

General Activities

1. Have the children help make a list of all the places they hear music. (TV, movies, birthday party, concert, church, school, restaurants, sporting events, etc). Supply the children with old magazines from which they can cut pictures of these events and items. Use the pictures to make a large classroom collage, or individual ones.
2. Make simple percussion instruments; (or use classroom rhythm instruments)
 - Margarine tub, Pringles tube etc with a spoonful of rice, or macaroni, sand, pennies etc. (lids taped **securely!!**)
 - Wooden or metal spoons rubbed or tapped together
 - Coffee can, ice-cream tub, empty water cooler jug –all tapped with a large spoon
 - Small water bottle, Avon bubble bath bottle, empty ridged can –all scraped with a spoon handle

Which instruments make a sharp sound?
Which ones have the deepest sound?
What other words can you use to describe the sounds? (swishy? crackly? etc.)
Can you make more than one kind of sound on your instrument? (drums can be tapped or rubbed, shakers can be shaken or swirled or tapped, for example)
Why do different shakers sound different?
3. Make a chart to classify the instruments by the material from which they are made, how they are played, and what kind of sound they make.

For example;

Instrument	Material	How Played	Sound
Coffee can drum	metal	Beat with metal spoon	Sharp, loud

Beat and Rhythm

4. What is the difference between **beat** and **rhythm**?

Beat is the **steady pulse** that moves throughout a piece of music.
Rhythm is the **pattern of short and long sounds** in a piece of music.

Have children march and play with their instruments as each foot strikes the floor (*).
Do this to a CD of (or while singing) a familiar song. (This Old Man, for example)

This old man,
* *

He played one,
* *

He played knick knack on my thumb,
* * * *

With a knick knack paddywhack,
 * *

Give the dog a bone,
* *

This old man came rolling home.
* * * *

The children will be playing (and marching!) with the **beat**.

Now, have the children stand still and play their instruments with each syllable of the song.

This old man,
* * *

He played one,
* * *

He played knick knack on my thumb,
* * * * * * *

With a knick knack paddywhack,
* * * * * * *

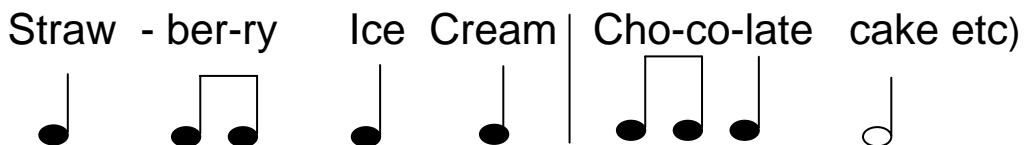
Give the dog a bone,
* * * * * *

This old man came rolling home.
* * * * * * *

This is the **rhythm**.

5. Choose another song the children know well, (*Twinkle, Twinkle* or *Jingle Bells*) and repeat exercise # 4.

6. Instead of a song or nursery rhyme, have the children play together (or clap!) the rhythm of simple words, as below.



7. Split the children into two groups. Can one group keep a steady beat, while the other group claps the words? Can they clap the rhythms without saying the words?

8. Have everyone say and then clap the rhythm of each child's name.

9. Can they each clap their own name?

10. Make a guessing game. Can the children guess which name you are clapping?

Music and Mood

11. Have the students listen to two pieces of contrasting music. Any pieces will do, as long as they are very different. For example, try "*Buckaroo Holiday*" from "Rodeo Suite" by Aaron Copland, and "*Lullaby*" by Johannes Brahms.

12. Make a chart with the name of one piece on one side, and the other piece on the other side. Under each title, list all of the words you can which describe the music. Be sure to include words that tell how the music makes you feel.

13. As the students listen to the two pieces, can they identify specific instruments at special moments throughout the piece? For example; the strings play the really soft part, or the brass are really loud at the end.

14. Play the two pieces for the students in the gym. Have the students move (dance) to the music. Make sure they know that the music should influence how they move. Have the students explain why they moved differently for each piece.