

# Boomwhackers: Level 1

## Course Evaluation Criteria

**Y3:** We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

**Y4:** We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

**Y5:** We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

**Y6:** We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils know how to produce a clear sound from a Boomwhacker.
2. Pupils can recognise notes by the colour of the Boomwhacker.
3. Pupils can perform comfortably in a whole class performance.
4. Pupils can change the octave of their Boomwhacker using an octavator.
5. Pupils can compose and perform a piece of music in small groups.
6. Pupils can understand and structure a chord using three Boomwhackers.
7. Pupils can sight read a song using solfège.
8. Pupils can perform a roll using 3 different techniques.
9. Pupils can read and play crotchets, quavers and minims.
10. Pupils can differentiate between major and minor chords.

## Learning Outcomes

**Course Overview:** This course is about learning a new instrument in a fun, creative and inventive way. Children will get the opportunity to play in different parts of the Boomwhacker orchestra to see where they prefer to be. Every song is taught using colour-coordinated notes, allowing children who struggle to read from a staff to still participate easily. KS2 students will be encouraged to use their music theory knowledge to read the notated music and write and record compositions. Advanced groups will be given the opportunity to play multiple Boomwhackers at the same time, allowing students to construct chords and improve harmony.

**Learning Outcomes:** To have gained a greater understanding of Boomwhacker instrumentation and to know its background. Students will also be able to perform a number of different skills on the instrument and play a number of songs.

## Keywords

### Boomwhackers

#### Playing Techniques

Hit against your body, or against the table.

**The roll** - Using just one or two boomwhackers to sustain notes.

**Vibrato** - Used to create variations in pitch to make the song more interesting.

#### Octavator

Creates a larger range.

#### Chords and chord sequences

Playing three note chords and songs with simple melodies and chord sequences.



## Class Songs

Ebenezer Sneezer	Star Wars Theme
Jacques	Rollin' in the deep
Birthday Rock	How far will I go
Sunny	Ghostbusters
Tetris Theme	Lady Bird



Oh Suzanna
Paris - Do-Re-Mi

## Vocabulary Bank

### Boomwhacker

*A lightweight, hollow, color-coded, plastic tube, tuned to a musical pitch by length.*

### Octavator

*A black cap, which when placed on the end of a boomwhacker, lowers the pitch by an octave.*

### Pitch

*How high or low a note is.*

### Melody

*A sequence of notes that makes a tune.*

### Chords

*Two or more notes played together at the same time.*

### Solfège

*A scale sung to syllables.*

### 12-Bar Blues

*A popular chord progression.*

# Boomwhackers: Level 2

## Course Evaluation Criteria

**Y4:** We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

**Y5:** We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

**Y6:** We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.1. Pupils know how to produce a clear sound from a Boomwhacker.

1. Pupils can explain what the word pitch means.
2. Pupils can demonstrate how to play the boomwhacker confidently.
3. Pupils can identify Crotchets, Quavers and Semiquavers.
4. Pupils can play an accompaniment to a song using chords.
5. Pupils can play a song in a ternary structure.
6. Pupils understand what ternary structure is.
7. Pupils can play both as a large ensemble and in smaller ensembles like duets and trios confidently.
8. Pupils understand the difference between Composition and Improvisation.
9. Pupils can explain the difference between melody and harmony.
10. Pupils can compose a short piece of music with two-parts.

## Learning Outcomes

**Course Overview:** This course builds on the knowledge pupils will have gained from Level 1. Pupils will use the instruments to explore more complex rhythmic notation, chordal accompaniments, melody and harmony, improvisation and musical structures. Pupils will develop their performance skills and they will perform more difficult pieces of music. Pupils will have the opportunity to explore which playing techniques work best for them, in order to create the best sound from the instruments.

**Learning Outcomes:** Pupils will have a more in-depth understanding of how the Boomwhackers can be utilised. They will be able to play with more accuracy and use different playing techniques confidently. Pupils will be able to explain the meaning of keywords such as pitch, chords, melody, harmony, improvisation, ternary structure and duets.

## Keywords

### Boomwhackers

#### Playing Techniques

Hit against your body, or against the table.

**The roll** - Using just one or two boomwhackers to sustain notes.

**Vibrato** - Used to create variations in pitch to make the song more interesting.

#### Octavator

Creates a larger range.

#### Chords and chord sequences

Playing three note chords and songs with simple melodies and chord sequences.



## Class Songs

Ebenezer Sneezer	Star Wars Theme
Jacques	Rollin' in the deep
Birthday Rock	How far will I go
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Paris - Do-Re-Mi

## Vocabulary Bank

<b>Boomwhacker</b>	<i>A lightweight, hollow, color-coded, plastic tube, tuned to a musical pitch by length.</i>
<b>Octavator</b>	<i>A black cap, which when placed on the end of a boomwhacker, lowers the pitch by an octave.</i>
<b>Pitch</b>	<i>How high or low a note is.</i>
<b>Melody</b>	<i>A sequence of notes that makes a tune.</i>
<b>Chords</b>	<i>Two or more notes played together at the same time.</i>
<b>Solfège</b>	<i>A scale sung to syllables.</i>
<b>Composition</b>	<i>How music can be created and written</i>
<b>Harmony</b>	<i>2 or more different notes played at once</i>