

# Studying Music

Preschool Classroom

## Music Learning Activities Across the Curriculum Relationship to NAEYC Accreditation Criteria

### Arts and Aesthetics (B-4, B-7, B-7e, B-7g,B-8)

#### \*constructing (B-5d, B-7g)

- construction of 3-dimensional pipe organ
- construction of instruments with wire or plasticine

#### \*creative dance and movement (B-7g)

- add to rhythm by using body parts
- dance with ribbons moving to the music
- dance to Flaminco music, Macarena
- listen to music and move as an animal in *Carnival of the Animals*
- move to the feel of the music

#### \*dramatizing (B-7g)

- dramatize *Peter Pan* play using only music
- use creative dramatics to explore music

#### \*memory drawing (B-7a)

- draw memory experiences about music
- draw instruments that we see on field site visits
- draw instruments that were brought to the classroom

#### \*observational drawing (B-7g)

- draw instruments were brought to the classroom (Time 1 and Time 2)
- revisit Time 2 drawings and add detail to drawing

#### \*painting (B-7g)

- paint musical instruments
- paint watercolor wash over outlines of wax instruments
- paint mural for culminating display

#### \*relating art to literature (B-7d)

- draw pictures to respond to *My Many Colorful Days* by Suess.

#### \*representations (B-7g)

- create music staff on computer using Kid-Pix

- create musical instrument mural on acetate
- draw pictures of instruments
- make three dimensional instruments from plasticine, wire and play-dough

\*responding to music (B-7g)

- create rhythm patterns using rhythm sticks
- listen for high/low sounds
- listen to music and finger paint to the mood evoked by the music
- listen to music and draw a picture using crayons
- listen for rhythm patterns
- listen to various music forms and instruments

\*Singing (B-7e, B-7g)

- practice and sing echo songs for culminating activity *Rain, Rain*
- sing *I Am So Happy* in five different languages
- sing songs from *Sniggles, Squirrels and Chicken Pox* by Miss Jackie W.

## Language and Literacy

\*analyzing (B-6a, B-7c, B-7d)

- analyze information gathered from field studies (videotapes, expert interviews, photographs, instrument analysis)

\*classifying

- classify pictures of instruments
- classify questions that students asked to pursue in study groups
- sort and classify student topic webs one and two

\*comparing (B-7c, B-7d)

- compare different types of instruments
- compare the sounds of instruments
- compare sounds in cups of water

\*critical thinking (B-7c)

- decide on presentation material for culminating event
- predict, hypothesize or theorize the answers to questions
- decide how to proceed on mural after first attempt

\*developing oral language (B-7d, B-7g)

- brainstorm music concepts and ideas
- add new vocabulary to the word wall
- categorize and label web topics
- design questionnaire on musical instruments in the home
- find out how to present survey material

- interview music experts
- listen in large or small group discussions
- report progress at large group

\*formulating questions (B-7c)

- develop questions to ask experts
- develop researchable questions
- reflect on questions at the end of the project

\*integrating new vocabulary (B-7d)

- add new vocabulary words to the word wall
- brainstorm and web ideas
- use new vocabulary during the project

\*making lists (B-7d)

- make lists of instruments we have seen
- make lists of materials needed for representations
- make lists of questions to be asked
- make a list of songs students have learned
- make vocabulary list
- make lists of who they want to interview
- make lists of what we have learned

\*planning (B7-a, B-7c, B-8)

- develop “disco room” atmosphere
- develop list of instruments for mural
- develop list of instruments for questionnaire
- draw rough draft for mural

\*presenting (B7-d)

- explain what we’ve learned about instruments at culminating activity
- share personal memory stories with the class
- share progress on each step of project

\*reading (B-7d)

- brainstorm “what I know now”
- create a list of instruments and people that visited
- dictate memory stories
- dictate “what I’ve enjoyed about music project”
- read books about music to the class
- read experience stories at group
- read words to the songs we sing
- reflecting (B-7g, B-7d, B-7c)
- respond to literature through discussion at large group

- using references and resources

## Investigative Skills-Science

### \*exploring (B-7)

- explore the questions such as:
  - What is the relationship between music and movement?
  - What instruments make up an orchestra?
  - How are musical videos and songs produced?
  - What is the relationship between sound and music?
  - What is rhythm?

### \*experimenting (B-7c)

- answer questions:
  - What makes sound?
  - How do we hear the instruments?
  - Which bell is the highest pitch?
  - Which is the lowest?
  - Can you place the bells in order of lowest to highest?
- change the level of the water to vary the sounds
- make a telephone out of string and paper cups
- place different materials in shakers to explore the different sounds

### \*investigating (B-7c, B-7d)

- How does a piano make sound?
- How do you play a French horn?
- How do you play a guitar?
- Which glass has the lowest sound?
- Which glass has the highest sound?
- What sounds do we find in the classroom?
- What sounds do we find on the playground?
- Who is in charge of the orchestra?
- Why do cellos have sticks?

### \*observing (B-7c)

- observe and list the sounds heard in the classroom
- observe and list the sounds heard outside
- observe a piano that is being repaired
- observe how a guitar is strummed
- observe the slinky as it moves
- observe water waves when the glass is tapped

### \*predicting (B-7c)

- predict possible answers to questions formulated before talking to an expert

- predict results prior to conducting an experiment
- predict the number of players in an orchestra
- predict what instrument is in the case
- predict which sound will be low and high in the glasses

\*reporting (B-7c)

- report progress on representations
- report results of experiments to large group

## **Numeration and Problem Solving**

\*counting (B-7c , B-7d, B-8)

- count number of members in each musical group that visited
- tally results from questionnaire

\*estimating (B-7c)

- estimate how many people will be in the percussion group
- estimate how many people will be in the string quartet
- estimate how to make the sound higher in the cup of water
- estimate how to make the sound lower in the cup of water

\*measuring (B-7c)

- measure the length of the instruments
- measure the length of the instruments using non-standard measurement
- measure the pipes of the organ and place them in order
- use measurement to build the pipe organ

\*organizing, analyzing and communicating data (B-7c, B-7d)

- develop bar graphs to display the result of questionnaire on instruments
- write a paragraph explaining results of the questionnaire

\*surveying (B-7c, B-7d)

- Do you have a violin at home?
- Do you have a guitar at home?
- Do you have a trumpet at home?
- Do you have a flute at home?
- Do you have a drum at home?

## **Social, Emotional Growth and Dispositions**

\*communicating (B-7b, B-7d)

- ask questions skillfully
- engage in group discussions

- listen to others
- negotiate roles, turn-taking, problem solving
- report progress of investigations to the group
- share research
- use new vocabulary

\*cooperating and collaborating while working with others (B-7c)

- create shakers and instruments by helping one another with tape or glue
- create the pipe organ and put it together
- follow directions of conductor
- study in teams collaboratively
- write music and perform together

\*empathizing with others and their needs (B-7b, B-7h)

- appreciate work of peers by noting effort, care in work and originality
- share materials, space and time
- share words of encouragement and appreciation of peers

\*enjoying (B-7a)

- listen to the different instruments and gain new appreciation of sound
- listen to various CDs brought in by peers
- perform together as an ensemble

\*gaining confidence in abilities to do the following (B-7a)

- investigate
- make presentations to an audience
- observe and draw the details of an instrument
- represent instruments using plasticine and play-dough
- use a variety of mediums to express ideas about instruments

\*helping peers (B-7b)

- discuss problems for better understandings
- joint clean up of areas
- problem solve when creating instruments
- represent instruments, music

\*initiating (B-7a)

- choose appropriate materials
- experiment with sound and instruments
- predict and manage time
- research to find answers to questions

\*persevering (B-7a)

- adding each detail to observational drawing
- creating instruments that hold together

- working on ensemble until conductor likes outcome
- writing music until the song is finished

\*problem solving (B-7c)

- find a way to stop leaks in shakers
- how to make a high pitch and low pitch with water levels in glass
- how to place the pipe organ from lowest to highest pipe
- who participates in each ensemble

\*risk taking (B-7a)

- lead other children in an ensemble
- play instruments in front of a group
- state disagreements in conversations or at group meetings
- support opinions
- verbalize estimations, predictions and hypotheses