

## Boom Laka Laka Ting

**Approach:** Team

**Level:** Year 4 and year 8

**Focus:** Composing and performing rhythmically appropriate music to match some words.

**Resources:** 4 word charts containing the words, musical instruments: drum, agogo, 1 egg maraca, set of cymbals.

### Question/instructions:

In this activity we have some fun words that are really good for using with invented rhythms and music. Here are some sheets with the words for **Boom Laka Laka Ting**.

Hand out word sheets.

#### Boom Laka Ting

BOOM laka laka ting.

BOOM laka laka ting.

TING laka laka boom.

TING laka laka boom.

BOOM laka laka laka.

BOOM laka ting laka.

To help everyone get used to the words, we'll practise reading them together a couple of times.

**Lead students through the words a couple of times without giving a lead on rhythmic expression. The intention is to establish familiarity with the words.**

These words could be made to sound a lot of fun by saying or singing them in bright and lively ways, and by adding some music to them. You could even make up a special rhythm for the way they are said or sung.

I will give you some musical instruments, and your team is to work out, and practise, a way for saying or singing the words that makes them sound like a lot of fun. You will need to use your time and practise well so that you can do a good performance. You will have about 5 minutes to practise on your own, then I will ask you to do a special performance for me.



**Put out instruments. Allow 5 minutes for practising a performance. Generally withdraw while students are working but give encouragement if needed to keep on task.**

Now it's time for you to do your performance of **Boom Laka Laka Ting**. You can do it two times, then at the end tell me which performance you liked most.

**Students perform.**

### PERFORMANCE

% responses

y4 y8

#### Overall vitality/ colour

strong 11 12

moderate 45 58

weak 44 30

#### Rhythmic inventiveness

strong 9 10

moderate 33 40

weak 58 50

#### Contribution of instruments

strong 3 4

moderate 29 35

weak 66 59

absent 2 2

#### Contribution of singing

strong 2 2

moderate 21 34

weak 73 56

absent 3 8

#### Coherence of group performance

high 6 4

quite high 25 28

moderate 40 49

low/no choice 29 19

**When finished, sit together again.**

Tell me about which of your performances you liked better, and why you thought it was the better one.

not marked

### Commentary:

About 10 percent more year 4 than year 8 teams performed at a "weak" level on this task, but there were only slight differences between year 4 and year 8 in the percentages of teams achieving high ratings. Those percentages were consistently low.