



BOOMING *patterns*

M A T H A N D M U S I C



CONTENT	FINE ARTS
Math: Students can identify, create and manipulate patterns.	Music: Students can use instruments alone and with others. Students can identify, create and manipulate ostinatos.

Materials:

- * 1 classroom set of Boomwackers
- * Index cards in Roy G. Biv colors labeled with ones, tens and hundreds

Extensions:

Create a hand pattern to do with music of your choice using the colored index cards (each other receives a certain amount or type of hand clap).

- 1.) Students review units of ones, tens and hundreds in math.
- 2.) Have students get into groups of 3-4 and hand each group a stack of colored index cards. The index cards should be in Roy G. Biv colors and on one side contain a number in the ones, tens or hundreds, with lighter colors being higher numbers and lower numbers being darker colors.
- 3.) Have students arrange their cards in a pattern, first by color. Then, show students the class set of Boomwackers. Ask them what they notice (ie: same colors as cards, different sizes, tube shape, etc).
- 4.) Show students how to play the Boomwackers (tapping them lightly on any surface, hand or on the body) and that each different color makes a different sound because the colors are associated with the size of the tube. The longer tubes make lower sounds and the shorter tubes make higher sounds.
- 5.) Have students match their colored index cards with the same color Boomwackers and “play” their pattern for the class.
- 6.) Repeat steps 3-5, but this time arrange the cards in a pattern with the numbers on the cards. See if playing this pattern sounds any different.
- 7.) Review why patterns are important (they make solving an equation or playing music easier) and how they can be used in different situations.



Patterns Test:

Students can successfully perform a self-created pattern with their boomwackers that uses ones, tens or hundreds. Students can use their index cards as their music notation.

