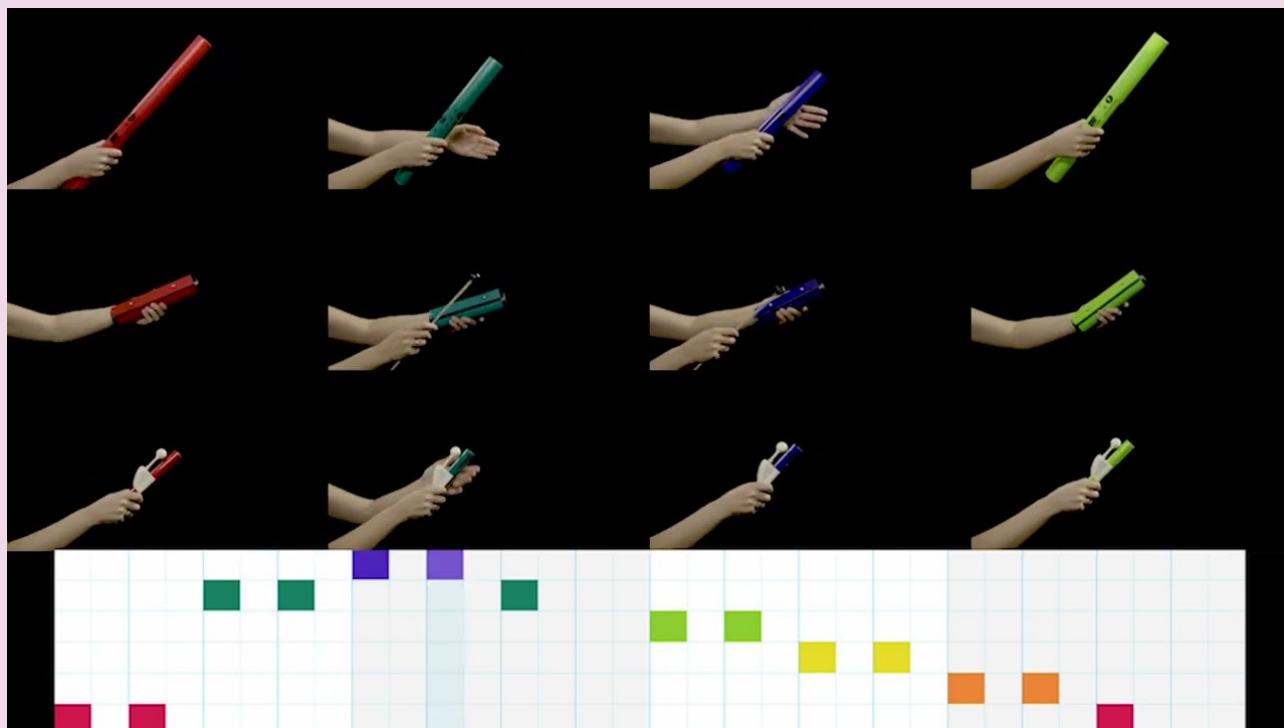


Getting Started with the Package

Below you will find explanations on how to use the instruments, the SongMaker program, and the interactive orchestra.

Using Instruments in the Color Orchestra

The colors and letters correspond with the Boomwhackers, but they produce a different sound. Do you have Boomwhackers at school? Use them as an addition. Watch [this handy tutorial video](#) to see how to play each instrument or read the tips below.



Boomwhackers

Most school sets include the basic notes A, B, C, D, E, F, and G, just like the resonator bars and handbells. Some schools also have Boomwhackers with the notes A#/Bb, C#/Db, D#/Eb, F#/Gb, and G#/Ab.

- Hold the Boomwhackers at or below the sticker. This ensures the sound is the most accurate. If you hold the Boomwhacker at the bottom, it lengthens the instrument, causing the sound to go out of tune.
- Want the Boomwhacker to sound an octave lower? Place a cap on one end.
- Always tap the Boomwhackers on your hand or knee. Never on the table, as this could deform the instrument and affect the sound quality.
- Push the chairs back or have the class stand up. This gives all students enough space to play.

Resonator Bars

The resonator bars are individual components, similar to those found in a xylophone or glockenspiel. You can distribute the resonator bars separately or arrange them side by side as a complete set.

- Place the resonator bars on a table or hold them in your hand.
- The provided mallets produce the best sound and prevent damage to the resonator bars. Avoid using pencils or pens, and always strike with the black tip of the mallet.
- Remove the mallet from the resonator bar immediately after striking it to allow the sound to resonate fully. Keeping the mallet on the bar will dampen the sound.
- Want the sound to resonate for a shorter time? Lightly place a finger on the resonator bar after striking it.

Handbells

Handbells sound somewhat similar to resonator bars, but they are played differently:

- Hold the handbells by the black base. Keep the white stick at the top. For the best sound, make a short, striking motion. Tip: Use a bit of force!
- The sound of the handbells resonates for a long time. You can dampen the sound with your hand.

Getting Started with Song Maker

Music lessons with the color orchestra and Song Maker

Want your class to become an orchestra? It's possible! We're here to guide you with four songs at three levels in Song Maker. This makes it easy to use instruments during music lessons. Distribute the colors shown in the melody—these correspond to the Boomwhackers, resonator bars, and handbells. With a mix of instruments, you'll create a beautiful, versatile sound together!

As an example lesson, Blinding Lights has been developed into a music lesson series. In this series, we demonstrate how to teach students a melody step by step. You can also apply this method to the other songs. Additionally, this lesson guide provides suggestions for playing self-composed songs using the instruments.

"Twinkle Twinkle Little Star" – Group 3-4

Notes Used: A, C, D, E, F, G

Students might also recognize this melody from other songs! For example: The ABC Song, Altijd is Kortjakje ziek (Dutch), Olifantje in het bos (Dutch)

"Automatisch" – Flemming – Group 4-5-6

Notes Used: A, B, C#, D, E, F#, G

For C# and F#, only Boomwhackers can be used.

"Despacito" – Luis Fonsi – Group 6-7-8

Notes Used: A, B, C, D, E, F, G

"Blinding Lights" – The Weeknd – Group 7-8

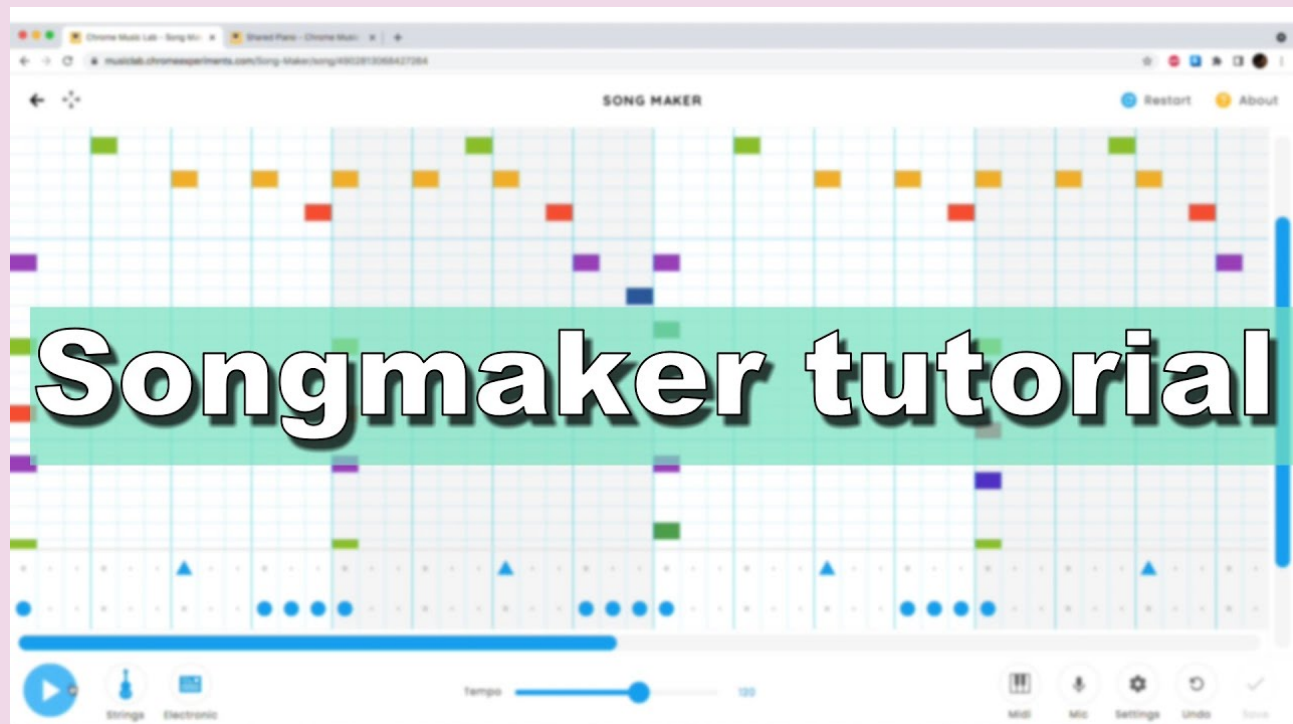
Notes Used: A, B, C#, D, E, F#, G

For C# and F#, only Boomwhackers can be used.

Background Information for Teachers

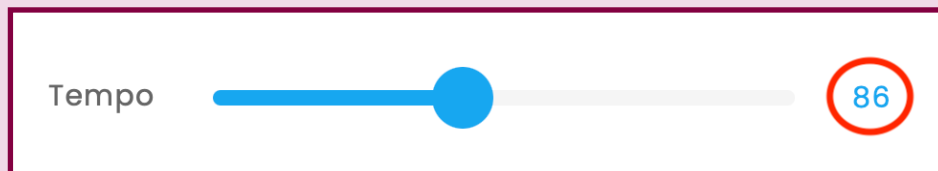
With Song Maker, you can also develop students' digital skills. To effectively incorporate it into your classroom activities, it's a good idea to check out [this useful tutorial](#)* beforehand!

*in Dutch



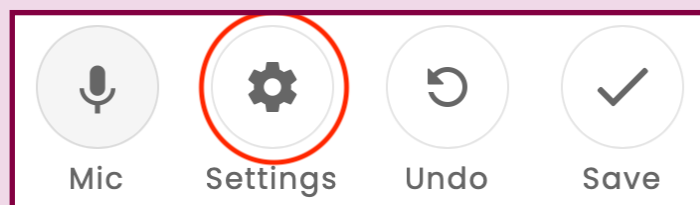
Adjusting Tempo, Length, and Sound

You can adjust **the tempo** of the songs using the slider at the bottom or by entering a specific number. The tempo ranges from 40 BPM (slow) to 240 BPM (super fast!).



Would you like to modify **the length** of songs to practice shorter sections? In the settings, under 'length,' you can determine the duration of the melody. The maximum is 16 bars, while the minimum is 1 bar. This allows you to repeat shorter sections with the class.

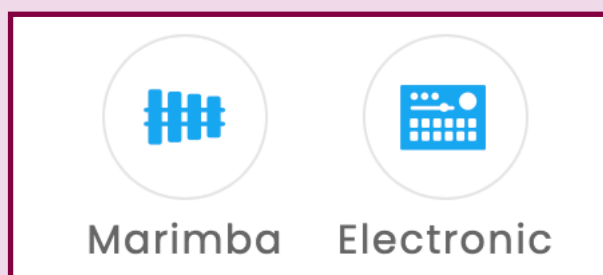
You can find the settings in the bottom-right corner of Song Maker.



Length	16 bars - +	Scale	Chromatic ▾
Beats per bar	4 - +	Start on	Middle ▾ C ▾
Split beats into	4 - +	Range	3 octave - +

NOTE: If you shorten the melody, the shortened section will be removed. Want to restore the original length? Use the original link.

Want to adjust **the sound** of the melody? You can! At the bottom, you can select the sound of a different instrument. The left button changes the sound of the melody, and the right button changes the sound of the beat



Interactive Orchestra

As a bonus for younger students, the Interactive Orchestra is included in the music gift. With this tool, students can create their own orchestra!

It's perfect for circle activities or free play sessions. Using various instruments in different colors and shapes, they can create their own combinations. Each variation sounds unique, and up to six instruments can play simultaneously.

There are 15 songs to choose from, offering plenty of variety!



[This video](#) demonstrates how the Interactive Orchestra works.

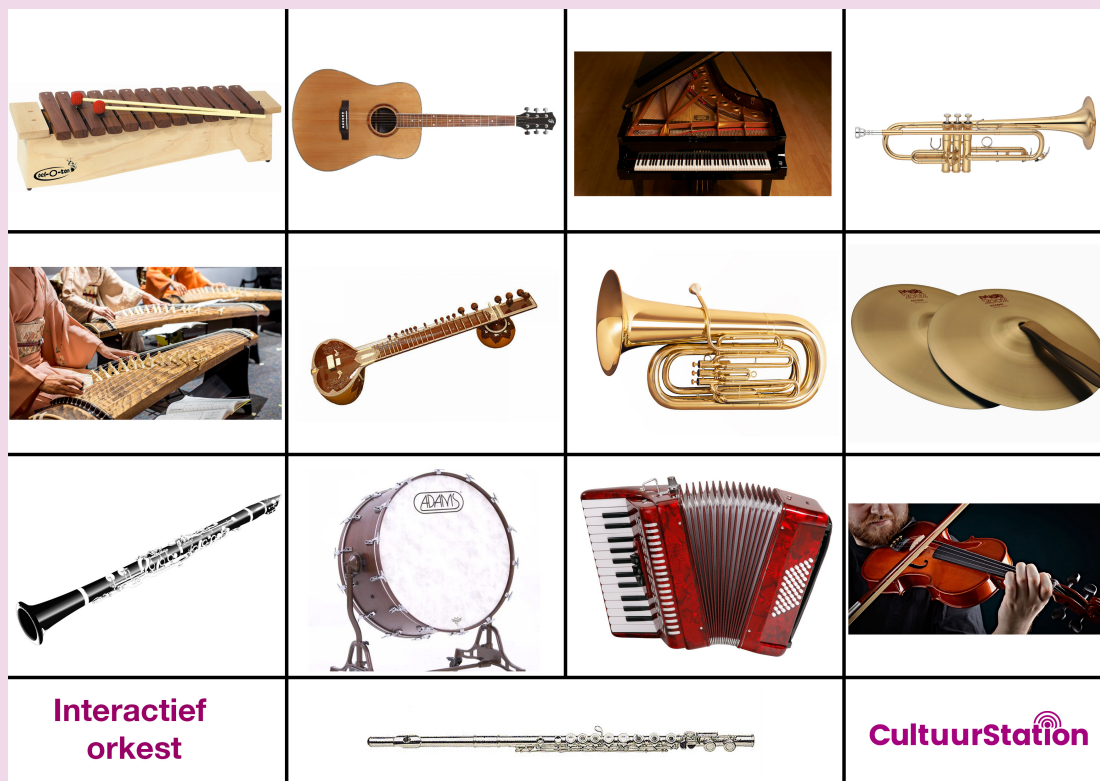


Getting Started

The Interactive Orchestra includes 13 instruments: clarinet, (transverse) flute, trumpet, trombone, drums, cymbals, xylophone, piano, accordion, sitar, guitar, koto, and violin.

During circle activities, you can connect the sounds of the orchestra to how the instruments look in real life. Some instruments may be less familiar, like the sitar from India and the koto from Japan.

- Do the children recognize the instruments or their sounds?
- Can they demonstrate how to play these instruments?



After listening to the instruments students can experiment during circle time by adding or removing one instrument. Can they hear the difference?

Make it more challenging by adding or removing an instrument without the children seeing it.

- Has an instrument been added or removed?
- Do they know which instrument it is?

During independent play, children can further explore the orchestra.

The worksheet featuring the real instruments is also included in the lesson package.

*The instruments from left to right:
Xylophone, guitar, piano, trumpet
Koto, sitar, trombone, cymbals
Clarinet, drums, accordion, violin
Flute (transverse flute).*