Games for the Elementary Music Classroom

Book Resources:

- A Galaxy of Games for the Music Class (by: Margaret Athey and Gwen Hatchkiss)
- Music Puzzlers (has different levels based on grade level) published by: Hayes School Publishing Co.

Web Resources:

- Classicsforkids.com (site over composers with some games to go along with what they have learned)
- SFSkids.org (this site has interactive areas and games about the orchestra)
- Musictechteacher.com (site with lots of games/quiz games over just about anything music)

Games:

- **Sound Cups (grades K, 1st, and may be 2nd)**
  
  I use Sound Cup with my younger classes when we are talking about sounds and how everything has a different sound. Sound Cups test their listening to see if they can find the matching sound cup to the one they have. I have them in two groups in a straight line facing the other group. They take turns one at a time moving from group to group down the line to find their match. If they find their match and it is correct, then their team gets a point. If they do not have it correct, then the cup is returned to the player and the next person goes.

  - To make sound cups, all you need are the 30 small bathroom mouthwash cups, tape (masking or duct tape works best), two different colored magic markers, and 15 different things to put in the sound cups twice (ex. Paperclips, pennies, etc.). Make sure that you pick things that are not too close in sound so that the students can match them up.
  
  - Put one of the sound items in one mouthwash cup and place a second on top. Tape the two cups together so they cannot be opened. Write a number on the top of the cup.
  
  - Take the same sound as in the first cup and place it in another mouthwash cup. Place the second on top and tape the two together. With the other color magic marker, give this cup a different number so that they will not be a match in numbers.
  
  - I like to write down what number goes with each number from the other color so that when we play I can keep track of the cups that are matches easily.

- **Quarter, Quarter, Half (grades K and 1st)**
  
  This is a modified Duck, Duck, Goose game that I use to help with Quarter and Half Note name recognition along with the number of beats they get. With the K and 1st grade we gave the Quarter Note and Half
Note nicknames to help them remember the names easier and so they could write the name too. We call Quarter Note Mr. Q and Half Note we call Mr. H. We look at them as brothers with Mr. Q being the youngest and Mr. H being the oldest.

- With the game, it is just like Duck, Duck, Goose, except instead of saying Duck and Goose we say Q and H.
- Q is for Duck and H is for Goose. When the H is picked and they do not catch the Q, then before they can start taping heads, they have to tell us what number the H is. If they get it wrong, you can make them go into the pot or give them another try. It is up to you how you want to do that.
- If the H does catch the Q, then the Q has to tell us what number they get or they have to go into the pot.

刘 Rhythm Matching (grades K-5)

- I have different version of this game depending on the grade level that I am using it for.
  - For the Kindergarten and 1st grade we use the rhythm matching cards for note and number of beats recognition for the Quarter Note, Quarter Rest, and Half Note. They have two versions that I have use. The first one they match the symbols to its name and the second is where they match the symbol to the number of counts.
  - For 2nd and 3rd grade we use the Quarter Note, Quarter Rest, Half Note, Half Rest, Eighth Note, and a Pair of Eighth Notes. With their versions, they have one where they match the symbol to the number of beats and the second version is they have to count the rhythm for their partner to claim the match.
  - 4th and 5th grade are similar to the 2nd and 3rd grades except they use Whole Note and Rest, Half Note and Rest, Quarter Note and Rest, Eighth Note and Rest, and a Pair of Eighth Notes in their games.
    - Copies of some of the matching cards that I use are in the back of the handout.

刘 Statues (grades k and 1st)

- This is a fun filler game when I am talking about rhythm and tempo.
  - All the students have to spread out so that they are not touching anyone or anything. They then make a pose as if they were a statue and cannot move until they hear the drum sound.
  - They have to listen to the beat of the drum and can only move once for every beat.
  - They cannot touch anyone in the room during this or they are out and the must not be moving when the drum is not playing.
  - Using it with tempo, speed up and slow down the beat of the drum each time and have them match the speed of their movements to the tempo of the drum.
  - They really like this game and is a fun time filler and a chance to let them get up and move around a little.
Maestro Says or Conductor Says (grades K-3rd)

- This is great when talking about instruments. Just like the rules with Simon Says, they have to do as the Maestro, or Conductor (either one works great), Says. The one thing that is different is that some of the commands are to play a guitar and they have to hold their hands as if playing a guitar without making a sound. Your imagination it the limit and what you have shown your students about the instruments.

Instrument Bingo (grades 2nd-5th, depending on your group, sometimes 1st)

- There are many different kinds of instrument bingo out there that you can buy or you can make your own like I did in Word or Excel. There are also some cool sites online that can generate game boards for you as well. You can do this using the name to call the instruments out or you can use recordings of the instrument sounds to use during the game.

Rhythm Bingo (grades 2nd-5th)

- Again there are many out there that you can purchase. Make sure that if you are buying a rhythm bingo set that you check to make sure what they include and if it will work for your group. I like to call out the counting for them to find the rhythm on their card and to play the rhythm for them to find as well.

Musical Hangman (grades 2nd-5th)

- I make different sets of cards that are divided based on content areas (ex. I would have one section for instruments and another section for Composers). I divide them into groups and have them take turns solving the problem that their group member draws from one of the groups.

Guess That Song (grades 2nd-5th)

- This is a good time filler for the end of class if you have some time. I play the first little bit of a song, movie theme, or cartoon theme for them. I have them face away from the computer so they cannot cheat. If they think they know the name of it, they have to raise their hand quietly in their seat. I pick the first hand I see to give an answer and take about three more guesses before I move to another song.

- I usually will have a treat for those that can get the answer right as well.

Rhythm Tic-Tac-Toe (grades 2nd-5th)

- I create different slides with various 4 beat rhythms on them. Pair the class off and each pair gets 9 different rhythm slides and two different colored pieces of construction paper for the X and O covers. They make a Tic-Tac-Toe board on the floor with their slides and they have to clap/count the rhythm on the slide for their partner before they can cover with their color.

Rhythm Relay (grades 3rd-5th)

- This game is a big hit with my classes and they love to play it. It also serves as a really good review on rhythms and counting. You divide your classes into groups of 3 and each person in the group has job.
  - The person in the front of the line is “The Writer” and they are to write the rhythm that is whispered to them on the white board (if you do not have small white boards for them to use, you can use the “poor man’s” white board for this as well). The Writer is also responsible for ringing the bell in the front of the room once they have finished writing the answer down on their board.
The second person in line is “The Middle Man” and they are in charge of whispering the rhythm to “The Writer” that was whispered to them.

The last person in line is “The Reader” and they come to the front of the room with the other group’s Readers to see the rhythm flash card that I hold up. They get 10 seconds to memorize the rhythm and then are released back to their group to whisper the rhythm to “The Middle Man”. The Reader and the Writer are not allowed to talk to each other or they are disqualified. The groups are also not allowed to talk, that is why they whisper to the person’s ear. It is also to prevent other groups from hearing what their answer is.

When the Reader is whispering the rhythm back, they are supposed to be using our counting form (I like to use 1 & 2& with my classes instead of Ta and Ti).

We will demonstrate this game together

**Jeopardy (grades 3rd - 5th)**

- This is always a great way to review content and to get students involved. With the game, I like to offer extra credit to the team that wins if I am having a test/quiz afterwards. I also let the other team have one guess to a question if the first team guest incorrectly. That way it is easy to see who is paying attention and they have to be quiet to hear what the other team gave for an answer.

**Musical Twister (grades 4th and 5th)**

- This is something that is great to that if different from the everyday review game. Just like regular Twister except instead of colors, I have drawn different music symbols for each color.

- All you need is a Twister board(s), depending on how many students you are going to do this at one time. After Christmas or thanksgiving sales are a great time to get this game for a good price.

- On the spinner and the game board, draw a music symbol you have been working on in one of the colors. Example would be to put a quarter note on all of the red circles. That way when they caller spins, every time that it lands on a red circle they would say_____ on quarter note.

**Musical Bean-Bag Toss (grades 4th and 5th)**

- With this I took a cheap full sized sheet that I found on clearance at Wal-Mart and some duct tape to make this board. I put a grid of boxes on the sheet using the duct tape. With a black sharpie, I drew different things that we were talking about in class like the Treble Clef or notes placed in the Treble Clef staff. Using bean-bags, each person had to toss it on the board and answer what is in the square the bag landed in.

**Treble Clef Spelling Bee (grades 4th and 5th)**

- Using the back side of the sheet used for the bean-bag toss I made a treble clef staff with duct tape. If you have a floor rug with a big enough treble clef on it you could use it as well. You can also use this with the white boards if you did not want to mess with making the staff. With this game each team is given a word that they can spell using only the letters from the music alphabet. When they are given the word, they have 1 min. to arrange their group on the staff to spell the word.
Rhythm 21 (grades 4th and 5th)

- This can be done a couple different ways. You could take a real deck of cards and place the notes on them or you can make your own cards from index cards. On the cards, I use note and rest values that we have looked at to equal the number of that card. (ex. For the 5 I could draw a whole note and pair of eighth notes on it) The students job is to use the cards to play 21, but none of the cards have numbers on them, just note and rest values. They have to be able to add up the values in order to know if they have 21 or not.

The next two games are from Amy King who teaches in Casey County.

Boomwhacker around the World (helps with lines and spaces on treble clef staff)

1. Set up Boomwhackers on the floor in the front of the room. I usually start by putting the line notes in one row and the space notes in a separate row. I make sure to space them so that they are still in order from low to high. I also review how the two E's are different and the two F's are different (Boomwhackers really help reinforce this concept because the higher notes are smaller).
2. Have students sit in a semi-circle around the room.
3. Have two students come to the starting point.
4. Put the magnet on a line or space note. The first student to strike the correct boomwhacker on the floor is the winner. The winner stays up and the next person in line comes up to the start to challenge the winner.
5. The winner continues until someone beats him/her, and then there is a new winner to challenge.

Music Basketball

1. Divide the class into two teams. Give each team a name of some sort and mark off a place on the board to keep score. (The game always seems to go faster and with fewer arguments if the teacher is the score keeper.)
2. Establish how long the players will have to answer each question. (This can be arbitrary, in other words, whenever the teacher thinks the student has had a reasonable amount of time, or a set, pre-established time. 3, 4, or 5 seconds is usually sufficient. The teacher ticks these off as soon as the question is read, and calls time if no answer is given.)

RULES

1. The first person on both teams stands. The first person of the team who picked the number closer to the teacher's number is called the “player”. The first person of the other team is called the “stealer” and will have the opportunity to "steal the ball" (that means answer the question) if the “player” gives a wrong answer. If the “player” uses up all of the allotted time think of the answer, and gives a wrong answer, the “stealer” must give his answer immediately. The “stealer” will NOT be given extra time to think of the answer. However, if the “player” gives a wrong answer before time is called, the “stealer” will be given the remaining time before he is required to answer.
2. The other members of both teams must be completely quiet during the reading of the questions and during the answers. No team member is allowed to help the “player” or the “stealer” in any way. No whispered answers, no motions, no facial expressions, etc.
3. The other team members should also be listening to all of the questions and thinking of the answers in their heads. Not only is this good practice (remember ball players have to practice!), but they may get the very same questions again later in the game.

4. Before each question, the teacher will remind the teams which is “playing” and which is “stealing”. The flashcard is held in view of all team members and the teacher asks the question.

5. The “player” is allowed to answer before time is up. If he uses all of the allotted time to think of the answer, he must answer immediately when time is up. If he does not answer immediately, the “stealer” automatically gets his chance to answer. No one is allowed to change his answer after the teacher has declared that it is wrong. If a person gives an answer and then changes that answer, the teacher will only count the first answer.

6. If the “player” answers correctly, 1 point is given to his team. He then gets to shoot the basketball from behind the free throw line. If he makes the shot, his team is given 1 additional point. **No shots can be taken unless the question is first answered correctly.** (When keeping score, the teacher may want to circle the tally marks for points made by making shots. By doing that, at the end of the game, everyone can calculate how many of their team’s total points came from answering questions correctly, and how many came from making basketball shots.)

7. If the “player” answers incorrectly, the question immediately goes to the “stealer”. If he gives a correct answer, then his team gets 1 point and he gets to shoot the ball and try for another point. If the “stealer” answers incorrectly, the teacher gives the correct answer and no one gets any points and no one gets to shoot the ball, either.

8. Now the teams switch responsibilities...the “playing” team now becomes the “stealing” team and vice versa. The original “player” sits down and the next person on that team becomes the “stealer”. The original “stealer” stays standing up, if the “player” answered correctly and the “stealer” did not even get a chance to answer. He becomes the next “player”. However, if the original “stealer” did get a chance to answer and got it wrong, he sits down and lets the person on the team become the next “player”.

9. This continues until time is up and scores are calculated to declare a winner.
Making Elementary Music fun!

EASY WAYS TO INCORPORATE TECHNOLOGY IN THE CLASSROOM

BY MARYBETH BROWN
$how me the money!

- We all know that money is tight, especially in the arts and humanities classrooms.

- I would like to show you some easy and affordable ways to incorporate more technology into your music classroom.

- Instead of concentrating on the latest “gadgets”, I will be focusing on practical items that are likely to withstand the test of time and activities that are user friendly (and most importantly kid friendly.)
Going Digital

- If you use CD recordings often, consider switching to an iPod.

- iPods can be costly up front (approx. $200) but saves planning and instructional time.

- iPods allow you to organize your music any way you want.
No MIE lab?

- Consider purchasing a couple of older model keyboards.
- You can do many things with a digital keyboard (such as teaching the elements of music)
- Keyboards are an easy way for students to create their own music using specific guidelines.
- Approx $130.00 on Amazon.com
Get online

- There are many different websites that provide meaningful music activities and games for **FREE**!
- Check out
  - [http://www.nyphilkids.org/main.phtml](http://www.nyphilkids.org/main.phtml)
  - [http://www.flashmusicgames.com/](http://www.flashmusicgames.com/)
  - [http://www.classicsforkids.com/](http://www.classicsforkids.com/)
Listening Center

- A great way for students to listen and analyze music
- You need a music player (boom box) and headphones
- You will also need a splitter so that everyone can hear the music
- Splitter costs approx $27.00 on classwish.org
Video games anyone?

- Nintendo Wii has a handful of valuable music-related games.
- Students LOVE playing the Wii, video games are a great way to reach students that seem “unreachable”.
- Wii Music can be used to teach pitch, melody, rhythm, orchestral instruments and tempo.
Customer relationship management (cont.)

- Video games can be a bit pricey.
- Individual games range from $40.00-$60.00.
- The actual game consoles have gone down in price considerably... approx $160.00 on amazon.com.
Learning Centers

- Students can experience all of these learning tools in one class period by using “Learning Centers”.
- Basically, you have 5-6 activities around the room. You divide your class evenly and assign them a starting group. Have the students switch groups every 4 minutes (give or take depending on the length of your classes).
- Centers are great when you have a sub and are an excellent alternative to “videos” because the students are actively engaged during the whole class period.
There are many videos listed in the music catalogs you undoubtedly receive in your school mailbox. How do you know which ones are actually...educational?

- **We recommend**
  - *Little Einsteins* – full of classical music, teaches the science of music as well.
  - *The Composer’s Series* - titles such as “Bach’s Fight for Freedom” are great for showing specific time periods you are teaching (such as Colonial America and it’s European influenced music.)
The “fancy” stuff

- Here are some fancy gadgets and tools for those of you who are more technology inclined or have a larger budget to work with.

- The 3M “Shoot n’ Share” allows you to video record your students than project it on to the wall. Great for instant feedback. **$235 on Amazon.com**

- The iPad has some very fun and educational music apps/games such as “Piano Hero” and “Rhythm Cat” which give students instant scores/feedback on their performance. **$400-$500 on the Apple Store website**
Conclusion

- Technology does not have to be scary or expensive.
- Students love interactive technology, especially after doing pencil/paper work all day in their other subjects.
- If you saved and purchased one or two small tech items per school year, you would have a nice collection within a few years.
Thank you for attending our session, “Making Elementary Music Fun.”

- We will be happy to stay and answer any questions you might have about our presentation.
- We hope you enjoy the rest of your time at KMEA!
CREATIVE DANCE IN THE MUSIC CLASSROOM
YOUR STUDENTS CAN EXPLORE MUSIC

AND DANCE AT THE SAME TIME!

Having trouble getting started? Think of the 3 elements of dance to motivate you....

SPACE

TIME

FORCE
SPACE

NOT ENOUGH SPACE IN YOUR CLASSROOM? TRY THE CAFETERIA, GYM, HALLWAYS, OR EVEN SPLIT YOUR KIDS INTO GROUPS THAT SWITCH BETWEEN “PERFORMING” AND BEING AN “AUDIENCE”.

TIME

NOT ENOUGH TIME TO COVER EVERYTHING? NO PROBLEM. MANY ELEMENTS OF MUSIC COINCIDE WITH ELEMENTS OF DANCE. YOU CAN EXPLORE MUSIC THROUGH A DANCE ACTIVITY!

FORCE

YOU MAY NOT BE FORCED TO TEACH DANCE, BUT IT WILL DEFINITELY HELP YOUR PROGRAM REVIEW BY PROVIDING CREATIVE OPPORTUNITIES!
## HOW DO THEY WORK TOGETHER?

<table>
<thead>
<tr>
<th>ELEMENTS OF MUSIC</th>
<th>ELEMENTS OF DANCE</th>
</tr>
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<tbody>
<tr>
<td>MELODY</td>
<td>SPACE: Level: High/Low</td>
</tr>
<tr>
<td>DYNAMICS</td>
<td>SPACE: Size: Big/Small  FORCE: Weight: Strong/Light</td>
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<td>FORM</td>
<td>DANCE FORMS: AB/ABA, same as musical forms</td>
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<tr>
<td>TEMPO</td>
<td>TIME:Speed</td>
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<td>RHYTHM</td>
<td>TIME:Rhythm/Pat terns</td>
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</table>
ACTIVITIES

Adapted from the book, “Creative Dance for All Ages” by Anne Green Gilbert

1) The Melody Machine

2) Elevator Music

3) Rhythm Rock*
**RHYTHM ROCK**

**Rhythm**
- Half Note
- Quarter Note
- Two eighth notes

**Movement**
- Slide, Leap, Melt
- Walk, Swing, Jump
- Hop, Punch, Jog
CLASSROOM MANAGEMENT HINTS

- Space Issues: Discuss/Explore self and general space at the beginning of the year. Students have to keep their “bubble” of self space at all times.

- Finding a Partner: For activities with partners, tell students to find a partner by touching an elbow with someone. (Try backs, toes, thumbs, etc.)

- Challenge through creative questioning! (What kind of pathway can you use at that high level? How can you change directions in those pathways?)
A GREAT RESOURCE!!

- “Creative Dance for All Ages” by Anne Green Gilbert

- Check out more information at www.creativedance.org
Creative Dance in the Music Classroom

Presented by: Abby Fowler

(abby.fowler@madison.kyschools.us)

Resources:

*Creative Dance for All Ages* - Anne Green Gilbert

*Brain-Compatible Dance Education* by Anne Green Gilbert

*Inclusive Creative Movement and Dance* - Karen A. Kaufmann

*BrainDance Music* by Eric Chappelle

*Music for Creative Dance: Contrast & Continuum Volumes 1-4* by Eric Chappelle

Questions on Creative Dance in the Music Classroom:

1) **How can students create their own dances to accompany music?**
   Begin by exploring the elements of Space/Time/Force as they apply to the elements of music. For younger students especially, one creative movement activity during music class can not only help their focus, but provide another opportunity to reinforce music content. Once the teacher and students are comfortable with these elements, creating a dance with guidelines is much easier!

2) **How do the elements of music and dance work together?**

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<td>TIME: Rhythm/Patterns</td>
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</tbody>
</table>
3) **What kind of activities can I create for students to explore these elements?**
   I HIGHLY recommend getting Anne Green Gilbert’s book “Creative Dance for All Ages”. It has more activities than you will ever have time to use! Also study up on the elements of dance, including locomotor and non-locomotor movements. Being aware of these elements will provide you with the knowledge and resources you will need for creating activities.

4) **How can I help my students successfully create a dance on their own?**
   If they have explored the elements of dance, they will be much more successful when creating. Also give students guidelines such as:
   - The form the dance should be
   - What elements of dance you want to see (usually limit to no more than 3)
   - Expectations for participation
   - They must have a beginning, middle and end

**Classroom Management Issues:**

1) Space issues: Discuss/Explore the Element of Space and two sub-elements: Personal/Self Space and General/Shared Space. Personal space puts a bubble around the student that no one can enter. General space is used to travel throughout the room, but personal space (bubble) is carried along with the student. If a student “pops” another student’s bubble, they have to rest their feet for 3 minutes. Discussing/Reviewing this every time keeps students focused.

2) Not enough space in your music room? Have an audience and a performing group, switching places after each exercise. Have students reflect on and discuss what they see/experience.

3) For activities with a partner: Have students find a partner by touching elbows with the person of their choice. Change this up every time by using a different body part: toes, hands, thumb, back, etc. Count down from 5 to give students a time limit.

4) Continually challenge the students through creative questioning. If students are exploring the musical element of dynamics, coach them through by exploring dance elements at the same time:
   - If the music is *forte* what SIZE should your movement be?
   - Can you use big movement in a curvy pathway?
   - What kind of WEIGHT can you put into your steps to show music that is *piano*?
   - Continually ask questions and kids will continue to discover new movement!
A Choreographer’s Toolbox - Some things to think about when exploring and creating

**Locomotor vs. Non-Locomotor Movement**

<table>
<thead>
<tr>
<th>LOCOMOTOR MOVEMENTS</th>
<th>NON-LOCOMOTOR MOVEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>“allows you to travel”</td>
<td>“keeps you stationary”</td>
</tr>
<tr>
<td>walk, run, gallop, hop, jump, slide, gallop, roll, crawl, creep, slither, etc.</td>
<td>twist, bend, sway, swing, stretch, turn, pull, push, fall, dodge, melt, sink, shake, wiggle, lunge, lift, etc.</td>
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**The Elements of Dance**

<table>
<thead>
<tr>
<th>Element</th>
<th>Sub-Element</th>
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<tbody>
<tr>
<td>Space</td>
<td>Body Shapes (Students like “statue”)</td>
</tr>
<tr>
<td></td>
<td>Self and General Space</td>
</tr>
<tr>
<td></td>
<td>Levels: High/Medium/Low</td>
</tr>
<tr>
<td></td>
<td>Directions: Forwards, Backward, Right, Left, Up, Down</td>
</tr>
<tr>
<td>Time</td>
<td>Speed/Tempo</td>
</tr>
<tr>
<td></td>
<td>Rhythm (Pulse of your body, Rhythm of your breathing)</td>
</tr>
<tr>
<td>Force</td>
<td>The Use of Energy</td>
</tr>
<tr>
<td></td>
<td>Weight of Movement: Heavy/Light</td>
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<tr>
<td></td>
<td>Flow of Movement: Bound/Free</td>
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<td></td>
<td>Sharp/Smooth</td>
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The collection consists of 120 singing games and dances categorized into different skill levels. Each game and dance will be organized from simple to complex taking into consideration the age of children involved and the skill level being taught.

Examples:

See Saw

Little Sally Walker

I've Got the Rhythm in my Head

Slaves of Jobs

Stella Ella

Circle Round the Zero