

Using instruments with young children



*Everything you wanted to know
but were afraid to ask!*



WHY USE musical instruments?





Musical Stocktake



Believe me when I say it - I understand that getting a big bucket of shakers and bells out, with a classroom of 30 children, can be daunting. We want to make it much easier for anyone to use instruments in a large group, but to start with let's find out how you feel.

PRESS pause.

Set the timer for 3 mins and answer these questions.

What are my top 3 challenges using instruments with children?

What instruments do I currently have?

What do I need help with? _____

What would I really like to be able to do going forward (my goal)?

OK, it's video time again.

Feel free to take some notes and press pause if you need to.





My Notes



Why Use Instruments?

What should I use?

How do I Introduce them?

How do I play them?

The Conductor Game

Pause the video, stand up, shake it off and let's get going! Hopefully you have a shaker or a bell - if not then run and grab something to shake, tap, click or ring.
In the next section I will introduce you to four songs, so press PLAY and remember to have FUN!

Play it Right

Play, play, play it right on the beat.
Right on the beat, right on the beat.
Play, play, play it right on the beat.
Play and play and stop.

Play, play, play it softly on the beat.
Softly on the beat, softly on the beat.
Play, play, play it softly on the beat.
Play and play and stop.

Play, play, play it loudly on the beat.....

Play, play, play it slowly on the beat.....

Play, play, play it quickly on the beat.
Quickly on the beat, quickly on the beat.
Play, play, play it quickly on the beat.
Play and play and..... Play and play and..... Play and play and stop!

Teaching Notes: Encourage playing on the beat with various instruments.

Musical Skills

Responding to stops and starts in music.
Beat – playing in time to the beat.
Dynamics – responding to changes in volume.
Tempo – responding to changes in tempo.

Other Skills

Language – developing vocabulary.
Listening skills – following instructions.

Extension Activities

Discuss musical terms used in this song (play and stop, soft /loud, slow/quick).
Try using just your hands or props such as stars or lycra to clap the tempo and dynamics.

Zippity Zap

(Instruments on the ground to start this song)

Zippity Zap, Zippity Zap,
Clap my hands, just like that
Clap on the beat now listen to me
Zippity, zippity zap.

Zippity Zap, Zippity Zap. Tap my shoulders...

Zippity Zap, Zippity Zap. Slap my knees...

(Pick up your instruments now)

Zippity Zap, Zippity Zap,
Play on the instruments, just like that
Play on the beat now listen to me
Zippity, zippity zap.

Zippity Zap, Zippity Zap. Play very softly...
Zippity Zap, Zippity Zap. Play very loudly...

Teaching Notes: This song starts with body percussion. So have your instruments on the ground ready to play. Encourage the children to play on the beat.

Musical Skills:

Beat – playing, and moving in time to the beat.
Tone Colour – identifying different voices (child's, woman's).
Dynamics – responding to changes in dynamics (loud/soft)

Other Skills:

Motor skills – clapping, slapping, tapping.
Language – developing vocabulary, rhyming.
Listening – following instructions.

Extension Ideas:

Explore other body percussion. Discuss rhyming words in the song (zap, clap, tap, slap). What other words rhyme with zap?

Sit on the Mat and Clap

Sit on the mat and clap
Sit on the mat and clap
Sit on the mat and clap
Clap your hands

Sit on the mat and slapSlap your knees

Sit on the mat and tapTap your shoulders

Sit on the mat and patPat your head

Sit on the mat and clapClap your hands

Teaching Notes: This is such an easy song to sing. Encourage all ages to try it.

Musical Skills:

Beat – clapping etc to the beat

Melody – singing simple melody lines

Dynamics – responding to the change in volume (at verse 4)

Other Skills:

Language – developing vocabulary: parts of the body and rhyming.

Motor Skills – clapping, slapping etc

Extension Ideas:

Encourage everyone to make up new verses.

Try it with standing actions such as “let’s stand up and jump...jump really high”.

Pick a theme such as food and make up a song.... “What do we like to eat.....yellow bananas”.

kindyRock

Twist

Twist, twist, twist. Twist your hips.
Clap, clap, clap. Clap your hands.
Jump, jump, jump. Jump so high!

Let's do the KindyRock Twist. I'm gonna twist so low.
Let's do the KindyRock Twist. How low can you go?
Turn around and touch the ground. Doing the KindyRock Twist.

Shake, shake, shake. Shake your arms.
Wiggle, wiggle, wiggle. Wiggle your knees.
Stamp, stamp, stamp. Stamp your feet.

Let's do the KindyRock twist.....
Come on, twist! Clap! Jump! Now, shake! And wiggle! And stamp!
Let's do the KindyRock twist.....

Actions: Stand up and follow the words for the actions for this song

Musical Skills:

Pitch - finding the "low" note (how low can you go).
Tone Colour - hearing the difference between a female and male vocal voice.

Other Skills:

Motor skills – different actions.
Language – words associated with different actions (e.g. twist, shake) and different parts of the body (e.g. hips, arms etc).

Extension Ideas:

Children to make up new actions for each body part.

Where to from here?



OK, grab a drink of water, press pause and take 3 minutes to think about what you have just learnt.

What have I learnt from this module?

How can I use this new knowledge in my teaching?

What tools or equipment do I need?

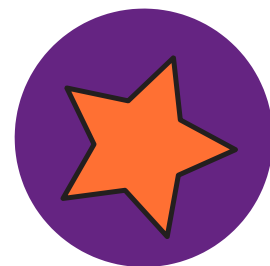
What other support do I need?

My key learning was:

My intentions going forward are:

If you are committed to your intentions, then email support@kindyrock.com and let us know what they are...we would love to support you!





Press play again and let's do a recap of everything.

Using **Musical Instruments**, although scary to start with, can be a vital tool for children's education. It helps to create a life-long love of learning, a sense of community and deep sense of pride as children and adults participate in something “bigger” than them.

There are **Sound Educational Reasons** for including the use of instruments in a music session. See page 2 of the handout for some more of these. Remember to print it out for your families and colleagues to see.

Don't be afraid to use some **Structure** while you are learning.

Use a **Special Bag, Bucket or Container** for your instruments. This creates anticipation and curiosity in children and keeps the instruments safe.

Have a good **Selection** of instruments, different shapes, colours and sizes. You can also make them very easily.

Show your children **How to Use** each instrument. Keep demonstrating this until you are certain they understand and review this when needed.

Play Games at the beginning of instrument sessions to gain “control” in a fun way.

Use instrument songs, freeze songs, plus other songs that have a good strong beat. It doesn't have to say 'shaker' to use the shakers.

Get creative and make up your own songs.

Let the children be creative in how they play, sit, move, stand, react and improvise.

Remember to **HAVE FUN!**

Finally...

At kindyRock we are committed to helping YOU be a fantastic teacher. We can provide you with the tools you need to create meaningful musical learning experiences with your children.

We have a wonderful membership site full of resources just like this, support groups and training for teachers all over the world.

If you would like to be part of our team then head to www.kindyrock.com for more information or email support@kindyrock.com. We would love to say hi.

Happy Music Making

From Judi Cranston
and the kindyRock Team



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INSPIRING KIDS TO ROCK THE PLANET



KINDY
ROCK