

Music Activities for the Whole Class

A Collection of Music Games and Activities

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The Name Game

In this exercise, students will create interesting rhythmic patterns by using their own names. Say your name out loud for the class, clapping each syllable. For example:

Say: Miss – us AI – ex – an – der

Clap (x): x x x x x x

Have your students say and clap your name back to you.

Have each student say and clap his or her name. Have the class echo each student by saying and clapping that student's name in exactly the same way. After each student has "performed" his or her name, discuss the following:

1. Who had the longest name with the most claps?
2. Who had the shortest name with the least number of claps?

Use the following ideas to continue the game after all of the students have said and clapped their own names:

1. Pick your favorite sports figure, and say and clap his or her name.
2. Pick your favorite TV or movie star, and say and clap his or her name.
3. Pick a mystery person. Give a clue about this person, then only clap his or her name (don't say the name out loud). See if the class can guess the person's name.

For example:

Clue: A kindly president with a beard who often wore a tall, black hat

Clap: x x x x x

Answer: Abraham Lincoln



Classmate M-U-S-I-C

Reproduce one copy of the grid on the next page. Fill the center of each square with a musical skill (see below for suggestions). Be sure to leave the bottom line in each square blank. Reproduce enough completed grids for each student, and pass them out to the class. The object of the game is for the students to collect one signature of a classmate that can complete that skill in each square.

Allow the students to have plenty of time to mingle and find classmates to sign their grids. Have students gather enough signatures to fill the entire grid or just enough to make a vertical, horizontal, or diagonal line. If possible, students should not have the same classmate sign their grids more than once. Show the students an example of the grid so they can see what they are trying to achieve. The first student to get enough names is the winner! Make yourself available to answer any of the students' questions ("Is this answer correct?"; "Do I have enough signatures?").

BACK TO SCHOOL

At the beginning of the school year, fill the center of each square with a musical skill that students may have when starting the class (examples are given below). You can make a board unique to your class by asking students what musical talents they have and using those answers to create the board.

| | | | | |
|---|---|--------------------------------------|--|--|
| Plays an instrument <i>Katie</i> | Can whistle <i>Matthew</i> | Sings in a choir <i>Erica</i> | Can beatbox <i>Nicholas</i> | Listens to classical music <i>Brian</i> |
| Has taken a dance class _____ | Wants to be in a band <i>Jamie</i> | Can do the Twist _____ | Can hum the theme song to a game show _____ | Takes piano lessons <i>Megan</i> |

SHOW WHAT YOU KNOW

Throughout the school year, test students' knowledge by playing Classmate M-U-S-I-C again. Fill the center of each square with an academic skill from a recent lesson or subject in class (examples are listed in the box below).

| | | | | |
|---|---|---|--|--|
| Can name two string instruments <i>Bradley</i> | Can draw a quarter note _____ | Knows two music styles _____ | Can draw a treble clef <i>Kylie</i> | Can explain what a conductor does <i>Elliot</i> |
| Can name the notes on the staff _____ | Knows what } means <i>Jennifer</i> | Can demonstrate pianissimo _____ | Knows three brass instruments _____ | Knows four instrument families <i>Sarah</i> |