Studying Music
Preschool Classroom

Music Learning Activities Across the Curriculum
Relationship to NAEYC Accreditation Criteria

Arts and Aesthetics (B-4, B-7, B-7e, B-7g,B-8)

*constructing (B-5d, B-7g)
  - construction of 3-dimensional pipe organ
  - construction of instruments with wire or plasticine

*creative dance and movement (B-7g)
  - add to rhythm by using body parts
  - dance with ribbons moving to the music
  - dance to Flamenco music, Macarena
  - listen to music and move as an animal in Carnival of the Animals
  - move to the feel of the music

*dramatizing (B-7g)
  - dramatize Peter Pan play using only music
  - use creative dramatics to explore music

*memory drawing (B-7a)
  - draw memory experiences about music
  - draw instruments that we see on field site visits
  - draw instruments that were brought to the classroom

*observational drawing (B-7g)
  - draw instruments were brought to the classroom (Time 1 and Time 2)
  - revisit Time 2 drawings and add detail to drawing

*painting (B-7g)
  - paint musical instruments
  - paint watercolor wash over outlines of wax instruments
  - paint mural for culminating display

*relating art to literature (B-7d)
  - draw pictures to respond to My Many Colorful Days by Suess.

*representations (B-7g)
  - create music staff on computer using Kid-Pix
• create musical instrument mural on acetate
• draw pictures of instruments
• make three dimensional instruments from plasticine, wire and play-dough

*responding to music (B-7g)
• create rhythm patterns using rhythm sticks
• listen for high/low sounds
• listen to music and finger paint to the mood evoked by the music
• listen to music and draw a picture using crayons
• listen for rhythm patterns
• listen to various music forms and instruments

*Singing (B-7e, B-7g)
• practice and sing echo songs for culminating activity Rain, Rain
• sing I Am So Happy in five different languages
• sing songs from Sniggles, Squirrels and Chicken Pox by Miss Jackie W.

Language and Literacy

*analyzing (B-6a, B-7c, B-7d)
• analyze information gathered from field studies (videotapes, expert interviews, photographs, instrument analysis)

*classifying
• classify pictures of instruments
• classify questions that students asked to pursue in study groups
• sort and classify student topic webs one and two

*comparing (B-7c, B-7d)
• compare different types of instruments
• compare the sounds of instruments
• compare sounds in cups of water

*critical thinking (B-7c)
• decide on presentation material for culminating event
• predict, hypothesize or theorize the answers to questions
• decide how to proceed on mural after first attempt

*developing oral language (B-7d, B-7g)
• brainstorm music concepts and ideas
• add new vocabulary to the word wall
• categorize and label web topics
• design questionnaire on musical instruments in the home
• find out how to present survey material
• interview music experts
• listen in large or small group discussions
• report progress at large group

*formulating questions (B-7c)
• develop questions to ask experts
• develop researchable questions
• reflect on questions at the end of the project

*integrating new vocabulary (B-7d)
• add new vocabulary words to the word wall
• brainstorm and web ideas
• use new vocabulary during the project

*making lists (B-7d)
• make lists of instruments we have seen
• make lists of materials needed for representations
• make lists of questions to be asked
• make a list of songs students have learned
• make vocabulary list
• make lists of who they want to interview
• make lists of what we have learned

*planning (B7-a, B-7c, B-8)
• develop “disco room” atmosphere
• develop list of instruments for mural
• develop list of instruments for questionnaire
• draw rough draft for mural

*presenting (B7-d)
• explain what we’ve learned about instruments at culminating activity
• share personal memory stories with the class
• share progress on each step of project

*reading (B-7d)
• brainstorm “what I know now”
• create a list of instruments and people that visited
• dictate memory stories
• dictate “what I’ve enjoyed about music project”
• read books about music to the class
• read experience stories at group
• read words to the songs we sing
• reflecting (B-7g, B-7d, B-7c)
• respond to literature through discussion at large group
• using references and resources

**Investigative Skills-Science**

*exploring (B-7)*
- explore the questions such as:
  - What is the relationship between music and movement?
  - What instruments make up an orchestra?
  - How are musical videos and songs produced?
  - What is the relationship between sound and music?
  - What is rhythm?

*experimenting (B-7c)*
- answer questions:
  - What makes sound?
  - How do we hear the instruments?
  - Which bell is the highest pitch?
  - Which is the lowest?
  - Can you place the bells in order of lowest to highest?
- change the level of the water to vary the sounds
- make a telephone out of string and paper cups
- place different materials in shakers to explore the different sounds

*investigating (B-7c, B-7d)*
- How does a piano make sound?
- How do you play a French horn?
- How do you play a guitar?
- Which glass has the lowest sound?
- Which glass has the highest sound?
- What sounds do we find in the classroom?
- What sounds do we find on the playground?
- Who is in charge of the orchestra?
- Why do cellos have sticks?

*observing (B-7c)*
- observe and list the sounds heard in the classroom
- observe and list the sounds heard outside
- observe a piano that is being repaired
- observe how a guitar is strummed
- observe the slinky as it moves
- observe water waves when the glass is tapped

*predicting (B-7c)*
- predict possible answers to questions formulated before talking to an expert
• predict results prior to conducting an experiment  
• predict the number of players in an orchestra  
• predict what instrument is in the case  
• predict which sound will be low and high in the glasses  

*reporting (B-7c)  
• report progress on representations  
• report results of experiments to large group  

**Numeration and Problem Solving**  

*counting (B-7c, B-7d, B-8)  
• count number of members in each musical group that visited  
• tally results from questionnaire  

*estimating (B-7c)  
• estimate how many people will be in the percussion group  
• estimate how many people will be in the string quartet  
• estimate how to make the sound higher in the cup of water  
• estimate how to make the sound lower in the cup of water  

*measuring (B-7c)  
• measure the length of the instruments  
• measure the length of the instruments using non-standard measurement  
• measure the pipes of the organ and place them in order  
• use measurement to build the pipe organ  

*organizing, analyzing and communicating data (B-7c, B-7d)  
• develop bar graphs to display the result of questionnaire on instruments  
• write a paragraph explaining results of the questionnaire  

*surveying (B-7c, B-7d)  
• Do you have a violin at home?  
• Do you have a guitar at home?  
• Do you have a trumpet at home?  
• Do you have a flute at home?  
• Do you have a drum at home?  

**Social, Emotional Growth and Dispositions**  

*communicating (B-7b, B-7d)  
• ask questions skillfully  
• engage in group discussions  

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- listen to others
- negotiate roles, turn-taking, problem solving
- report progress of investigations to the group
- share research
- use new vocabulary

*cooperating and collaborating while working with others (B-7c)
- create shakers and instruments by helping one another with tape or glue
- create the pipe organ and put it together
- follow directions of conductor
- study in teams collaboratively
- write music and perform together

*empathizing with others and their needs (B-7b, B-7h)
- appreciate work of peers by noting effort, care in work and originality
- share materials, space and time
- share words of encouragement and appreciation of peers

*enjoying (B-7a)
- listen to the different instruments and gain new appreciation of sound
- listen to various CDs brought in by peers
- perform together as an ensemble

*gaining confidence in abilities to do the following (B-7a)
- investigate
- make presentations to an audience
- observe and draw the details of an instrument
- represent instruments using plasticine and play-dough
- use a variety of mediums to express ideas about instruments

*helping peers (B-7b)
- discuss problems for better understandings
- joint clean up of areas
- problem solve when creating instruments
- represent instruments, music

*initiating (B-7a)
- choose appropriate materials
- experiment with sound and instruments
- predict and manage time
- research to find answers to questions

*persevering (B-7a)
- adding each detail to observational drawing
- creating instruments that hold together
• working on ensemble until conductor likes outcome
• writing music until the song is finished

*problem solving (B-7c)
• find a way to stop leaks in shakers
• how to make a high pitch and low pitch with water levels in glass
• how to place the pipe organ from lowest to highest pipe
• who participates in each ensemble

*risk taking (B-7a)
• lead other children in an ensemble
• play instruments in front of a group
• state disagreements in conversations or at group meetings
• support opinions
• verbalize estimations, predictions and hypotheses