



## **Classroom Music Games**

**EDUO 9816**

1 Semester Credit/Unit

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***Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.***

*Due to COVID-19, participants are currently not required to do activities related to this course directly with children. You may either do them over Zoom or another video conferencing method and respond to assigned questions with how it went, or you can relate how you would do assigned activities with students if you had direct contact.*

This course is designed for teachers to use music in a creative non-threatening way that will reinforce, introduce or review required Common Core Language learning curriculum standards. Students are exposed to music as a language genre study as the standards promote globally aware students who make multilayered connections in their learning.

Only one required resource text is needed to complete this course: 101 Music Games for Children, by Jerry Storms, Hunter House Inc., P.O. Box 2914, Alameda, CA 94501-0914. Text fee is \$12.95 and is available through most bookstores or directly from publisher toll-free 1-800-266-5592. This book is also available at Amazon.com. \*Prices subject to change.

You will need various and sundry items such as tin pans, sticks, rubber bands, shoe boxes, etc. for making home-made rhythm instruments.

### **COURSE OBJECTIVES**

**By the end of this course the participant will have:**

- Used nine different music teaching games with children
- Shown the ability to plan complete classroom lessons while incorporating music games as an adjunct to Language Common Core Standards.

## GRADING RUBRIC

<b>Exemplary: A+ to A-</b>	<b>Acceptable: B+ to B-</b>	<b>Unacceptable: Must be resubmitted</b>
Clearly and thoroughly addresses each of the assignments and shows a logical progression in their usage	Addresses all assignments with clarity	All assignments are not addressed or responses are not clear in their meaning
Responses are clear and easy to read	Responses can be read	Responses are difficult to read
Shows careful editing so that egregious errors in punctuation, spelling, and usage have been eliminated	Minor mechanical errors exist but do not seriously distract from the meaning	Shows little organization and has poor punctuation, with spelling errors

## 1 – Eight Game Chart

**\*Choose three games from each of the sections of the text: Games that Develop Personal Skills, Games that Develop Social Skills and Games that Develop Creative Skills (for a total of nine games) and play them with your class or any group of children. You may also choose a game from the “Additional Resources” section of this assignment as one of your nine games. For complete planning, choose one of the games to complete 2-6. The other eight will be used to complete the chart below.**

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
<b>Game used with brief description</b>	<b>Materials used</b>	<b>Brief assessment</b>

## **2 – Standards & Proficiencies**

State what Common Core or Music standards are met with music game chosen for complete lesson.

2c Describe in detail how your game met those standards and proficiencies.

## **3 – Connections**

To achieve maximum learning continuity, it is important that some of the music games used in class be connected with previous and future lessons and not all are just inserted into the curriculum in isolation.

You will indicate how you integrated this music game into your overall sequencing.

3b Describe in detail lesson(s) that will follow the use of this music game and how connections will transpire.

## **4 – Materials and Activities**

Making effective use of materials and activities to support any learning activity is worth the planning and effort. In this section you will relate what materials and activities used to support this music game.

4a List materials used to help present this music game.

- i. text books
- ii. handouts
- iii. newspapers, magazines
- iv. internet
- v. others (describe)

4c Describe what activities were employed and how they were carried out.

## 5. Strategies

5a Describe in detail how you are going to introduce this music game to the class.

5b List and explain the techniques you used to indicate the educational purpose for using this music game.

- i. Discussion (explain)
- ii. Clarification (explain)
- iii. Prediction (explain)
- iv. Review (explain)
- v. Other (explain)

## 6. Assessment

6a. Describe in detail the assessment technique(s) you used and the reason for choosing that (these) method(s).

6c. Because of this assessment will you change:

- i. Your strategies? (explain)
- ii. Materials and/or activities? (explain)

## 7. Additional Resources:

[Pinterest.com/miscmecara/music-games-for-my-classroom](https://www.pinterest.com/miscmecara/music-games-for-my-classroom)

[Teachingideas.co.uk/music/contents\\_musicalelements.htm](https://www.teachingideas.co.uk/music/contents_musicalelements.htm)

[Voices.yahoo.com/fun-free-music-dance-rhythm-games-the-4137367.html](https://www.voices.yahoo.com/fun-free-music-dance-rhythm-games-the-4137367.html)

[Kellybear.com/TeacherArticles/TeacherTip69b.html](https://www.kellybear.com/TeacherArticles/TeacherTip69b.html)

[Ehow.com/list\\_6707653\\_classroom-music-games-kids.html](https://www.ehow.com/list_6707653_classroom-music-games-kids.html)

[Phoenixsymphony.org/education-and-community/classroom-activities](https://www.phoenixsymphony.org/education-and-community/classroom-activities)

[Youtube.com/watch?v=w5Cv2KELINc](https://www.youtube.com/watch?v=w5Cv2KELINc)

## Supplement for Music Games for Children

Some of the music games may need sounds from musical instruments. Here are some examples of instruments that you or your students can produce.

### Homemade Rhythm Instruments



Drums: Use any non-breakable container with lid (margarine bowls, peanut butter cans, oatmeal boxes, plastic containers). Decorate with paint, crayons or paper.



Finger Cymbals: Punch small holes (use hammer and nail) in centers of baby jar lids or other small lids.

Pull a rubber band through top of each, tie a large knot underneath. Put thumb and middle finger through rubber bands and click lids together.



Flute: With a rubber band, tightly secure waxed paper over the end of a paper towel or toilet paper tube, punch three holes in side. Hum or sing into other end, move fingers over holes to pretend.



Sticks: Hit together sawed off broomsticks, wooden spoons, unsharpened pencils or dowels.



Banjo :Stretch three to five rubber bands across a sturdy pie tin or cake pan (about one inch apart). Pluck strings (use different size bands, pull some loosely, some tightly for sound variation).



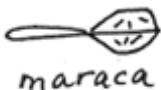
Shakers: Fill any empty, small container (Vaseline jar, bandage can, toilet paper roll covered on both ends) with small, hard items (popcorn, macaroni, paper clips, chain pebbles, beans). Shake.



Cymbals: Hold edges of two pie tins, bang bottom sides together. If you desire handles, punch hole in center of tin, string yarn through large spool and through hole in tin, tie large knot on inside of tin.



Gong: Punch hole near top of aluminum pie tin, string yarn through and tie. Hold yarn, hit tin with drumstick.



Maraca: Tape together two aluminum tart tins with popcorn inside and spoon inserted at one end. Hold spoon handle and shake.



Guitar: Cut large hole in top of shoe box. Place lid on box, stretch various width rubber bands across opening. Place pencils above and below hole for bridges. For neck, cut hole in one end of box, insert paper towel tube.