



Man & (Muse) Machines

Performance Guide

Experience Man & (Muse) Machines with acclaimed beatboxer, songwriter and storyteller Terrell X. Terrell guides audiences through a fast-paced, interactive journey through the evolution of beatboxing and the influence of hip-hop culture on music, technology and the world. Blending call-and-response with looping and effects, he will build music from scratch with you—transforming voice and rhythm into dynamic improvisations that showcase the art form’s innovations and the human body’s limitless possibilities!

This performance guide includes:

- Artist bio
- Warmup activities
- Key vocabulary
- Suggested Q & A questions
- Post-show discussion questions
- A student survey link
- Post-show exercises
- Related Ohio Learning Standards

BEFORE THE SHOW

Meet the Artist



TERRELL X is a master human beat boxer, songwriter, and speaker with 30 years of global performance experience. A former social worker and foster care survivor, he uses a pedalboard and his own body as an instrument to create a full-band hip-hop experience.

Praised by the Minneapolis Star Tribune who said, "his mouth might be the best drummer in town," Terrell empowers youth to find their unique voices. As a dedicated animal rights advocate who lost over 150 pounds adopting a plant-based, vegan lifestyle, his journey embodies conscious, healthy evolution. He inspires students to practice deep self-reflection and unlock their limitless potential.

Website: www.terrellx.com

Welcome to the World of BEAT BOXING!

Have you ever considered what it would be like to create, or play music *without an instrument*? Is this even possible? Well, of course it is!

Some refer to it as vocal percussion. Others say it's done by making sounds with your mouth. These are both true statements. Beat boxing allows you to become a walking, breathing instrument with nothing more than the use of YOUR BODY and a willingness to take risks.

There is no wrong way to beat box!

Think While You Watch

How much time does it take for Terrell X to create his music on the spot? What kind of skills does he have to practice? Ask yourself if he sounds like actual instruments. Is he convincing and captivating? Does his performance have feeling, conviction, and something that resonates with you?

Classroom Warmup

On your own: Think of a song you really like. You may find yourself singing it alone or with friends. But have you ever tried singing the music itself?

- * Can you imitate the rhythm, beat, melody, or instruments using only your voice?
- * What sounds from the song can you recreate? Which sounds are difficult to copy without instruments?

Take **one minute** to experiment with different vocal sounds.

Teacher Tip: If students need a vocal warm-up, try a short beatboxing or vocal percussion video such as [How to Beatbox FOR KIDS](#) or [6 Fun HipHop Beats](#).

With partners or a small group:

1. Choose a song that both of you know and enjoy.
2. Discuss how much of the song you remember, including both the lyrics and musical parts.
3. Decide how you can recreate the song using only your voices and available classroom objects (desk, table, pencils, body percussion, etc.).
4. Start by practicing a short section of the lyrics.
5. Add the beat, rhythm, and any instrumental sounds you can imitate.

Rehearse a **30-45 second excerpt** of the song. You may practice for up to **five** minutes.

With the class: Share your performance with the class, but do not reveal the song title beforehand.

As audience members, listen carefully:

- * Can you identify the song from the beat, rhythm, and vocal sounds alone?
- * At what point do you recognize it?

After each performance, discuss:

- * Was the class able to guess the song?
- * What musical elements made it recognizable?
- * What was challenging about recreating the song without instruments?
- * What creative choices helped bring the song to life?

If possible, play the original recording afterward and compare it with the student performance. Celebrate the creative ways each group recreated the music!

What's In a Name?

About 11 years into a career as an emcee by the name of T-Swift, I became someone louder, harder, even faster, and a lot more armored: Carnage The Executioner. Carnage got me noticed and got me on stages across the country and around the world. Carnage earned me a reputation.

Carnage also let me survive the pain of growing up without the security every kid deserves: a father who wasn't there, a mother who was harder in true life than my character, and a home that wasn't safe. He gave me armor when I needed it.

But armor you never take off eventually becomes a cage.

I decided I would not get rid of Carnage. That name, and everything I built with it, will always be part of my story. But I added something new: TERRELL X. Not a replacement, but a commitment—to growth, to honesty, and to showing people the version of me that Carnage had been covering up.

I've learned that the full story—the mask and the person underneath it—is more powerful than either half alone. Carnage's artistry is the feature on the showboat. Terrell X is the captain of the ship.

Today, I get to turn that same story into something young people can use: proof that you can outgrow the identity you built to survive, that changing your name (or your mind, or your whole direction) isn't weakness, it's growth.



Student Reflection

1. **Notice:** Find the line about armor and cages. In your own words, what's the difference between wearing armor and being trapped in it?
2. **Map:** Think of one persona or "version" of yourself you show in a specific setting (online, with certain friends, at school, at home). What does it protect you from? Is it still useful, or does it feel more like a cage lately? It's fine if the answer is "still useful." Not every persona needs fixing.
3. **Reflect (choose one):**
 - * Write about a public figure or character who seems to wear a persona as armor, what's it protecting, and is a "Terrell X moment" coming for them?
 - * Write about your own persona from question 2, and whether you're ready to let people see what's underneath it.

The 6 Elements/Pillars of Hip-Hop

1. **MC/MCing (Emceeing)**: the one using their own voice/words to hook the listener or crowd
2. **DJ/DJing (Deejaying)**: the one playing and scratching the records
3. **B-Boy/B-Girl, Breakdancing**: the one who dances to the music of the DJ
4. **Graffiti**: a colorful, bold style of writing one's name and phrases
5. **Fashion**: how one dresses to express their unique style and proud appearance
6. **Knowledge**: the growth one undergoes from turning experiences into lessons

Other key terms:

- * **Hip-Hop Culture**: how you practice the Elements/Pillars, live your life, and view the world
- * **Scratching/cutting**: moving a record back and forth as it plays under the needle
- * **Sampling**: taking parts of previously recorded music and adding them to other songs

“Hip-Hop didn’t invent anything... Hip-Hop recreated everything.”

– Grandmaster Caz: MC, DJ, Legendary Hip Hop Pioneer

Do you agree with Grandmaster Caz? Why or why not?

The Q & A

Artists love to answer thoughtful questions! If you are having trouble thinking of a question, here are some that Terrell X would love to answer for you.

- * What happened to turn you into a musician?
- * What did you learn to do first: rap/write songs or beat box?
- * How old were you when you started beat boxing? Rapping/writing songs?
- * What made you start using “machines” – pedals, hardware – on stage?
- * What’s your favorite part of being an artist/musician?
- * What places, cities, states, or countries are the most fun to perform in?
- * What artist influenced you the most?
- * Do you ever get nervous?

AFTER THE SHOW

Post-Show Discussion

Discuss or write a reflection:

Review the “Think While You Watch” prompt. How did the combination of storytelling, beat boxing, movement and interaction keep you involved? What resonated with you?

Follow-up Questions

1. What parts of the performance stood out for you and why?
2. Why are music and the creative arts a good way to inspire people?
3. Did the technology he used enhance or hinder his delivery?
4. Are you likely to dig further into the realm of songwriting, human beat boxing, or performing on your own after witnessing Terrell’s presentation?

Student Survey

Tell us about your experience at <https://www.surveymonkey.com/r/GV326NW>

Post-Show Exercises

1. Make a playlist of 10 songs that help you tell (part of) your story.
2. Make a list of 5 songs you know, or have heard after Terrell’s performance, that incorporate human beat boxing—or music made with the body (not including the lyrics).
3. Make a video of yourself or with friends recreating a song you like.
4. Find 3-5 songs that sample other songs as an activity with your parents.
5. Find 3 songs that feature a DJ scratching a record, or a sound in a song that sounds like scratching and cutting.

FOR TEACHERS

Related Ohio Learning Standards

The following standards are linked to the artist's performance and/or the activities in the performance guide. Teachers may be able to make additional connections.

Music

<i>Enduring Understandings:</i> Artists/students engage in analysis and interpretation to understand and evaluate artistic works. Artists/students understand and communicate the value of creative expressions in internal and external contexts.	
Responding (RE)	
6-8.5RE	Identify criteria based on elements of music to support personal preferences for specific musical works.
HSI.3RE	Analyze how elements of music are used in a work to create images or evoke emotions.
Connecting (CO)	
6.1CO	Describe the connection between emotion and music in selected musical works using elements of music.
6.2CO	Attend and critique live music performances and demonstrate appropriate audience behavior for the context and style of music performed.
6.3CO	Explain and apply skills developed in music to other subject areas and/or other art forms.
6-8.4CO	Identify how music is important in everyday life.
6-7.5CO	Identify different careers in music.
6.7CO	Identify different functions and uses of music in American and other cultures.
8.2CO	Describe how music performance and settings affect audience response.

Drama/Theatre

<i>Enduring Understandings:</i> Artists/students engage in analysis and interpretation to understand and evaluate artistic works. Artists/students understand and communicate the value of creative expressions in internal and external contexts.
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Responding (RE)	
7.3RE	Explain how production elements work together to affect an audience.
8.5RE	Identify ways actors and designers adjust aspects of performance to adapt to different settings, audiences, and contemporary social influences.
Connecting (CO)	
7.7CO	Develop a personal stance about why the theatrical or dramatic arts are important in schools and defend that opinion.
HSP.1CO	Describe how drama and theatre can affect social change, both globally and locally.

Writing

CCR Anchor Standard 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCR Anchor Standard 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR Anchor Standard 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR Anchor Standard 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

CCR Anchor Standard 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCR Anchor Standard 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCR Anchor Standard 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Social and Emotional Learning

Self-Awareness	A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges
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Social Awareness	C1: Recognize, identify, and empathize with the feelings and perspectives of others C2: Demonstrate consideration for and contribute to the well-being of the school, community and world
Relationship Skills	D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups D2: Develop and maintain positive relationships
Responsible Decision-making	E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable