



Activity Plan

1. Activity name

Musical Instruments

2. Materials

Drums, bells, rhythm sticks, xylophones, keyboards, maracas and tambourines, labeled boxes for string instruments

3. Environmental arrangement

Make musical instruments available on activity table in classroom. Children will be able to freely access the instruments. Sticks, bells and maracas will be arranged in boxes. One adult will be present to supervise careful handling of instruments.

4. Sequence of steps

Beginning

At circle, the interventionist will announce that there is a special area in the room that will have musical instruments.

The interventionist will identify one of each instrument and demonstrate/model how it is used.

The interventionist will choose children who will demonstrate how to play the instruments.

The interventionist will talk about the proper, careful handling of instruments.

Middle

Free-choice begins.

A small group of children examine and choose an instrument to play.

Children hit sticks together, bang on drums and tambourines.

Children shake maracas and bells.

Children push keys on keyboards and xylophones.

End

The interventionist gives a 5-minute warning to signal clean-up and the end of the activity.

The children return musical instruments to the table.

The children arrange sticks, bells and maracas in corresponding boxes labeled with pictures of the instruments.

The interventionist reviews with the children how they played the instruments, and the sounds they made.

5. Embedded learning opportunities

Manipulates 2 small objects at same time

Watches, listens and participates during small/large group activities

Follows context specific rules in classroom

Selects activities and/or objects

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6. Planned variations

Children can make their own instruments from toilet paper rolls, jars with rice, etc.

7. Vocabulary (Signs and approximations)

Put

In

Shake

Bang

Want

Music

Clean-up

Instrument names (drum, maraca, bell, stick, etc.)

8. Peer interaction opportunities

Two or more children visit the music center together.

Children imitate actions of peers playing the instruments.

Children encouraged to swap different instruments to play by requesting to peers.

9. Caregiver involvement

Have parents who can play instruments demonstrate to children how they are played, exposing the children to a variety of music.