

GAME PLAY AND RULES

Materials

Basketball
Flashcards
CD player
Timer (optional)

Overview

A game of *Music Basketball* is divided into four quarters, and each quarter is focused on a specific aspect of music:

1st Quarter	Melody
2nd Quarter	Terms
3rd Quarter	Instrument Identification
4th Quarter	Rhythm
Overtime	Styles

You can determine the length of each quarter in advance, or move to the next quarter when it seems appropriate in your classroom setting. If you do set a time limit, consider using an egg timer or other alarm to signal the end of each quarter.

Tip-Off

To begin the game, divide the class into two teams.

The game begins with a “jump ball.” Select one player from each team and ask one of the following questions, or a similar question:

- How many quarter notes are there in one measure of music in $\frac{4}{4}$?
- How many quarter notes are there in one measure of music in $\frac{2}{4}$?
- How many quarter notes are there in one measure of music in $\frac{3}{4}$?
- How many eighth notes are there in one measure of music in $\frac{6}{8}$?
- How many eighth notes are there in one measure of music in $\frac{2}{4}$?
- How many eighth notes are there in one measure of music in $\frac{3}{4}$?
- How many eighth notes are there in one measure of music in $\frac{4}{4}$?

The player who answers correctly first wins the first possession of the ball, which means the first chance to score. Have a basketball (regulation, Nerf, or stuffed) to give to the team that has possession.

Take the Shot

The team that has possession (so has the ball) decides whether to go for a “regular shot,” worth two points, or a three-point shot, which is worth...*insert drum, or should we say finger, roll here*...three points!

To ensure both teams have an equal chance to score, you may decide to limit the number of points a team scores during a possession to six, eight, or 10.

In the 1st Quarter (Melody)

For a two-point shot, a team member must correctly identify whether a melody is ascending, descending, or static. For a three-point shot, the team member must identify whether a melody is moving by steps or skips. 30 melodies are provided on tracks 2–4 of the CD, and all are notated on page 4 so you can play them on the piano if you wish.

In the 2nd Quarter (Terms)

For a two-point shot, a team member must listen to the example on the CD and select from the three choices on the flashcard the term/concept he or she is hearing. Three points may be earned if the student identifies the aural example *and* is able to define one of the other terms on the flashcard. A reproducible word bank of the music elements students will hear is provided on page 6, and a reproducible sheet with the definitions is provided on page 7.

In the 3rd Quarter (Instrument Identification)

For a two-point shot, a team member must identify one aural instrument example. For three points, the team member must identify three instruments. A reproducible word bank of the solo instruments that are heard on the *Music Basketball* CD is on page 9.

In the 4th Quarter (Rhythm)

For a two-point shot, a team member must correctly perform a rhythm with quarter and eighth notes and rests. The referee (you!) should decide ahead of time how the students should perform each rhythm...it could be clapped, played on a rhythm or mallet instrument, or spoken using rhythm syllables. To get the student started, count or clap an introduction (for example, "1, 2, Ready, Shoot") in the tempo of your choice. Don't be afraid to use a variety of tempos! For a three-point shot, the student must perform one of the advanced rhythm patterns, which include triplets and sixteenths.

In Overtime (Styles)

If the game is tied at the end of "regulation," the game goes to overtime. In this section, each team will have the chance to identify five styles. Each correct answer is worth one point. There are four styles tracks on the CD, and each track includes five different style examples. (A reproducible word bank is provided on page 12.) You may also substitute the styles game for one of the other quarters.

Fouls

During the course of the game, you can call a "foul" on any team or individual. Fouls may include teasing, talking or any other kind of disruption. If a foul is called, the other team has a chance to earn one point by making a "free throw"...you choose an easy rhythm card (for example, a card with four quarter notes in $\frac{4}{4}$ time) and have a student perform it as they would a regular shot. If the team on which the foul is called has possession, they lose possession to the other team.

Steals

Between player's turns, the team that doesn't have possession can attempt a "steal." Before the game begins, decide how teams will indicate that they want to try a steal (for example, raising a hand, playing a certain rhythm on a barred instrument, etc.). The team member that gives this signal then has to take the three-point shot version of whatever question was being asked. If correct, that player's team gains possession of the ball. If incorrect, the other team retains possession and gets to shoot a free throw. (See description above.) To ensure both teams have an equal chance to score, you may decide to limit the number of steals a team may attempt during the game.

1ST QUARTER: MELODY

Play the first two-measure melody from track 2, 3 or 4, then pause the recording. To earn two points, a team member must correctly identify whether the melody is ascending, descending, or static. For a three-point shot, the team member must identify whether the melody is moving by steps or skips. All of the melodies are notated below, should you wish to play them on them piano, and the two- and three- point answers are given above each melody.

Track 2

1. ascending; steps



2. descending; steps



3. ascending; skips



4. descending; steps



5. descending; skips



6. ascending; steps



7. ascending; steps



8. ascending; skips



9. descending; steps



10. static; n/a



Track 3

1. descending; steps



2. ascending; skips



3. static; n/a



4. ascending; skips



5. descending; skips



6. descending; skips



7. ascending; skips



8. ascending; skips



9. ascending; steps



10. static; n/a



Track 4

1. descending; steps



2. ascending; skips



3. descending; steps



4. descending; skips



5. ascending; steps



6. descending; skips



7. ascending; skips



8. descending; skips



9. static; n/a



10. descending; steps

