

BOOM! WHACK! POP!

Play-Along Pops for Boomwhackers®
or Barred Instruments
By Tom Anderson

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INTRODUCTION

This book invites students to play along with eight favorite pop songs using colorful tuned percussion tubes. Along the way, students will learn teamwork and technique—and have a lot of fun doing it!

All you need to get started is one or more eight-note C major diatonic sets of Boomwhackers®. Have students hold and play one or two of the tubes at a time. They can strike their own hands, knees, the floor, or the back of a chair to produce the pitch. Experiment with different timbres in your room. Three songs suggest the use of Octavator™ tube caps, which lower the pitch by an octave when used—very cool!

Feel free to assign and explore the pieces in any order, as they align with your own curriculum and performance schedule. Most importantly, have fun performing some of the best-known pop songs of our time!

INCLUDED WITH THIS BOOK

- Teacher scores (in the book) show notated piano introductions, endings, and chord symbols.
- Color-coded and black-and-white student parts (to print or project) are provided online.
- Suggestions for other pitched classroom instruments are offered throughout.
- Singing is not required, but you may invite some students (or all students) to sing along, using the singer PDFs included with the online media.
- Full-performance and accompaniment-only recordings are also included with the online media.

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DON'T STOP BELIEVIN'

Words and Music by
Jonathan Cain, Neal Schon, and Steve Perry

BOOM! (What to play)

Part	Number of Players	Suggested Pairings	Alternate Instrument
BW 1	4-7	Student 1: D & E Student 2: G Student 3: A & B Student 4: C & C*	bass xylophone
BW 2	3-6	Student 1: D & E Student 2: G & A Student 3: B & C	alto xylophone

WHACK! (How to play)

This power ballad builds throughout. Observe the dynamics, which increase in volume. The intensity of the performance should build so that the chorus is the climactic section. The form of this song is unique because the chorus does not appear until the end. Encourage students to sing the final "Don't stop!" with conviction and confidence.

Musical Sections:
Verse—tells the story using the same melody each time
Bridge—sometimes called the pre-chorus, a transitional section that helps the song build
Chorus—also called the refrain, a repetitive section often including the song's title in the lyrics

Form:
Verse → Bridge → Chorus → Chorus

POP! (Fun facts)

- Recorded by the American rock band Journey in 1981
- Power ballad, which is an emotional style of music
- 18-times platinum-certified single
- Featured in the 2005 Broadway musical *Rock of Ages*
- Resurgence of popularity in 2009 when featured on the TV series *Glee*

AUDIO TRACKS

PERF | ACC w/singer | ACC only

1 2 3

Audio tracks

PAIRING EXERCISES

Exercise 1:

Boomwhacker® parts are intended to be broken up amongst many students. For example, each pitch in this exercise can be assigned to a different student—or group of students if you have multiple class sets of Boomwhackers®:

A musical staff in 4/4 time with a treble clef. The melody consists of four measures: four quarter notes (C4, D4, E4, F4), four quarter notes (G4, A4, B4, C5), four quarter notes (B4, A4, G4, F4), and four quarter notes (E4, D4, C4, B3). Brackets above the staff assign each measure to a student: Student 1 (first measure), Student 2 (second measure), Student 3 (third measure), and Student 4 (fourth measure).

The same exercise could be played with as few as two students—with one Boomwhacker® in each hand:

A musical staff in 4/4 time with a treble clef, identical to the first exercise. Brackets above the staff assign the first two measures to Student 1 and the last two measures to Student 2.

It's often fun to alternate back and forth between two students:

A musical staff in 4/4 time with a treble clef, identical to the first exercise. Brackets above the staff assign the measures alternately: Student 1 (first and third measures), Student 2 (second and fourth measures).

To play this exercise with three students, try having two who are each responsible for one pitch. Then challenge a third to play the remaining two pitches:

A musical staff in 4/4 time with a treble clef, identical to the first exercise. Brackets above the staff assign the first two notes of each measure to Student 1, the next two notes to Student 2, and the entire measure to Student 3.

WIPE OUT

by
The Surfaris

BOOM! (What to play)

Part	Number of Players	Suggested Pairings	Alternate Instrument
BW 1	2–3	Student 1: D & A Student 2: G	bass xylophone
BW 2	2–4	Student 1: D & A Student 2: E & G	alto xylophone

WHACK! (How to play)

This '60s surf-rock hit features many talents of the performers. In addition to playing their parts, students clap their hands and stomp their feet. A steady beat is key when performing body percussion—don't rush! Invite everyone to enthusiastically shout "Wipe Out!" at the end.

Musical Sections:

Melody—the tune of a piece of music

Stop-time—a rhythm played by the accompaniment using heavy accents

Coda—the closing measures of a song

Form:

Melody → Stop-time → Melody → Stop-time → Melody → Coda

POP! (Fun facts)

- Recorded by The Surfaris in 1963
- 12-bar blues using the I, IV, and V chords
- Reached #2 on the *Billboard* Hot 100
- Features a drum solo based on a cadence from the drummer's high school band

AUDIO TRACKS

PERF | ACC w/singer | ACC only
4 5 6

GHOSTBUSTERS

Arranged by
TOM ANDERSON

Words and Music by
RAY PARKER, JR.

Ghostly '80s rock (♩ = ca. 116)

(Drums intro)

PIANO

mp

INTRO

A G D

f

3 **VOICES**

(Shout)

f

mf

Ghost - bust-ers! There's
Ghost - bust-ers! You're

A G D A G D A G D

continue sim.

VERSE

6 A G D A G D A G D

some-thin' strange in your neigh - bor - hood, who ya gon-na call? Ghost -
see - ing things run-nin' through your head, who ya gon-na call? Ghost -

BW 1

mf

BW 2

mf