

About the Performance

This interactive concert program challenges students to reimagine the power of their voice, inspires creative connections, and bolsters understanding of electronic music creation and concepts. With the help of visual and audio playback tools, students will see live sound waves, explore the harmonic series, and learn to beatbox themselves. Performance uses student beatboxing samples, invites students on stage to play and interact with MIDI controls over FX parameters, take a solo, join a jam, bring the energy, and dance to the music!



About the Artist

Jessi "Galush" Galusha is a 2020 Graduate of Bowdoin College where they double-majored in Music and Gender/Sexuality Studies. Born and raised in rural Connecticut, Galush attended Asheville School in North Carolina for four years before retuning to New England. As a teaching artist, Galush has since partnered with BEAT Global to lead clinical research studies into speech and music therapies and with Beatbox Safe Space to advance inclusive spaces and event design. Galush is a former music educator for Region 1 in Connecticut and has an active roster of independent students in beatboxing, looping, singing, and songwriting.

Program Learning Goals

1. To understand the three basic sounds of beatboxing, the history of their inspiration, and the global reach of the beatbox community.
2. To introduce the physics of sound production through visualizing sound waves and exploring the harmonic series.
3. To collectively experience the energy and expressive joy of sampling, remixing, and performing in a professional beatbox concert.

Essential Questions

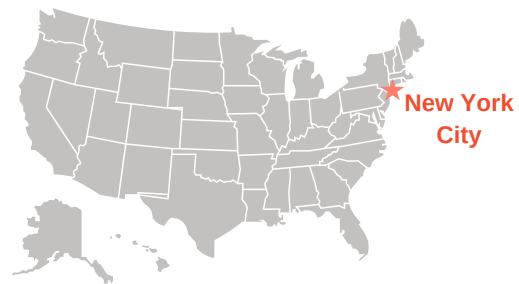
1. How can I use my voice to uplift and inspire my community?
2. What stories can we find if we listen for hidden or unexpected voices?
3. How can we collaborate and find new uses for our voices?

Vocabulary

- **Beat:** the steady pulse of a song or piece of music
- **Rhythm:** a strong pattern of notes or beats in music
- **Timbre:** the "texture" or "color" of a sound which is controlled by the makeup of a sound's overtones and harmonics
- **Sample:** a recording of sound that can be remixed as a musical building block in electronic music styles like Hip Hop and EDM (electronic dance music)
- **Sound wave:** a vibration that carries sound through solid, liquid, or gas
- **Frequency:** the measurement of how many sound waves exist per second
- **Spectrogram:** a digital music tool used to visualize sound frequencies over time

Key Facts and Context for Students

Hip Hop culture began in the 1970s in the **South Bronx, New York City** among African American and Latino youth. It brings together five elements: **DJing**, **breaking** (breakdancing), **graffiti**, **MCing** (rapping) and **beatboxing**, with **knowledge**.



Biz Markie



Doug E Fresh



Buffy

Beatboxing is the musical expression of the self through the innovation of sounds and the crafting of music using only the mouth, throat, and nose. Beatbox culture champions rhythmic, timbral, harmonic, expressive, and improvisational performance and empowers all people to find the power of their voice. Three of the earliest pioneers of beatboxing in the 1980s are **Darren "Buffy" Robinson** of The Fat Boys, **Doug E Fresh**, and **Biz Markie**. While these originators were initially mimicking drum machines, they paved the way for a new art form that is performed both alone and in a variety of musical genres today.

Pre-Performance Discussion Questions

- What makes the voice a unique musical instrument?
- What are some ways people make music without instruments?
- What are the most important parts of a good song?

Pre-Performance Activity: Exploring Beatboxing

Learning Goals:

- To understand the history and legacy of beatboxing as an art form and a culture.
- To explore creating the sounds used in beatboxing.

Materials:



[YouTube Video: “How Beatboxing is Rooted in Hip Hop History” by Sound Field PBS](#)

Directions:

1. Discuss beatboxing with students. What do they know already? What sounds can they make with their mouths and their voices?
2. Watch the video “How Beatboxing is Rooted in Hip Hop History”.
3. Talk about the video. What did students learn about beatboxing? What did they notice about how different sounds are made? How did the beatboxing compare to the beats played by the drummer?
4. Explore making the different sounds that were featured in the video. How can you create a low bass sound? How can you make a high percussive sound? How does changing the length of the sound affect its rhythmic impact?
5. Make a catalogue of all the sounds you can come up with as a class!
6. Have students each write down a question that they have about beatboxing to ask Galush during their performance.

Post-Performance Discussion Questions

- Where does beatboxing come from? Why is it significant to Hip Hop culture? How could you learn more?
- What was your favorite part of the show? What did it teach you?
- What did you learn about the science of sound? How can this science help us understand the way music works?

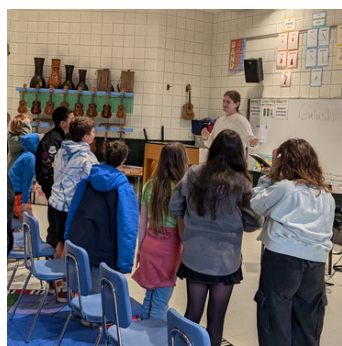
Post-Performance Activity: Making Original Beats

Learning Goals:

- To review the different sounds and elements of beatboxing that Galush used in their performance.
- To create an original beat using learned and discovered sounds.

Directions:

1. Discuss Galush's performance as a class. What did students notice, see, and hear?
2. Review the beatboxing sounds and elements that Galush introduced in their performance: kick drum, high hat, snare drum, and melody. Have students practice together and demonstrate how they can make different sounds and musical ideas. Revisit the catalogue of sounds you compiled in the "Exploring Beatboxing" activity (see page 3).
3. In pairs, create a collaborative beat together. Try assigning the kick drum and high hat to one voice and the melody and snare drum to another, then switch!
4. Sit in a large circle and have student pairs perform their beats for the rest of the class.
5. Reflect on this activity as a class. Compare and contrast the different beats. What did students like about each one? How else can voices combine to make music?



Further Resources

- [Galush Artist Website](#)
- [Galush YouTube Channel](#)
- [“A Brief History of Beatboxing” by School of Beatbox](#)
- **Beatboxing performance videos:**
 - Solo performers:
 - [Pe4enkata at Grand Beatbox Battle 2021: World League](#)
 - [Gene Shinozaki Grand Beatbox Battle Wildcard 2021](#)
 - Tag team:
 - [“Who Cares” by Hiss, Alexinho](#)
 - [Jairo Grand Beatbox Battle 2023](#)
 - Loopstation:
 - [“Pyramids” by MB14 on Britain’s Got Talent](#)
 - [Dice vs Robin at Grand Beatbox Battle 2023](#)
 - Crew:
 - [“If Only” by Hiss, Alexinho, Colaps, River](#)
 - [M.O.M at Grand Beatbox Battle 2021](#)
- **Books:**
 - Chang, Jeff: *Can’t Stop Won’t Stop (Young Adult Edition): A Hip-Hop History*, Wednesday Books (2021)
 - Elizabeth, Jordannah: *A Child’s Introduction to Hip-Hop: the Beats, Rhymes, and Roots of a Musical Revolution*, Sourcebooks Explore (2008)
 - Giovanni, Nikki: *Hip Hop Speaks to Children: 50 Inspiring Poems with a Beat*, Sourcebooks Explore, 2008
 - Hill, Laban Carrick: *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop*, Roaring Brook Press, 2013
 - Marsalis, Wynton: *Squeak, Rumble, Whomp! Whomp! Whomp!: A Sonic Adventure*, Candlewick Press (2021)
 - Morland, Charlie: *Music and How it Works: The Complete Guide for Kids*, DK Children (2020)



Curricular Connections

Arts Standards: Music

Creating

- Generate and conceptualize artistic ideas and work. (M.Cr.01)
- Organize and develop artistic ideas and work. (M.Cr.02)

Performing

- Convey meaning through the presentation of artistic work. (M.P.06)

Responding

- Perceive and analyze artistic work. (M.R.07)
- Interpret intent and meaning in artistic work. (M.R.08)
- Apply criteria to evaluate artistic work. (M.R.09)

Connecting

- Synthesize and relate knowledge and personal experiences to make art. (M.Co.10)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (M.Co.11)

English Language Arts and Literacy Anchor Standards

Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.PK-12.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.PK-12.3)

History and Social Science

K

- Topic 1: Civics: classroom citizenship (HSS.K.T1)
- Topic 3: History: shared traditions (HSS.K.T3)

Grade 1

- Topic 1: Civics: communities, elections, and leadership (HSS.1.T1)
- Topic 3: History: unity and diversity in the United States (HSS.1.T3)

Grade 2

- Topic 3: History: migrations and cultures (HSS.2.T3)

Grade 5

- Topic 5: Slavery, the legacy of the Civil War, and the struggle for civil rights for all (HSS.5.T5)

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Curricular Connections, continued

History and Social Science

Grades 9-12

- US History II Topic 2: Modernity in the United States: ideologies and economies (HSS.USII.T2)
- US History II Topic 4: Defending Democracy: the Cold War and Civil Rights at Home (HSS.USII.T4)
- US History II Topic 5: United States and globalization (HSS.USII.T5)

Science and Technology/Engineering

Physical Science

- Matter and Its Interactions (K.PS.1, 2.PS.1, 5.PS.1)
- Motion and Stability: Forces and Interactions (K.PS.2, 3.PS.2, 4.PS.3, 5.PS.2)
- Energy (K.PS.3, 2.PS.3, 5.PS.3, 7.PS.3)
- Waves and Their Applications in Technologies for Information Transfer (1.PS.4, 4.PS.4, 6.PS.4)

Technology/Engineering

- Technological Systems (7.ETS.3, HS.ETS.3)
- Materials, Tools, and Manufacturing (8.ETS.2)

Physics

- Energy (HS.PHY.3)
- Waves and Their Applications in Technologies for Information Transfer (HS.PHY.4)

