



Young
Audiences
Arts for
Learning
Maryland

Teacher Program Guide

Assembly Date: _____

Assembly Time: _____

For Students in: _____

Outside the Box - Beatboxing with Mr. Max *Max Bent*



During this unique 45-minute interactive solo assembly, beatboxer Max Bent entertains, teaches, and inspires through demonstrations of skill, musical games, technique explanation, and the use of technology. Beatboxing is instantly accessible and students will want to join in and become beatboxers themselves!

The objectives of the program are to build confidence and celebrate music. Students will discover that the Elements of Music (dynamics, duration, pitch, etc.) are easily observable in a beatboxing performance. Student prior knowledge is activated throughout the assembly. For example, Max loves to demonstrate the biology behind beatboxing, reminding students about topics such as cellular respiration. Math connections are discovered throughout the performance.

The only downside of bringing Max to your school is that you may have an epidemic of students beatboxing in class for weeks to come, but the excitement and inspiration is worth it!

Contact Young Audiences for more information on this and other programs at 410-837-7577 or yamd.org

Young Audiences/Arts for Learning | 2601 N. Howard St., Suite 320 | Baltimore, MD 21218



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Please pass along the attached teacher program guide to all participating classrooms.

Setup Requirements

- Modern AC outlets
- Adequate lighting

Artist Arrival Time

45 minutes prior to performance

Suggested Introduction

“Ladies and gentleman, boys and girls ,please give a warm welcome to Max Bent presenting...Outside the Box: Beatboxing with Mr. Max!”

Inclement Weather

DON'T WORRY! Artists will follow school closings/delays, and will work with you to reschedule the performance if necessary.

Young Audiences Contact Number

410-837-7577

After Hours / Emergency Number

Call 410-837-7577 and follow the prompts to be connected with a staff member on call.

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Artist Bio

Inside this guide:

- Artist Bio
- Performance Description
- Maryland State Curriculum Connectors
- List of Resources
- Pre- and Post-Performance Activities



Max Bent started beatboxing at the age of eight in an attempt to imitate what he was hearing on the radio. His skills developed in youthful isolation until, in seventh grade, he discovered that he had not invented beatboxing and that it was an international art form with roots in Hip Hop culture.

In 2003, Max's beatboxing was brought to the attention of the world when he uploaded a series of free tutorials to his website Beatbox.Tv. Nearly over night, thousands of people were streaming these tutorials and learning the art form. Max's love for the beat has taken him on many exciting journeys, including performing and working with beatboxers like Doug E Fresh, Rahzel, Click the Super Latin, Yuri Lane, and Shodekeh. He has worked with these artists on stage and in the studio on a wide range of projects, including the Verizon FIOS beatbox mixer. Working with the best talent in the world has given Max an unusual understanding of the science behind beatboxing.

From 2003 through 2010, Max worked as a science instructor in Prince George's County and Baltimore City. His experience in the classroom has helped him make a smooth transition into his current work as a teaching artist. With a strong background as an artist as well as an educator, Max hopes to contribute to the growing demand for arts-based instruction in schools across Maryland

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Program Description

Max Bent entertains and engages through demonstrations of skill, musical games, and the use of cutting edge audio technology.

Students learn about the elements of music through beatboxing, such as dynamics, duration, and pitch, and are encouraged to join in the presentation. Through discussion, Max also highlights connections between beatboxing and topics like biology and mathematics, ultimately using beatboxing as a way to build confidence and celebrate music with the students.



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Maryland State Curriculum Connectors

Fine Arts Content Standard in Music

Standard 1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, perform, and respond to music.

1.0.4.b

- Write simple rhythm patterns from dictation using quarter, notes, two connected eighth notes, half notes, whole notes and corresponding rests in 2/4 and 3/4 time

1.0.3.c

- Create movement patterns to demonstrate aspects of music, such as melodic contour, form, and dynamics

Content Standard in Music

Standard 3 Creative Expression and Production

Students will demonstrate the ability to perceive, perform, and respond to music.

3.0.1.b

- Improvise vocal or instrumental music, using current technology

3.0.2

- Investigate composing music through experimentation with sound and the tools of composition

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List of Resources



- For beatboxing tutorials and links visit www.beatbox.tv.
- Instructional DVD “Foundations” (2003) available for purchase from artist (\$15.00).
- Free recording software “Audacity” available at audacity.sourceforge.net.

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Pre-Performance Activities

Circle of Trust

Discovering new ways to make sounds with your mouth and body is all about taking risks.

In the classroom, it is not a given that students will feel entirely comfortable making funny sounds in front of their classmates. Therefore, this simple exercise is essential to cultivating a trusting, creativity-friendly environment in your classroom.

And it's a lot of fun.

To begin, move the desks out of the way. The open floor-space will provide room to form a large circle. Everyone should be able to easily see, and hear, everyone else. Next, explain that:

"Beatboxers use sounds of two types: percussive and sustained. Percussive sounds are short, sharp and punchy, like a snare drum. Let's all try to make percussive sounds together. For example, the letter 'K' is percussive. If I shorten the pronunciation of the letter K to just the first half, now I can start making a sound something like a drum. Let's all make that sound together."

Proceed, for a reasonable period of time, to make shortened "K" sounds as a group. Once your students have relaxed, propose the following:

"Now, let's try making percussive sounds around the circle, one at a time. I will start, and then the person to my left will make the same sound, a sound inspired by the one I make, or something completely new. The only rule is that the sound be percussive."

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Pre-Performance Activities (continued)

Start with the percussive sound of your choosing. Give students time to think, and—at least at this stage—do not worry about maintaining a steady tempo (think of the pace of your heartbeat as a guide). If you make it around the circle, then introduce the added sophistication of also keeping the beat by snapping or light clapping, so as not to interfere with the sounds being made.

Repeat the same exercise, except this time with sustained sounds. A good example of a sustained sound is to pronounce the letter “K” in conjunction with humming a note of your choosing. Hold the hum for at least 2 seconds, and note how the volume diminishes the longer you sustain the note. This is important to point out to your students as well.

Good luck with this simple but important exercise. It will enhance the students experience of a beatbox performance.

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Post-Performance Activities

Layering Beats: Group Beatbox Performance

Separate the class into four groups and assign them the following patterns:

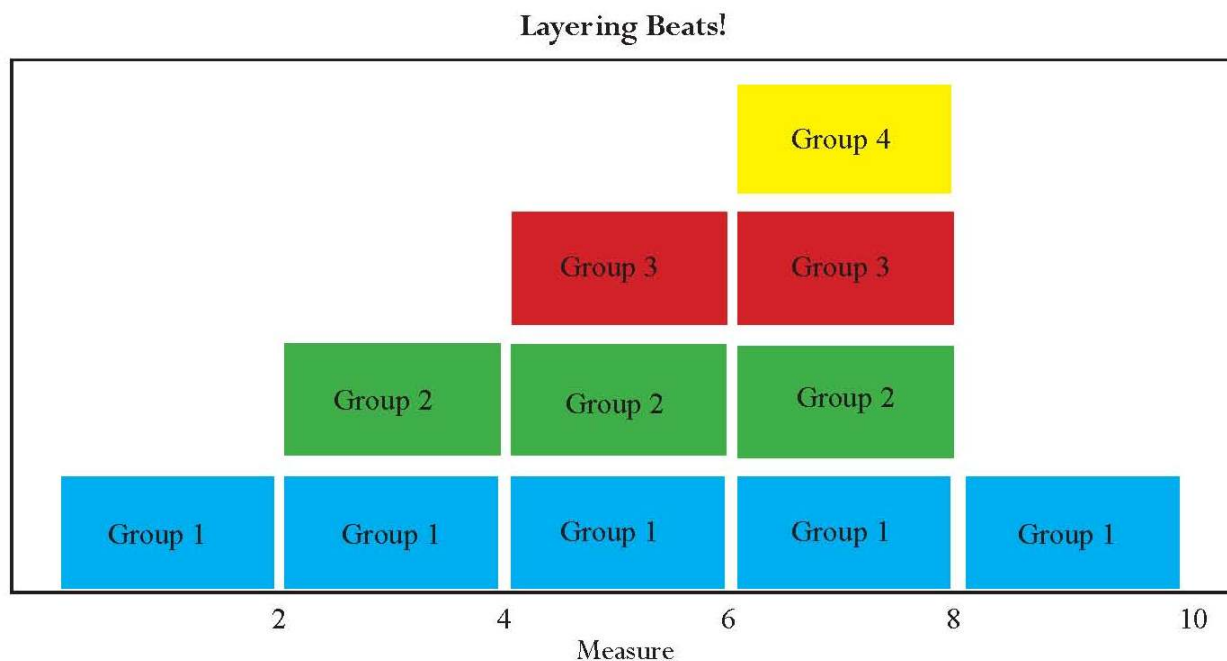
GROUP 1 [B/REST/B/B]

GROUP 2 [T/T/T/T]

GROUP 3 [REST/K/REST/K]

GROUP 4 [B/K/B/K]

Show the students the following graph:



Assign one student as the “timekeeper.” The timekeeper counts in (“5, 6, 7, 8”) the first group and keeps the tempo steady using a pencil or similar instrument. Assign another student as the “conductor.” The conductor’s job is to, as each two-measure cycle approaches, cue the next group to join in the arrangement.

Guide the class through the entire arrangement, observing and discussing challenges as they arise (e.g., staying on tempo, knowing when to join, knowing when to stop).

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