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:

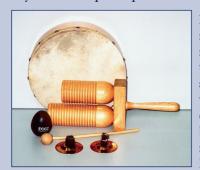
In this activity we have some fun words that are really good for using with invented rhythms and music. Here are some sheets with the words for **Boom Laka Laka Ting**.

Hand out word sheets.

Boom Laka Ting	To help everyone get used to the words, we'll practise read-
BOOM laka laka ting.	ing them together a couple of times.
BOOM laka laka ting.	Lead students through the
TING laka laka boom.	words a couple of times without giving a lead on rhythmic
TING laka laka boom.	expression. The intention is to establish familiarity with the
BOOM laka laka laka.	words.
BOOM laka ting laka.	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.

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.

	% rest	honses	
PERFORMANCE		y 8	
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			
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			