



Musical Activities for Early Childhood Inclusion

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Musical Activities for Early Childhood Inclusion



GOALS:

sharing, turn-taking, listening skills, concentration, directional skills

EQUIPMENT:

- 1 percussion instrument (e.g. ocean drum, rain stick, shaker egg)
- 1 bell, triangle or drum

INSTRUCTIONS:

- 1 Group should be seated in a circle.
- 2 The teacher starts singing a simple children's song (e.g. Twinkle twinkle or ABC's) and instructs the group to start passing the instrument around the circle in a clockwise direction.
- 3 At one given point of the song, the teacher stops singing and plays the bell, triangle, or drum to signal the group to switch the directional movement of the passing instrument in a counter-clockwise direction and the singing resumes.
- 4 The music continues and every time the bell, triangle, or drum is played the direction is changed.

VARIATIONS / ADAPTATIONS:

- After a few direction switches a member from the group is chosen to be the leader who signals directional switches by playing the bell, triangle, or drum.
- Allow the leader to choose the next song to be sung while passing the instrument using song choice cards.
- Use recorded music to accompany the passing instead of singing.

Musical Activities for Early Childhood Inclusion



**Sticky
Music**

GOALS:

cooperative play, imaginative thinking, physical awareness, turn-taking

EQUIPMENT:

Tambourine, drum, or rhythm instrument

INSTRUCTIONS:

- 1 Group sits in a circle and passes around instrument, pretending that it is very heavy.
- 2 Teacher demonstrates "heavy" by physically acting out what "heavy" looks like.
- 3 Next, pass the instrument around and act out "sticky, smelly, hot, and/or slippery."
- 4 Keep the activity and instruction simple. Use non-verbal instruction to explain ideas. For example, demonstrate the "sticky" instrument by getting it stuck on your hands, or clothes. "heavy" may be demonstrated by nearly dropping the "heavy" tambourine.

VARIATIONS / ADAPTATIONS:

- Place the instrument aside and let students brainstorm the next instrument to pass around - this one is imaginary and can be anything!
- Pass around the imaginary instrument demonstrating the same characteristics, (sticky, heavy, etc) as with the original tambourine.



Musical Activities for Early Childhood Inclusion



Follow
the
Leader

GOALS:

following directions, motor planning, social interaction

EQUIPMENT:

3 - 4 basic percussion instruments (i.e. maraca, sticks, drum, bells)

INSTRUCTIONS:

- 1 The group sits in a semi-circle while the teacher arranges each instrument side by side either on the floor or a small table within easy reach.
- 2 The teacher models 3-4 different movements and asks the group to imitate.
- 3 *(e.g. "Can you shake your body like this? Can you stomp your feet like this?")*
- 4 The teacher assigns a particular movement with each instrument. (e.g. "Shake your body when you hear the maraca. Stomp your feet when you hear the drum. Clap your hands when you hear the rhythm sticks. Give a friend a high five when you hear the bells.")
- 5 The teacher then plays each instrument one at a time and explains that the group must move their body in that particular way when the teacher plays a specific instrument.
- 6 The teacher chooses other group members to take turns being the leader.

VARIATIONS / ADAPTATIONS:

- Switch the leader role : Someone in the group becomes the leader but chooses a movement and the previous leader has to play the instrument associated with that movement.
- The leader plays a sequence of 2 or more instruments while the group listens and then has to reply by acting out the movements in the correct sequence.
- Have the group come up with various new movements.
- Choose 3 - 4 group members to be leaders playing one at a time as the group makes the movements.
- Take pictures of the instruments and pair them with the action movement cards provided in order to provide visual cues as needed.

Musical Activities for Early Childhood Inclusion



Mirror
Mirror

GOALS:

Social interaction, motor planning

EQUIPMENT:

2 similar percussion instruments (e.g. maracas, tambourines, castanets) CD player and slow recorded music

INSTRUCTIONS:

- 1 The teacher chooses two partners to come up to the front of the class - the remaining participants watch and listen.
- 2 Each student is given a maraca or shaker to hold in opposite hands.
- 3 Of the partners, one is chosen to be the leader, when the music starts the leader moves the maraca and his or her partner copies the movements as though he or she were a mirror image of the leader.
- 4 When the music stops, both partners stand still and are told it is time to switch leaders.
- 5 When the music starts again the partners exchange leadership and the new leader begins moving while the other student mirrors the movements.

VARIATIONS / ADAPTATIONS:

- Allow the partners to choose which instruments they would like to use from the pairs of instrument options available.
- One leader can be chosen to stand opposite the whole room and invite everyone to mirror his or her movements.
- Use different paces of recorded music - upbeat, lullabies, classical, multi-cultural. etc.



Musical Activities for Early Childhood Inclusion

GOALS:

sharing, turn-taking, listening skills

EQUIPMENT:

Maraca or shaker or small drum

INSTRUCTIONS:

- 1 Group should be seated in a circle. While playing or singing a song, pass the instrument around the group.
- 2 When the music stops, whomever has the instrument has an opportunity to play a “solo” with the instrument for 10-25 seconds.
- 3 When the music or song resumes, continue to pass the instrument around until everyone has had an opportunity to play a solo.

VARIATIONS / ADAPTATIONS:

- Experiment with different speeds of the passing song. Does it change the way the group passes the instrument?
- Encourage soloists to sing or say their name with the instrument to the group before they play.
- Take turns passing the instrument back and forth and saying “your turn” after solos, with no ‘passing music’ in between.



Musical Activities for Early Childhood Inclusion

GOALS:

listening skills, environmental awareness, motor response

EQUIPMENT:

A small instrument for each group member (Egg shakers, maracas, bells, castanets, etc) live or recorded music, CD player if using recorded music.

INSTRUCTIONS:

- 1 Group members sit or stand in a circle and leader distributes instruments.
- 2 Explain the rules to the group before beginning.
- 3 Play recorded music or sing a familiar song.
- 4 While the music is playing, students play their instruments.
- 5 Pause the CD or stop singing when the music stops, all instruments must immediately be held above the head, silently, making no sounds at all.
- 6 When the group is silent, the music can re-commence.

TIPS:

- Allow students to play instruments while they are being passed out. Prep students for activity with "Play Music - Hands UP!" drills.
- The first few times through the activity, give students the verbal prompt "Hands UP!" when the music stops. Fade the verbal prompt as the activity progresses.

Musical Activities for Early Childhood Inclusion



GOALS:

Sharing, cooperation, following directions, coordination

EQUIPMENT:

1 sand block for each participant

INSTRUCTIONS:

- 1 Group should be seated in a circle.
- 2 The teacher hands out one sand block to each student and instructs them that it's hard to make music with just one sand block so we are going to make some music together with a friend. The teacher asks students to turn their bodies in the direction of the classmate to their right.
- 3 As the sand block makes contact with a partner's, the teacher models correct movements while beginning to make rhythmic 'chuga-chuga choo choo' sounds and then singing the following song to the tune of "Farmer in the Dell":
The train goes up the hill
The train goes up the hill
Hi Ho away we go
The train goes up the hill
- 4 The students make contact with their partner's sand block while slowly raising their arms higher in the sky

VARIATIONS / ADAPTATIONS:

- The train goes down the hill... (moving in downward motion)
- The train it hits a bump (sand block bump up against each other)....
- The train goes really fast...(moving sand blocks quickly)
- The train runs out of steam... (moving sand block slowly)



Musical Activities for Early Childhood Inclusion



Walking Drum

GOALS:

following directions, leadership, coordination, listening skills

EQUIPMENT:

1 hand drum or drum with mallet

INSTRUCTIONS:

- 1 The children stand in a circle formation where a drum is placed in the center where the teacher is.
- 2 The teacher explains to the children that they will be walking in a circle taking slow steps while the teacher starts banging on the drum slowly, "Walking" steps when you play a moderate beat, and "running" steps when you play fast. Whenever the teacher stops playing the group has to freeze like statues until the teacher starts playing again.
- 3 Once the children are familiar with the game, they can take turns playing the drum and leading the activity.

VARIATIONS / ADAPTATIONS:

- Using animal picture cards, the teacher cues the kids to move around in a circle like the animals chosen
 - elephant - pound drum with fist
 - mouse - 'scurry' fingertips on the drum
 - rabbit - make fingers "hop" on the drum
 - horse - put a galloping rhythm on the drum
 - snake - glide hand on the drum
 - cat - use soft, slow taps
- Choose a child to be the drum leader to choose an animal and be the drum leader.
- Play "guess the animal" by having the children sit in a circle as the drum leader play in a specific way and the group must guess which animal footsteps the leader is playing (provide animal flashcards as needed).

Musical Activities for Early Childhood Inclusion



Rig-a
Jig-Jig

GOALS:

following directions, turn-taking, choice making

EQUIPMENT:

Variety of percussion instruments

INSTRUCTIONS:

- 1 Children are seated around in a circle. Placed in the middle of the circle is a variety of instruments to choose from.
- 2 One student is chosen to walk around the instruments and pick one while the group claps and sings the following song to the tune of "Rig-a-Jig-Jig" or "London Bridge is Falling Down":
As (child's name) was walking down street, down the street, down the street
A (instrument chosen) name he/she chanced to meet, Hi-ho Hi-ho Hi-Ho
- 3 At this point the child in the middle plays his instrument and walks around the instruments in a circle while the rest of group claps and sings:
Rig-a-jig-jig away he/she goes, away he/she goes, away he/she goes
Rig-a-jig-jig away he/she goes, Hi-ho Hi-Ho Hi-Ho
- 4 The student chosen then selects who will go next. Continue on until all children get a turn.

VARIATIONS / ADAPTATIONS:

- If a particular student is not ambulatory then they can be given a choice of two or more instruments from where they are seated in order to also participate.
- Once all students have chosen their instruments then the group sings and plays together:
*Rig-a-jig-jig and away **we** go away we go, way we go*
*Rig-a-jig-jig away **we** go, Hi-ho Hi-Ho Hi-Ho*



Musical Activities for Early Childhood Inclusion



Name Chant

GOALS:

following directions, turn-taking, leadership skills, group awareness

EQUIPMENT:

Drum

INSTRUCTIONS:

- 1 Children are seated around in a circle. The teacher explains that it is time to play the name game.
- 2 The teacher brings a drum to the circle and begins calling out a student's name in a rhythmic manner-spending time repeating the first while tapping each syllable on his/her knees "Tim-o-thy, Tim-o-thy..."
- 3 Encourage the group to tap and chant along. The teacher models how to play the name on the drum as the group then passes the drum to that student to play their name.
- 4 Everyone continues tapping as the drum is passed to the next child in the circle and their name is chanted.

VARIATIONS / ADAPTATIONS:

- Have the children try tapping the name fast or slow, quiet or loud.
- At the end of the activity, have all children gather close around the drum instructing them to 'rumble together' and tap their fingertips together faster and faster, until the teacher calls out 'and..... STOP!' At which the teacher models that everyone should hit the drum on 'stop' and immediately put their hands up in the air. This signals the end of the activity.