

School-Age Fun

Let's Make Music Unit










School-Age Fun Booklet

The experiences included in this booklet are designed for children in the KG to 3rd grade age group. These activities are not just fun, they are educational as well. Be sure to adapt and modify for your individual children as needed.

Below you will see a box that contains the developmental areas the experiences included in this booklet address and the associated picture codes. When you read the activity plans, just look for these codes. They will tell you what developmental areas you are addressing as you do each experience. This makes documentation super easy and enables you to make sure you are addressing all developmental areas for all developmental levels on a consistent basis. Please see our User's Guide for more information on the 10 developmental areas and the 40 Gee Whiz Learning Indicators.

Following this page, you will find hands-on experiences for your school-age/afterschool children. **Items in red may need a little more time to prep or gather.** We hope you find them super easy to follow and a lot of fun! Please, feel free to reach out to us at customerservice@geewhizeducation.com if you have any questions.

Gee Whiz Developmental Areas & Learning Indicators

	Language Development (LD1, LD2, LD3, LD4)
	Literacy Knowledge (LK1, LK2, LK3, LK4, LK5)
	Math Knowledge (MK1, MK2, MK3, MK4, MK5, MK6)
	Science Knowledge (SK1, SK2, SK3)
	Approaches to Learning (AL1, AL2, AL3)
	Logic & Reasoning (LR1, LR2)
	Social Studies Knowledge (SS1, SS2, SS3, SS4)
	and Creative Arts & Music (CA1, CA2, CA3, CA4)
	Social & Emotional Development (SE1, SE2, SE3, SE4)
	Physical Development & Health (PD1, PD2, PD3, PD4, PD5)



This symbol indicates the experience addresses character education.

Get Moving!

This symbol indicates the experience helps children build gross motor skills.



This symbol indicates the experience can, or should, be done outdoors.



Let's Make Music Unit

Focus: Exploring Instruments

Rhythm Stick Patterning

(Developmental Areas:       )

Materials:

- ☐ **Rhythm sticks OR unsharpened pencils OR markers OR wooden cooking utensils**

- Patterning is a fun mathematical concept for children to explore. This experience invites the children to explore copying, extending and creating auditory patterns using a musical instrument ... rhythm sticks. We've provided some other options if you do not have rhythm sticks. They will work in a similar fashion for this experience.
- Set out the rhythm sticks (or other option) and invite interested children to explore. If would not be surprising if many of the children have used rhythm sticks in music class in school. Invite the children to talk about how rhythm sticks are played. Do you blow into them? Strum them? Be sure to note that rhythm sticks are a percussion instrument because you play them by striking them together. Can the children name any other instruments that are played by striking?
- Next, introduce the game, "Rat-a-Tat-Tat Patterning." First, explain to the children that you are going to create a pattern and they should copy it with you. Make the pattern easy to start. Then, create more complicated patterns. Then, after the children successfully copy patterns, have them extend them (e.g., keep them going). Finally, invite the children to take turns creating new patterns for others to copy and/or extend.
- **EXTENSION:** Provide an assortment of recyclable materials and invite the children to use them to create their own percussion instruments. It will be very interesting to see what they come up with!

Questions to Spur Thinking

- *What do you like about playing rhythm sticks?*
- *What other percussion instruments are you familiar with?*
- *If you were going to learn to play a percussion instrument, which one would you pick? Why would you pick that one?*
- *How could you use the rhythm sticks to play a different game?*

Questions to Spur Thinking

- *What do you know about orchestras?*
- *What do you think it would be like to hear an orchestra play?*

What is an Orchestra?

(Developmental Areas:         )

Materials:

- ☐ **Access to a computer or tablet**
- ☐ Crayons/markers/colored pencils
- ☐ Writing paper/white paper

- Orchestras are filled with so many different instruments that all make beautiful sounds. Many children have not had the opportunity to listen to an orchestra play. This experience helps them learn more about orchestras as well as the instruments musicians play in them. The internet will be an excellent resource for you to use to help them explore orchestras.
- Start by turning on a video of an orchestra playing. Here is just one example you might choose to use: https://www.youtube.com/watch?v=5SW_Rhjjgy8. You don't need to play the entire video (it is over an hour!). Just play the first song to give the children an idea of the type of music played by an orchestra. Then, engage the children in back-and-forth conversations by asking plenty of open-ended questions about orchestras.
- Next, show the children a video, like this one, to help them learn more about the instruments in the orchestra: <https://www.youtube.com/watch?v=Sr-l2m8twX0>
- After watching the video, encourage each child to talk about the type of instrument he/she would like to play. What does the child know about the instrument? What would he/she like to learn?
- Next, have the children write and draw about what the instruments they would like to learn to play if they were going to perform in an orchestra. If any of the children are beginning writers, they may need to dictate to you. Either way, be sure to talk about letters, letter sounds, words, sentences and punctuation as the children write or dictate.
- **EXTENSION:** Once the children finish their writing/drawing, plan a time for them to present their ideas to others.

Let's Make Music Unit

Focus: Exploring Dance



Get Moving!

Dance around the World

(Developmental Areas:         )

Materials:

- ☐ **Paper grocery bags**
 - ☐ Assorted art/collage materials (e.g., art tissue, construction paper, crepe paper streamers, chenille stems, fabric straps, etc.)
 - ☐ Glue and/or gluesticks
 - ☐ Child-safe scissors
 - ☐ Crayons/marker
- There are SO many dances from around the world to explore! This experience is designed to help the children learn more about the art of dance while exposing them to many different styles of dance. Once again, you will use the internet as a source of information. This is very important for school-age children to learn (e.g., that the internet is not just for entertainment). Be sure to also look for videos that highlight the cultures and heritages of the children in your group as you conduct this activity.
 - To get started, find the list of links to different styles of dance on p. 31 of the Teaching Guide. You can also search YouTube for dances associated with specific countries (if you prefer). Turn on one of the videos to get started. As the children watch, encourage them to join in with the dance. After the video ends, challenge the children to share how the dance made them feel. Be sure to talk about where each dance originated, if possible. After exploring, set up the materials listed above and invite the children to create their own dance costumes. If the children choose a specific type of costume for a specific type of dance, they may need to use the internet for research.
 - **EXTENSION:** This experience is definitely going to take more than one day to complete.

Questions to Spur Thinking

- *Tell me about your dance.*
- *Why did you choose to create a dance for (name of emotion)?*

Get Moving!

My (name of feeling) Dance

(Developmental Areas:        )

Materials:

- ☐ **Access to music**
- Dance is a wonderful way for children people to express how they feel. Today, the children will create their own dances that represent their feelings. Be sure to keep this experience very open-ended and invite children to create dances for any emotion. You will want to have access to music so the children can choose songs for their dances that they feel represent their emotions.
 - How would you dance if you felt happy? Sad? Upset? Frustrated? Anxious? Use questions like these to get the children thinking and invite them to "dance out" their ideas. Have a variety of songs available for the children to use as they "dance out" their thoughts.
 - Next, challenge the children to choose an emotion and then create their own dance for it. This is going to take some time and the children will probably go through many different renditions before they get their dance "just right." Again, be sure to have a variety of music available the children can choose from for their dances.
 - **EXTENSION:** Once the children feel their dances are ready, they can perform them and then teach them to the other members of your group. This is an excellent way for them to practice presentation skills while assuming a leadership role.

Questions to Spur Thinking

- *What type of dancing do you like to do?*
- *Which video did you like best? Why did you choose that one?*
- *If you were going to visit a different country, which one would you visit? Why did you choose that country?*
- *Tell me about the dance costume you are creating.*



xylophone



harmonica



maracas



kazoo



guitar



flute



piano



trumpet

Use these cards to play memory. Print out 2 copies for each child,, cut apart, put face down and match.