

ASSEMBLY COORDINATOR: PLEASE DISTRIBUTE/POST/ANNOUNCE!

ASSEMBLY DATE: _____

ASSEMBLY TIME: _____

FOR: _____



Young
Audiences
Arts for
Learning

Maryland



BALL IN THE HOUSE

PRESENTS

“Totally Vocally”

BitH is five guys, five voices, that’s it. Taking a cappella to the next stage, with vocal drums/beatbox and vocal bass under lush harmonies, they create a sound that’s hard to believe. BitH has performed in schools all around the country, as well as opened for major acts and recorded music for Cool Whip commercials. BitH bridges the gap between music taught in school and popular music students hear on the radio, integrating the harmony of a cappella music into a contemporary popular format. Their first radio single, “Something I Don’t Know,” charted for six consecutive weeks in the Top 100 on the national AC Charts, peaking at #17.

- Prep Information For Assembly Coordinator -

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PLEASE PASS ALONG THE ATTACHED TEACHER PROGRAM GUIDE TO ALL PARTICIPATING CLASSROOMS.

SET-UP REQUIREMENTS:

- 60 minute set-up time prior to program
- A stage area or performance area
- Access to electrical outlets near performance area
- **Ball in the House will provide their own sound equipment**

ARTIST ARRIVAL TIME: 60 minutes prior to performance

SUGGESTED INTRODUCTION:

“Every member of this group has been singing since their early grade school days. You will be amazed by what you are about to hear because they can create the sound of a band using only their voices. Please welcome...Ball in the House!”

YAMD CONTACT NUMBER: 410.837.7577

INCLEMENT WEATHER: DON'T WORRY! Artists will follow school closings/delays. They will work with you to reschedule the performance if necessary.

AFTER HOURS/EMERGENCY NUMBER: Call 410.837.7577 and follow the prompts to be connected with a staff member on call.

Teacher Program Guide



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“Totally Vocally”

Artist: Ball in the House

GRADE
LEVEL:
K-5; 6-8;
9-12

Inside this guide:

Artist Bio

Performance
Description

SC Connectors

Vocabulary

List of Resources

Post-Performance
Activities

Artist Bio

BitH is five guys, five voices, that’s it. Taking a cappella to the next stage, with vocal drums/beatbox and vocal bass under lush harmonies, they create a sound that’s hard to believe. BitH has performed in schools all around the country, as well as opened for major acts and recorded music for Cool Whip commercials. BitH bridges the gap between music taught in school and popular music students hear on the radio, integrating the harmony of a cappella music into a contemporary popular format. Their first radio single, “Something I Don’t Know,” charted for six consecutive weeks in the Top 100 on the national AC Charts, peak-

Performance Description

Contact Young
Audiences for more
information on this
and other programs.

410.837.7577
www.yamd.org

1. Performance of cover songs (current radio songs and oldies) and original music.
2. Introduction of a cappella as a performance medium, and the concept of vocal drumming.
3. Introduction to the technology of live music performances (microphones, PA system, vocal effects, etc.).
4. Breakdown of a song (voice parts, drumming, chord construction, etc.). Students will sing along.
5. Introduction to the concept of songwriting.
6. Students will be encouraged to introduce song topics and lyrics.
7. An overview of the history of a cappella.
8. Live examples will include chant, barbershop, doo-wop, etc., and a vocal drumming tutorial!
9. Q&A

Maryland State Curriculum Connectors

Fine Arts Content Standards in MUSIC

1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

2. Experience performance through singing and playing instruments

- a. Listen to a group of voices singing and differentiate between blending voices and voices which are not blending
- b. Explain and demonstrate appropriate audience behavior

Vocabulary

A Cappella: music without instruments

Cover song: songs performed originally by someone else

Original song: songs you've written!

Soprano (highest), alto, tenor, baritone, bass (lowest) : voice parts

Kick drum, snare drum, cymbal, tom, high hat, crash cymbal, ride cymbal: parts/sections of a drum

Vocal percussion: drumming with your mouth
Speakers, subwoofer,

microphone, receivers, sound system, mixing board, monitors, effects processing (delay, reverb, chorus, flange), volume, etc.: components of a sound system

Gregorian chant, spirituals, traditional sacred music, barber-shop, vocal jazz, doo-wop, etc.: types of a cappella music

Tempo: rate or rhythm, the speed or pace

Dynamics: loud, quiet



Ball in the House

List of Resources

For Students

www.ballinthehouse.com
Ball in the House Website

www.casa.org
Contemporary A Cappella Society of America

Spike Lee's "Do It A Cappella." 1989. PBS.

For Teachers

www.singers.com
Music store for a cappella music

Post-Performance Activities

1. Use the **Vocabulary Resource Sheet** to define and discuss key concepts from the program.
2. Use the **Venn Diagram Handout:** Ask students to compare and contrast a cappella music vs. instrumental music.
3. **Ideas/Questions for Discussion**
 - A. What makes a cappella music different?
 - B. Who is singing what part? Who is singing high? Low? Drumming? How can you tell?
 - C. Who was blending/not blending their voice with the group? How did this effect the sound?



Vocabulary Resource Sheet

Ball in the House “Totally Vocally”



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How were the a cappella concepts defined in the performance?

A Cappella: _____

Cover song: _____

Dynamics: _____

Gregorian chant, spirituals, traditional sacred music, barbershop, vocal jazz, doo-wop, etc.: _____

Kick drum, snare drum, cymbal, tom, high hat, crash cymbal, ride cymbal:

Original song: _____

Soprano (highest), alto, tenor, baritone, bass (lowest): _____

Speakers, subwoofer, microphone, receivers, sound system, mixing board, monitors, effects processing (delay, reverb, chorus, flange), volume, etc.:

Tempo: _____

Vocal percussion: _____

Name: _____ **Date:** _____



A Cappella Music

Instrumental Music

Name: _____ Date: _____