practice for the students. Chumbara and Chopsticks are recorded slow-medium-fast to provide a challenge for the students and a more entertaining performance piece.

Reproducible worksheets and assessments are included in the collection so your students can practice reading, naming, and drawing notes.

1. Rhythm Challenge I

D. Gagne

Fine

D.C. al fine

Jam Session - Improvise!

Teaching Suggestions: The rhythm exercises are included to teach or review rhythms that will be used in this collection. Use pentatonic sets of Boomwhackers® when using them as rhythm instruments. Use CDE GA or DE GAB. If the students are learning the rhythms have them listen to the pattern and echo. If they are able to read the patterns, divide the class into two groups and have one group play the notated pattern and the second group echo. Switch.

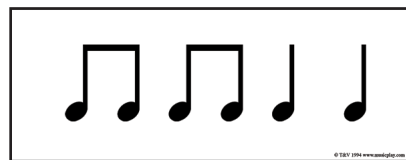
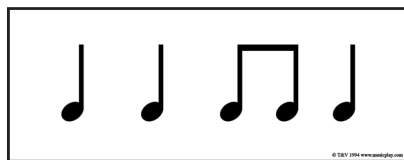
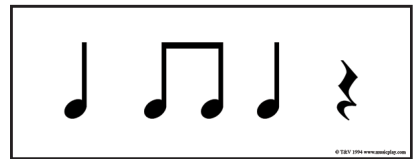
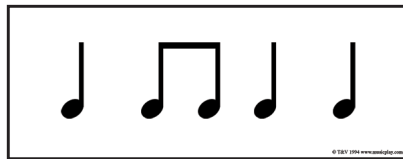
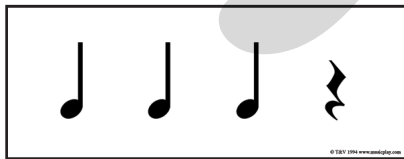
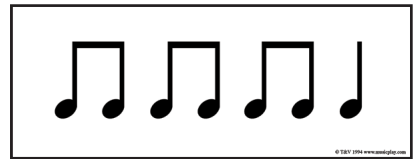
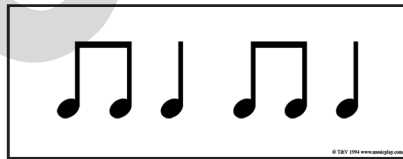
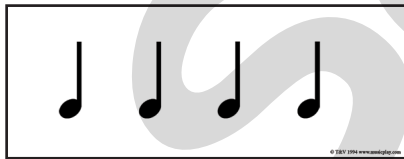
Before you hand out Boomwhackers to your class, teach them this rule: “If you play before I say I’ll take your Boomwhacker away.” To keep management problems to a minimum, try to hand out the tubes as quickly as possible.

Copy Cat Game: When all the students have their tubes, tell them to copy what you do. Immediately lead the class in an exploration of how sound can be made on the tubes. You do the following until students have figured out your pattern, then change patterns.

- hit the tube in your hand 16x
- hit the tube on your leg 16x
- tap the tube on the floor 16x
- bang the tube flat down on the floor 8x
- hit the tube twice in your hand and once on your leg, then rest ♪ ♪ ♪ †
- play this rhythm in your hand, then on your leg ♪ ♪ ♪ †
- create new ways to play and have the students copy. There is a video of this activity in the Musicplay for Middle School Digital Resources.

3. Rhythm game

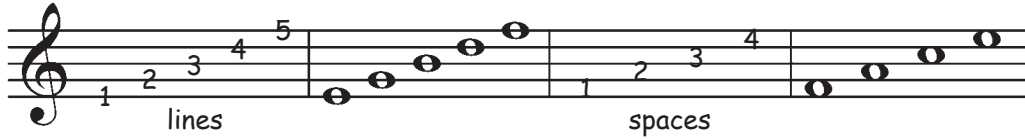
Teaching Suggestions: Choose one of the rhythm patterns that are given. Then, point to the note/ colors that you want to play that rhythm. You can use word rhythms or time names to teach the rhythms. It is also possible to play CDE GA C together, and practice each of the rhythms four times. If there is more music than rhythms, start the rhythms again.



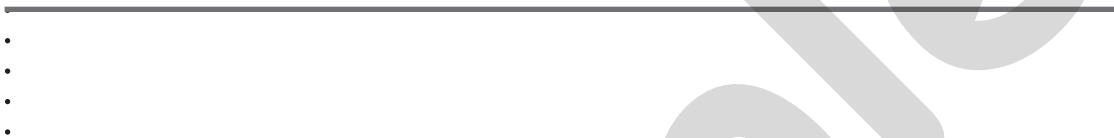
WORKSHEET 1 INTRODUCING THE STAFF

Staff: Music is written on five lines called the *staff*.

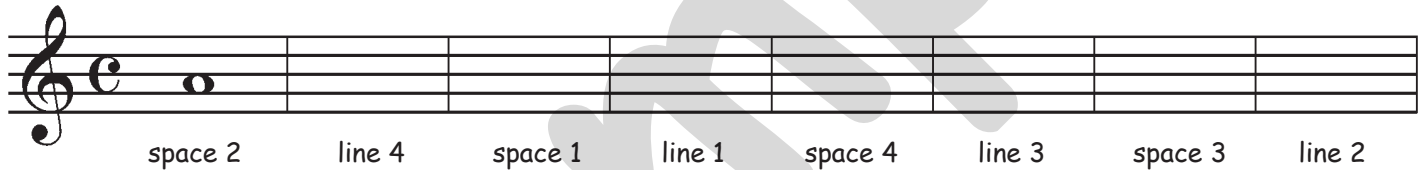
Lines and spaces are numbered from the bottom to the top.



Part A: Join the dots to make a 5-line staff.



Part B: Draw notes on lines and in spaces.



A low pitch is shown by placing the note lower on the staff.

A high pitch is shown by placing the note higher on the staff.

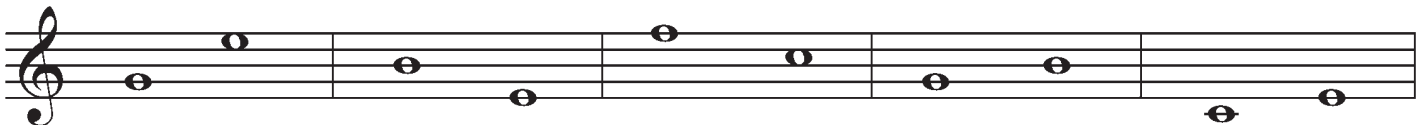


lower sounding notes



higher sounding notes

Part C: Circle the higher note of each pair.



25. Liza Jane

TUBES needed c d e g a c'

2 bar intro

C

There's a gal in Bal - ti - more, L'il Li - za Jane.
If you come and be my own, L'il Li - za Jane.

G7 C

She's the one that I a - dore L'il Li - za Jane.
We'll eat ham and sweet corn pone L'il Li - za Jane.

Oh dear Li - za L'il Li - za Jane.

G7 C Fine 2

Oh dear Li - za L'il Li - za Jane.

Teaching Suggestions: There is a new note value used in Liza Jane. The dotted half note ♩. is used for the first time. This note is held for three beats in $\frac{4}{4}$ meter. I call this note “three-ee-ee” in $\frac{4}{4}$ meter because it is held for three beats. Write some patterns using the dotted half note on the board.

- clap the patterns and have the students echo the patterns

$\frac{4}{4}$ ♩. ♩ | ♩ ♩ ♩

$\frac{4}{4}$ ♩ ♩ ♩ | ♩. ♩

$\frac{4}{4}$ ♩ ♩ ♩ | ♩. ♩

$\frac{4}{4}$ ♩. ♩ | ♩ ♩

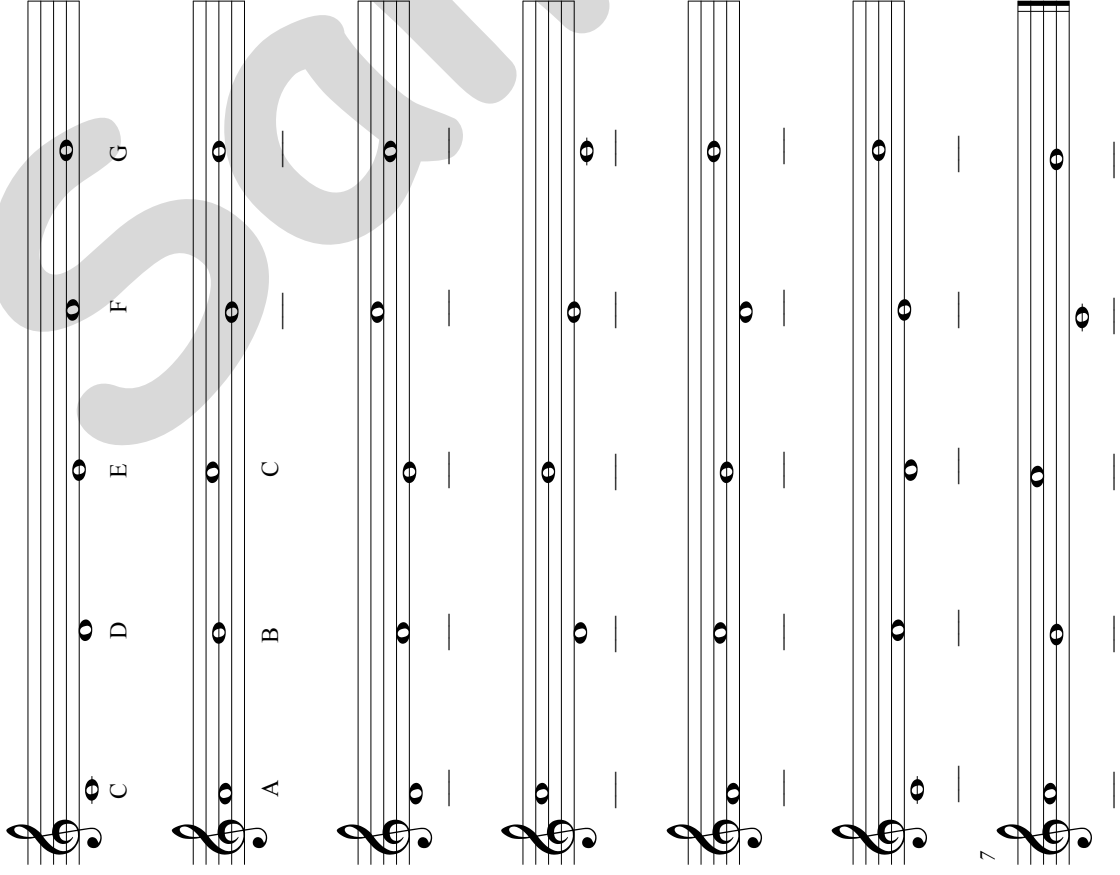
- invite individual students to clap and say the rhythm

- read the rhythms in the song (The last pattern given above is from the song.)

mad minute 1

Name: _____ Class _____

Time: _____ Score: _____ / 27

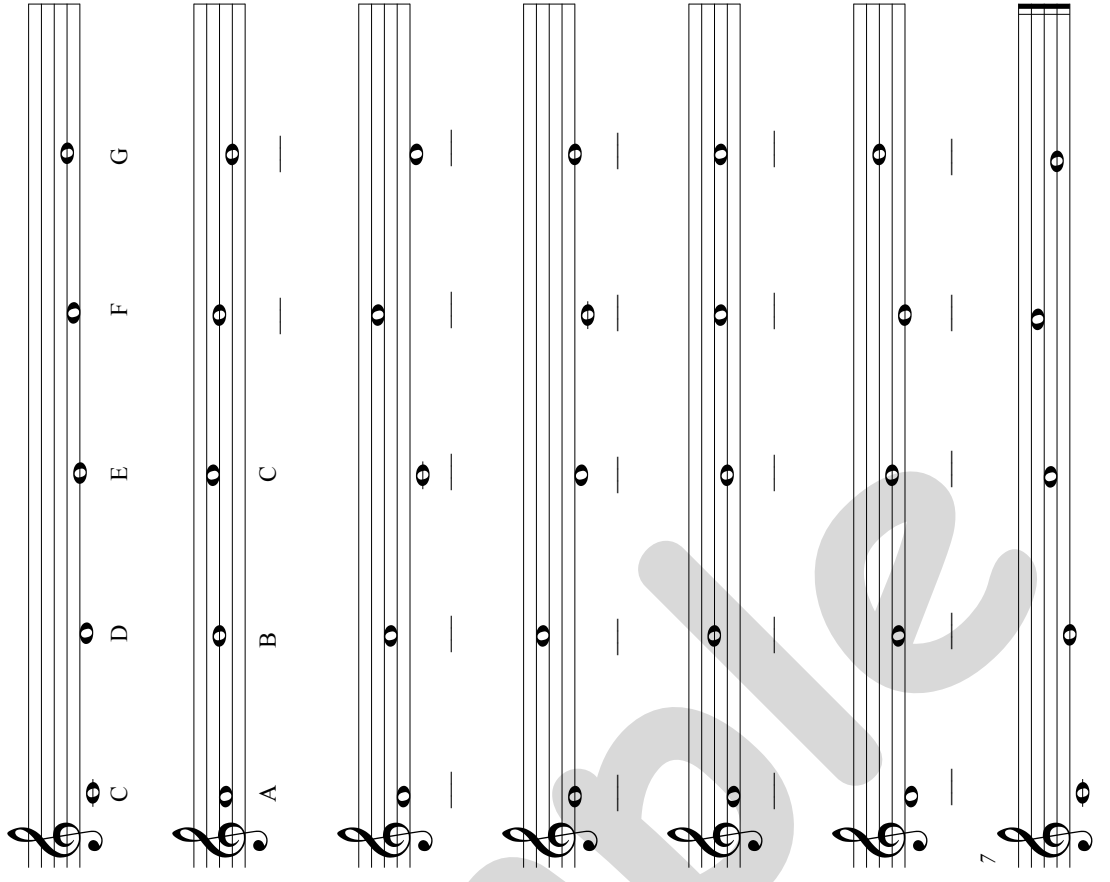


Seven musical staves in treble clef. The first staff contains a sequence of seven notes: C, D, E, F, G, with corresponding letter labels below each note. The remaining six staves each contain a single note on the first line (C) followed by six blank lines for practice.

mad minute 2

Name: _____ Class _____

Time: _____ Score: _____ / 27



Seven musical staves in treble clef. The first staff contains a sequence of seven notes: C, D, E, F, G, with corresponding letter labels below each note. The remaining six staves each contain a single note on the first line (C) followed by six blank lines for practice.