

Lesson 1: The Basics

Activity 1.1 Think about the sounds humans make when we speak? What different parts of the body (not just the obvious bits) do we use when we make sounds? How many can you name?

Activity 2.1 For each of the following sounds, have a go at writing down what parts of the anatomy are used, e.g. teeth, tongue, soft palate, etc.

1. t (as in top)

2. p (as in pig)

3. b (as in bat)

4. sh (as in shop)

Activity 3.1 Describe the difference between b (as in bat) and p (as in pig)?

Activity 3.2 Other than b, p, g, k and t – can you think of two other plosives and how they are made?

1.

2.

Activity 4.1 There is a very slight difference between the t (as in tennis) and the sound we make for a hi-hat { t }. Can you spot what it is?

Activity 5.1 How would you write (not sound) the forced plosive g (as in got) ?

Activity 6.1 Practice the classic kick { **B** } by alternating between a { **B** } and a { **b** }. Repeat this pattern twenty times: { **B b B b B b B b** }

At first you will find it quite difficult to go between the two similar sounds. Practicing this pattern will help you learn to shape your mouth quickly and make the two sounds distinct.

Activity 7.1 We can shape the mouth and hold the tongue in different positions, usually associated with vowel sounds. Mouth positions help change the timbre or tone of beatboxing sounds. This is because every person has a different shaped mouth that no two beatboxers sound exactly the same. Here are some different mouth shapes:

Mouth positions: **aa, ee, oo**

Tongue positions: **rr, ll**

Try making the fricatives { **sh** }, { **f** }, { **s** } and { **h** } using different mouth and tongue positions. Note the sound of any interesting combinations you come up with! For example:

{ **sh** } + **oo** + **rr**

Activity 8.1 You were shown how the classic snare drum sound is created by combining { **P** } and { **sh** } to make { **Psh** }. Make three other snare drum sounds using the fricatives { **f** }, { **s** } and { **h** }.

How will you write them?

1.

2.

3.

Have a go at sounding them.

Activity 8.2 What would the following plosive and fricative combinations (affricates) sound like?

1. { B } + { sh } = { _____ }

2. { B } + { f } = { _____ }

3. { B } + { s } = { _____ }

4. { B } + { h } = { _____ }

5. { t } + { sh } = { _____ }

6. { t } + { f } = { _____ }

7. { t } + { s } = { _____ }

8. { t } + { h } = { _____ }

Activity 9.1 (for music students)

Re-write the SBN beat pattern on sheet music with drum clef and time signature:



Activity 9.2 Come up with your own 8-beat pattern using SBN (Standard Beatbox Notation). Note: You may wish to use the sounds you created in a previous activity.
e.g. { B t Psh B / B B Psh B }