

Rose³ Learning Experience**Instrumental Music****Date:** _____

Objective: for children to develop understanding of music, musical instruments, sounds, musical appreciation and enjoyment.

Materials: A variety of materials that make sound—

- buckets and plastic containers with sticks or wooden spoons for drums.
- Sand, rocks or seed in recycled water bottles for maracas. Large seed pods for shakers.
- Cling film cardboard rolls for horns or didgeridoos .
- Plastic bottle lids* or gum nuts threaded onto string or ribbon for shakes. Plastic bottle tops* nailed on to sticks or dowel for rhythm sticks.

(* metal bottle tops and materials sound great, however are quite sharp and could be considered dangerous, so an alternative has been suggested.)

Instructions

Collecting and thinking of the items that are going to be musical instruments is half the fun! Time should be spent discussing, designing, inventing and making the instruments. Depending on what materials are used, basic craft materials (glue, scissors, sticky tape) may be required.

Once made, let children explore the sounds their new musical instruments play.

(Purchased musical instruments can be used, however this limits imagination and creativity. Let the children come up with new and interesting sounds from items in their environment.)

Early Years Learning Framework Outcomes*

Outcome 1: Children develop

- confidence and knowledge through creating instruments and sounds.
- ability learn to interact with others when discussing musical/rhythmic sounds, playing together and dancing.

Outcome 2: Children

- respond to diversity with respect through listening to others ideas, respecting different ways of creating.

Outcome 3: Children

- become strong socially and emotionally through contributing to shared projects and experiences.
- take responsibility for health and physical wellbeing through dance and creative movement.

Outcome 4: Children

- develop curiosity, creativity, enthusiasm and imagination through the development of instruments and investigation of sounds.
- develop a range of skills and processes such as problem solving, experimentation and cause and effect.
- resource their learning through natural and processed materials.

Outcome 5: Children

- make meaning using a range of media.
- begin to understand how symbols and pattern systems work through experience with music and musical notation.

Key Learning Area Links**Pre-Numeracy (Mathematics)**

Patterning and Sequencing (Music is a repeated rhythmical pattern or beat.)

Number (Counting) (4 beat pattern)

One to One Correspondence (counting skill)

(when using the instruments with the Rhythm/beat cards)

Literacy/Vocabulary (English)

Drum, maracas, shakers, horn, didgeridoo, rhythm sticks, clap sticks, music, dance

shake, beat, rhythm, rest, "ta" (1, one sound on beat,) "ti-ti" (2 sounds on 1 beat) "za" (Z-symbolic for rest)

One to One Correspondence (early reading skill)

When using the rhythm/beat cards

Health and Physical Education

Gross Motor Skills—shake to the beat, dancing and movement to music.

Fine Motor—manipulating and creating instruments.

The Arts

Begin awareness of basic music concepts and symbols.

Creating Instruments using various materials.

Extension Ideas

Free dance to music with a variety of instruments.

See if children can keep the beat or rhythm to their favourite songs.

Use the instruments in conjunction with Beat and Rhythm Black Line Masters* (See BLM section. These cards can be printed and laminated for repeated use)

Linked Learning Experiences

Clap Sticks

Beat/Rhythm

Move to music