

Pop Toob Play!

Indiana Music Educator Association Conference
Friday, January 12, 2018

Marcia Working

Director of Crescendo Academy of Music Orff Studio
Kalamazoo, MI and
Education Consultant for Music Is Elementary
5228 Mayfield Rd.
Cleveland, OH 44122
(800) 888-7502

workingmarcia@yahoo.com
www.MusicIsElementary.com



What is a Pop Toob?

- Pop Toobs are plastic tubes which you can use to make shapes and sounds. They are also a great tool when working with vocal development. Students really enjoy them. Pop Toobs are made by Slinky and are available at Music Is Elementary vendor booth.
- When introducing Pop Toobs, allow some play time, especially when they are a new tool for students. **If students figure out how to use the pop toob as a phone, make sure they DO NOT shout into someone's ear with it.*
- Let students share some of the ways they used the pop toobs.

Vocabulary: My students created this vocabulary during their first week of exposure to Pop Toobs.

- RESTING POSITION—Pop Toob on the floor in front of you with your hands on your knees.
- SCRUNCH—push the Pop Toob together in small “hand sized” increments.
 - Controlled scrunch = scrunch to a beat
 - Speed scrunch = see how fast you can scrunch and then hold it up.
- STRETCH—stretch the Pop Toob out all or part way
 - Controlled stretch is to a beat
 - “The Wave” is just like the wave at a sporting event, using the “domino effect”
- CROAK—hold the Pop Toob completely scrunched together, pushing into the center with your thumbs and bend the Pop Toob to create a croaking sound.
- RUB—extend the Pop Toob and rub its sides together
- THWACK—extend the Pop Toob, hold both ends and create a U shape, then hit the floor with it!
- POP—stretch the Pop Toob and connect the ends. On the count of 3, pop apart as a group.
- SQUIGGLE—pretty much what it says. Squiggle the stretched Pop Toob, or wrench while stretching. You get some different sounds. Have fun experimenting.
- WHIRL—Stretch the Pop Toob and whirl it around over your head, in front of you or to the side. Cool sounds abound! **I don't allow students to do this at school unless I control the circumstances.*

If you come up with different sounds and names for them, please email them to me. I'd love to add them to our vocabulary. (workingmarcia@yahoo.com)

SIDE NOTE:

I've had a few students with sensory issues who had a hard time touching and manipulating the Pop Toobs. With permission from the classroom teacher and/or special needs teacher, several Pop Toobs were made available in their classroom for further exploration. Students did overcome the tactile issues they were experiencing.

TITLE: Making Letters and Shapes to Show Musical Form

SOURCE: Marcia Working—Indiana Music Conference January 2018

CONCEPT: Listening to, analyzing, and describing music

EQUIPMENT NEEDS: Pop Toobs—one for each student; recording of choice (I'm using "Staccato Legato" by Kerri Lynn Nichols from "Music for Dancers" CD

Imitation:

- Before handing out the Pop Toobs, set your parameters. Allow for play time as needed.
- Have students imitate the shapes you create. Do several such as a triangle, circle, square, etc.
- What about making letters?

Exploration:

- Have students make the first letter of their first name. How about their last name? Give them time to explore.
- Can you come up with any new shapes or letters if you work with a friend?
- Allow time for students to work in pairs or 3's to come up with new shapes or letters. Teacher walks and observes.
- Let students share with the class if time permits.
- NEXT TIME: Divide the class into 5 groups. Each student has a Pop Toob. Put the groups on the perimeter of the room, as far from each other as possible. Whisper to each group what letter they must make by combining their toobs. One group makes an *M*, next group *U*, then *S*, *I*, *C*.
- As a group finishes their letter, put it on the floor in the center of the room (making room for any missing letters of course.) When every group is finished, they will spell MUSIC. You'll be amazed at how excited younger students get at this discovery.

Developing Skills:

- Sing a simple song that students are either familiar with or can learn quickly. Example: AB Song

AB Song

Marcia Working



This is the A sec- tion, A sec- tion, A sec- tion. This is the A sec- tion now it's on to B.



Sec - tion B is diff - 'rent you can see. And now it's back to A.



This is the A sec- tion, A sec- tion, A sec- tion. This is the A sec- tion. Now our song is done.

- Analyze the melody as a class. The AB Song is obvious: A B A
- Working in groups, have students show the form with Pop Toob shapes.
- Repeat this process with a different song such as "Scotland's Burning" or "Twinkle, Twinkle."

<p>Create: Listen to a new piece of music—perhaps something instrumental. (<i>I'm using "Staccato Legato" by Kerri Lynn Nichols from Music for Dancers CD</i>)</p> <ul style="list-style-type: none"> • Have an initial discussion of what was heard—focusing on the short and long sections of the music. • Have students work in pairs or small groups. They need to make two different shapes, one to show the short/sharp music (staccato) and a contrasting shape to show legato. • Play the song again, with students displaying their shape during the different sections.
<p>Reflection: Were students able to problem solve how to make letters with the Pop Toob? Did they work cooperatively in groups? Were the Pop Toobs a useful tool to showing the form of a piece of music? Are students able to verbalize the purpose of the activity and verbalize the definition of form/legato-staccato?</p>
<p>Teacher Reflection/Evaluation: This is a great way to evaluate student understanding of form and/or style.</p>

TITLE: Using Pop Toobs as Phonic Phones with "The Frog Round"

SOURCE: Marcia Working—Indiana Music Conference January 2018

CONCEPT: Singing alone and with others, a varied repertoire of music

EQUIPMENT NEEDS: Pop Toobs-one for each student;

SIDE NOTE:

I am using the example of singing a round, but this technique also works well with part singing and partner songs.

<p>Imitation:</p> <ul style="list-style-type: none"> • Before handing out the Pop Toobs, set your parameters. Allow for play time as needed. • Chances are, a student figured out how to use the Pop Toob to listen to themselves or someone else. Demonstrate how to make a listening device out of the Pop Toob. EMPHASIZE SAFETY! You should never shout into the Pop Toob. <i>You should use your hand as the mouthpiece and not directly touch the Pop Toob with your mouth.</i> If you are listening with a friend, you control the mouthpiece; the other person controls the listening end. This allows the student to pull away if it gets too loud. • Do some singing echo patterns, encourage students to sing gently as they listen to their own voice.
<p>Exploration:</p> <ul style="list-style-type: none"> • Echo sing with a partner. • Sing a song while traveling through space—listening to your own voice with the Pop Toob.
<p>Developing Skills:</p> <ul style="list-style-type: none"> • Sing "The Frog Round." Start by learning the song in unison while listening to your own voice. • Divide the class into two groups and sing the song as a round. • Sing the song as a round while traveling and mixing up the parts. • Sing the round without the help of Pop Toobs. • Sing the round in 4 parts. <p><i>I have found that students learn to sing rounds much easier when starting with the Pop Toob. Students don't try to make a "who can sing louder" contest out of it and develop a good sense of vocal balance with the other parts. The same is true with partner songs and multiple parts.</i></p>
<p>Create:</p> <ul style="list-style-type: none"> • Pop Toobs help develop speech canons as well as melodic ones. • Divide parts by the color of Pop Toob and as students perform, they can mix it up. Repeat the canon or round several times and end up with their color group. Very cool visual!
<p>Reflection:</p>
<p>Teacher Reflection/Evaluation:</p>

The Frog Round

Traditional Camp Song

arr. Marcia Working

The musical score is for 'The Frog Round' in 4/4 time. It features four staves: a vocal line, a Gliss (glissando) line, an Xys line, and a CCB line. The vocal line includes lyrics: 'Hear the liv-ely song of the frogs in yon-der pond. Crick-crick cric-i - ty crick burr up.' The Gliss and Xys lines have 'Crick-crick cric-i - ty crick' written below them. The CCB line consists of whole notes. There are triplets of eighth notes in the vocal and Gliss lines, and glissando markings in the Gliss and Xys lines.

OTHER THINGS TO DO WITH POP TOOBS

- 🎵 Let students discover that the longer the Pop Toob becomes, the lower the pitch. And the shorter the Pop Toob becomes, the higher the pitch.
- 🎵 Teacher bends the Pop Toob to show melodic contour. Have students sing the shape on a vowel.
- 🎵 Sing a melodic pattern and have students bend the Pop Toob into the shape they hear.
- 🎵 Working in pairs or small groups, have one student create a shape and the other student(s) sing the shape. Give students time to trade rolls.
- 🎵 Create shapes on the floor staff and have students sing the shapes. This is a great way to introduce reading on the music staff.
- 🎵 Use the Pop Toobs as whole notes and create solfege patterns to sing. Make sure you designate “do” on the staff and identify which pitches are allowed. (Play the so-la-mi game!)
- 🎵 Have students use Pop Toobs to create a pattern for the class to sing. (Designate “do” and allowable pitches.)

Playing passing games instead of bean bags.

For rhythm exercises.

- Younger students can create/read long and short patterns by stretching the Pop Toobs to various lengths.
- Older students can create actual note values with the Pop Toobs to read.

Pop Toob Play:

- 🎵 Have the class form a circle and connect all the Pop Toobs. Break the Pop Toobs at various points and have students listen to the variety of sounds that are created.
- 🎵 Need a QUIET GAME? Have students make a circle with connected Pop Toobs. The teacher starts a marble through the linked Pop Toobs. Students must problem solve how to get the marble all the way around—without talking or breaking the circle. (I do a 2 second penalty for talking and 5 seconds for a break.) When the class beats their own record, add a second marble—maybe a third or fourth. Let the fun continue!

SIDE NOTES:

- *Pop Toobs are not indestructible. Students need to use with care as they would any other instrument.*
- *If a Pop Toob gets crushed, you can reshape it with a long blunt object. I like to use a recorder cleaning rod.*
- *Pop Toobs can be cleaned by soaking in soap and water, with bleach, with sani-spray, or any other cleaning product you have handy.*
- *Please share with me other ways you and your students come up with to use Pop Toobs. My email: workingmarcia@yahoo.com*