

Making Music

Making music—singing, playing instruments, and creating sound together—is one of the best ways for children to learn and to express themselves. Learning songs with predictable, repetitive patterns and rhymes helps children develop early literacy skills, including new vocabulary, listening skills, and letter and word recognition. Children are also fascinated with the sounds that instruments make. Making and playing instruments provides many opportunities for teaching basic math and science concepts. Making music also helps enhance social skills through group activities.

A Wonderful Kind of Day

Most kids love to sing along with the ARTHUR theme song. You can use the lyrics to help children connect words to their meanings.

MATERIALS

- A recording of the ARTHUR theme song (record it from the broadcast, use the song on every ARTHUR video, or listen to it online at pbskidsgo.org/arthur/games/musicbox/music.html)
- A copy of the words to the ARTHUR theme song (see page 15)

INSTRUCTIONS

1. Read the words to the theme song aloud, as if they were a poem.
2. Demonstrate some actions and hand motions to accompany the words in the song. (These are described on the handout.)
3. Play the song and demonstrate the motions again. Give children the opportunity to practice a few times, then sing the song and do the motions all together.

Take It Further

Send copies of the ARTHUR theme song home with the children and invite them to teach the song to their parents, relatives, or friends.

Tame That Tempo!

Some songs have a fast beat and others have a slow one. Experimenting with different tempos helps children recognize patterns—an important math skill.

INSTRUCTIONS

1. Select a song that the children know, such as the “Alphabet Song,” and sing it together while clapping your hands to the beat. Explain that a beat is the steady, repetitive sound in a song.
2. Next, demonstrate how you can sing the song with a very fast or very slow beat, keeping the rhythm steady each time you sing the song.
3. Now let the children try singing the song *very* slowly while they clap their hands to this new beat. Then try singing the song as fast as you can while everyone claps to that beat.
4. Explain that the pace of the beat (how slow or how fast it goes) is called *tempo*.

Visit the “Music Box” game on the ARTHUR Web site (pbskidsgo.org/arthur) to hear more songs from the show!



Sing a Book

Singing can help children learn how to match written words with spoken words.

MATERIALS

- *Old MacDonald* by Jessica Souhami (book)
- Flip chart and easel, markers



More Song Picture Books

The Aunts Go Marching by Maurie J. Manning

Five Little Monkeys Jumping on the Bed

by Eileen Christelow

Skip to My Lou by Nadine Bernard Westcott

INSTRUCTIONS

1. On a flip chart, write the lyrics to *Old MacDonald*.
2. Read the *Old MacDonald* book aloud.
3. Sing the song *Old MacDonald* as you point to the words on the flip chart. Or you can choose a word to highlight, such as *farm*, and point to it every time it's heard in the song. Invite the children to sing along.
4. Now adapt the song for your classroom. Tell children they will need to sing their first name followed by a funny noise when it is their turn. Use your last name (e.g., Ms. Rodriguez) in the song and use your first name as an example to get them started:

Ms. Rodriguez has a class. E-I-E-I-O.
 And in this class was a girl named [insert first name here]. E-I-E-I-O.
 With a [make a noise, animal or other] here.
 And a [class all repeats the noise] there.
 Here a [class all repeats the noise].
 There a [class all repeats the noise].
 Everywhere a [class all repeats the noise].
 Ms. Rodriguez has a class. E-I-E-I-O.
5. Ask, *Who would like to go next?* Select one of the volunteers. Ask, *What is your noise?* Have the class practice the noise together. Sing the adapted version of *Old MacDonald* using the child's name and noise.
6. Repeat step 5 for all of the children who want to participate.



Listen to the Rhythm

This activity will help children recognize and experiment with rhythms and patterns, which are essential building blocks for reading, math, language, science—and music!

INSTRUCTIONS

1. Do a basic clapping exercise. Clap three times and have the children repeat after you. (Clap, clap, clap. *Now you try.*) Repeat, varying the number of claps.
2. Clap out a simple pattern and ask the children to repeat it with you. For example, alternate two different claps and then repeat the sequence. (Two slow claps, two fast claps, two slow claps, two fast claps. *Now you try.*)
3. Using varied patterns, practice until it is clear that children understand how to follow you. It may take more than one sitting for all of the children to be able to follow the patterns.
4. Let a child set the pattern and have his or her classmates repeat it.
5. Challenge the children to try echoing the pattern by stomping their feet or jumping in place.

Take It Further

Try adding a rest to your clapping patterns. Put your hands up in the air (instead of clapping) to signal a rest. See if the children can follow your pattern. (Clap, clap, rest, clap. *Now you try.*) Repeat with similar patterns until the children can follow you with ease. Then allow a child to lead the group.





My Music Rules

Music is like food—it is always good for children to try something new. This activity will give children a taste of classical and jazz music.

MATERIALS

- ARTHUR episode #410: “My Music Rules” (video)*
- *Classical Cats* by David Chesky (CD)
- Jazz recordings by Charlie Parker or John Coltrane (CD)
- *Charlie Parker Played Be Bop* by Chris Raschka (book)

View

1. Watch the ARTHUR episode “My Music Rules.”
2. After viewing explain, *Joshua Redman played a type of music called jazz and Yo-Yo Ma played a type of music called classical. How did they sound different? Which type of music did you like best? Why?*

Read

1. Play a section of the *Classical Cats* CD and discuss some of the characteristics of an orchestra. (Many different kinds of instruments comprise an orchestra, usually including cellos, violins, and other string instruments.)
2. Read *Charlie Parker Played Be Bop* aloud. Ask, *Does this book sound different than the books we usually read? (Yes. The words sound like a song.) What type of music does the book sound like? (Jazz music.)*

Do

1. Play selections of jazz and classical music. Have children draw pictures of the way the music makes them feel as they listen.
2. Afterwards, share the pictures and discuss the way the music made the children feel.

*Check your local television listings, visit your local PBS station’s Web site, or consult their program listings to find the ARTHUR episode called “My Music Rules.”

Tour the Orchestra

Help children identify different instruments and their sounds.

MATERIALS

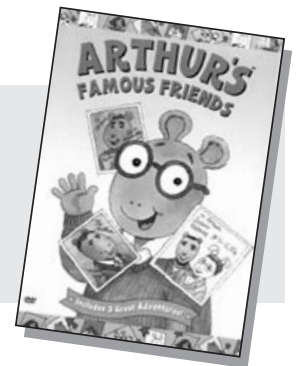
- *Out and About at the Orchestra* by Barbara J. Turner (book)
- A picture book of instruments (see page 16)
- Cutout pictures of a variety of musical instruments, one for each child
- A flip chart with a three-column chart. Label each column: woodwind and brass, string, percussion. Tape a picture of that type of instrument to the top of the column.
- Pens or markers, tape
- Musical instruments (optional). Ask parents and community members for instruments from home.

INSTRUCTIONS

1. Read *Out and About at the Orchestra* aloud.
2. Talk about the different families of instruments. The basic types of instruments are woodwind and brass (instruments you blow into), string (instruments you can pluck or bow), and percussion (instruments you bang on or shake). Show pictures of different instruments from books and help the children decide which family each instrument belongs to.
3. Bring in as many real musical instruments as possible so children can see, hear, and play them.
4. Distribute cutout instrument pictures. Each child should get at least one. Meet as a group and help each child put their picture of an instrument in the appropriate column on the flip chart.

My Music Rules

It’s the duel of the century as cellist Yo-Yo Ma faces jazz saxophonist Joshua Redman in the toughest gig of their careers . . . in the Elwood City Library! Whose music will rule after the greats duke it out in the battle of classical versus jazz?



“My Music Rules” is included on the home video *Arthur’s Famous Friends*. To order this or any other ARTHUR video call 1-800-949-8670. For a special 10% educator discount mention the code ARTEDU. (Offer expires April 30, 2005.)

Good Vibrations

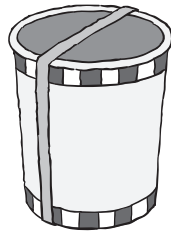
Children practice making and testing predictions—a good way to introduce early science concepts—in this sound vibration activity.

MATERIALS

- Rubber bands
- Paper cups
- Flip chart and easel, markers

INSTRUCTIONS

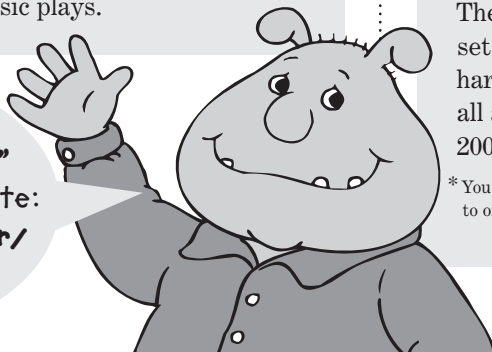
1. Prepare one cup for each child by stretching a rubber band around the cup so that part of it is stretched over the opening.
2. Ask the children to put a hand on their Adam's apple and to keep it there while they hum for 15 seconds.
3. Ask, *What did you feel?* (Movement.) *What did you hear?* (Sound.) Explain, *These movements are called sound vibrations. Sound vibrations are invisible movements in the air that carry sound. Now that we've felt the vibrations in our throats, let's try to see some.*
4. Ask, *What do you think will happen when you pluck the rubber band?* Write down children's predictions on the flip chart.
5. Ask children to pluck the rubber band. Remind them to listen carefully and watch the rubber band closely. Ask, *What happened?* (The rubber band moved and made a sound.) *Were your predictions correct?* Guide the conversation to make sure children connect the movement with the sound.



Take It Further

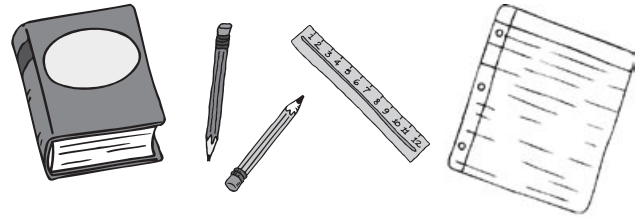
As an additional activity, you can play a boom box and let children feel the vibrations in the speaker as the music plays.

Play the music game "Crank It Up!" on the ARTHUR Web site: pbskidsgo.org/arthur/games/crankitup/



Musical Scavenger Hunt

Music is everywhere! Send children on a search for ordinary objects they can use to make music. It's a great way to encourage creative thinking.



MATERIALS

- Objects commonly found in a classroom (pencils, rulers, books, paper, etc.)

INSTRUCTIONS

1. Organize the children into small groups.
2. Give each group several objects and ask them to create some sounds with them. To get them started, demonstrate the way flipping the pages of a book makes a rustling sound or the way a pencil on a table makes a tapping sound.
3. After each group has had a chance to experiment, invite children to take turns making music with the objects in front of the class. Encourage the children to name the "song" they created.
4. Allow the children to find other objects in the classroom with which to make music. Gather the whole group again and share the results.

Watch ARTHUR

Videotape this program to share with the children. Check pbskidsgo.org/arthur for local dates and times.*

D.W. Beats All

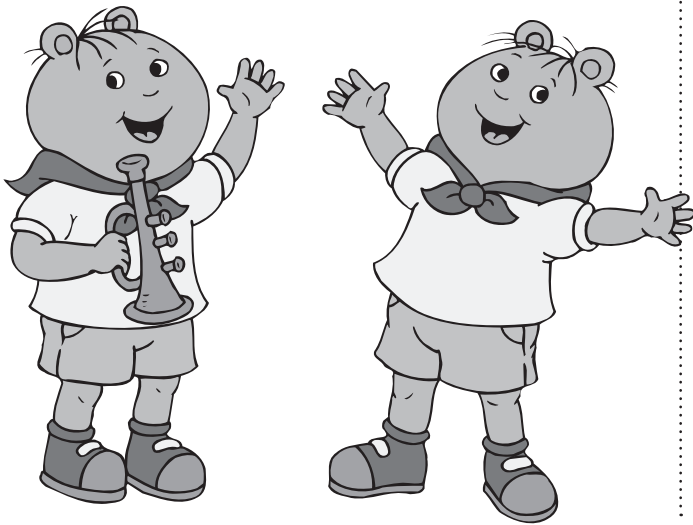
The Tibbles just got drums. Now D.W. wants a set of her own for the big music festival. How hard can it be? D.W. learns that there is music all around her. (NOTE: This episode airs in April, 2005.)

* You may tape ARTHUR episodes and use them in the classroom for up to one year after broadcast.

An Original Orchestra

By making funny noises with their hands, mouth, and face, children can create an original orchestra.

1. Tell children that music can be made in many ways. Demonstrate by whistling or humming. Ask, *What kind of music can you make?*
2. Encourage children to experiment by making babbling noises (by moving their fingers over their lips), popping their cheeks, clucking their tongues, and so on.
3. After they have experimented, ask the children to pick one sound they can make. Conduct the class "orchestra" by having one child start making the same noise over and over again. Next, ask another child to add a sound to the orchestra.
4. When five children have added their sounds all together, thank them and conduct the next group of five. Repeat this until every child has a turn.



Making Music Day

Give children the opportunity to showcase all they have learned by planning a musical celebration!

1. Invite parents and community members to participate in the activities. They can sing, dance, play an instrument, or just clap along!
2. Play some marching band music and encourage children to have a parade. Have children play their homemade instruments as they march.
3. Hold a sing-along and invite family members to join in. If possible, have them teach the class a song in their home language.
4. Play recordings of different types of music (salsa, jazz, classical, etc.) and encourage the children to dance with their parents or visitors.
5. Teach the children a variety of songs and have them perform a concert for their guests.

Try These Recording Artists

African: Ladysmith Black Mambazo

Blues: Taj Mahal, Koko Taylor

Children's: Laurie Berkner, Hugh Hanley, Hap Palmer

Classical: Yo-Yo Ma, Itzhak Perlman

Flamenco: The Gipsy Kings

Jazz: Louis Armstrong, John Coltrane, Thelonious Monk, Charlie Parker, Joshua Redman

Watch Arthur

Videotape these new episodes to share with the children. Check pbskidsgo.org/arthur for local dates and times.*

Lights, Camera ... Opera!

Ed Crosswire wants to take Muffy to the opera, but she doesn't want to go! Won't it be boring? Or will it be eye-opening? Opera singer Rodney Gilfry guest stars in the animated story and in the live action interstitial.

*You may tape ARTHUR episodes and use them in the classroom for up to one year after broadcast.

Tipping the Scales

Arthur can't wait to get to music class! After all, the class is gearing up for the big choral competition in Crown City. But after Dr. Fugue replaces fun Mrs. Krasny, the class dreads the trip. Will music class ever be fun again?

Do You Hear What I Hear?

As children make and use their own drums to practice rhythms, they learn to recognize and imitate patterns—a beginning math skill.

MATERIALS

- Small metal coffee cans with lids
- Translucent tape and masking tape
- Glue
- Markers and crayons
- “Decorate a Drum with Arthur” activity sheet (see page 9)

INSTRUCTIONS

1. Show children how to securely tape the lid onto the coffee can.
2. Cut out and color “Decorate a Drum with Arthur.”
3. Glue it to the outside of the can. Allow the glue to dry before trying to play the drums.
4. Using masking tape, create a large circle on the floor. Ask the children to bring their drums and sit around the circle. Using your own drum, tap out a pattern and ask the children to imitate the beats. Practice doing this with several different patterns until the children feel confident they can duplicate what they hear.
5. After the group has practiced for a while, allow each child to be the leader and tap out a pattern for the other children to echo. Or invite children to take turns playing a drum “solo” while the other children listen.



Take It Further

Borrow a *Stomp* video from the local library. Children will enjoy the rhythms and the innovative use of found objects for drums.

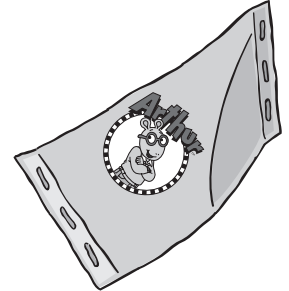
Instrument Inventions

Encourage children to make their own instruments. These versions are easy to make and lots of fun to play.

Percussion: Shaker

MATERIALS

- Markers or crayons
- Fish tank gravel, rice, beans, or pasta
- “Shake That Shaker” activity sheet (see page 8)
- Stapler and staples



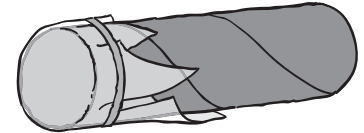
INSTRUCTIONS

1. Use the “Shake That Shaker” activity sheet to make your own Arthur shaker.

Wind: Kazoo

MATERIALS

- Cardboard tubes
- Rubber bands
- Wax paper



INSTRUCTIONS

1. Decorate the tube.
2. Put a square of wax paper on one end of the tube and stretch a rubber band around to hold it in place.
3. Hum or sing into the open end.

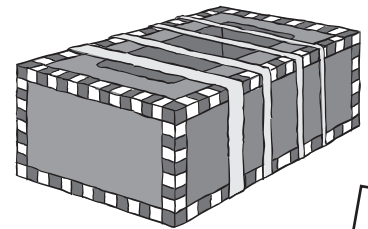
String: Tissue Box Lute

MATERIALS

- Tissue box
- Rubber bands of different lengths and widths

INSTRUCTIONS

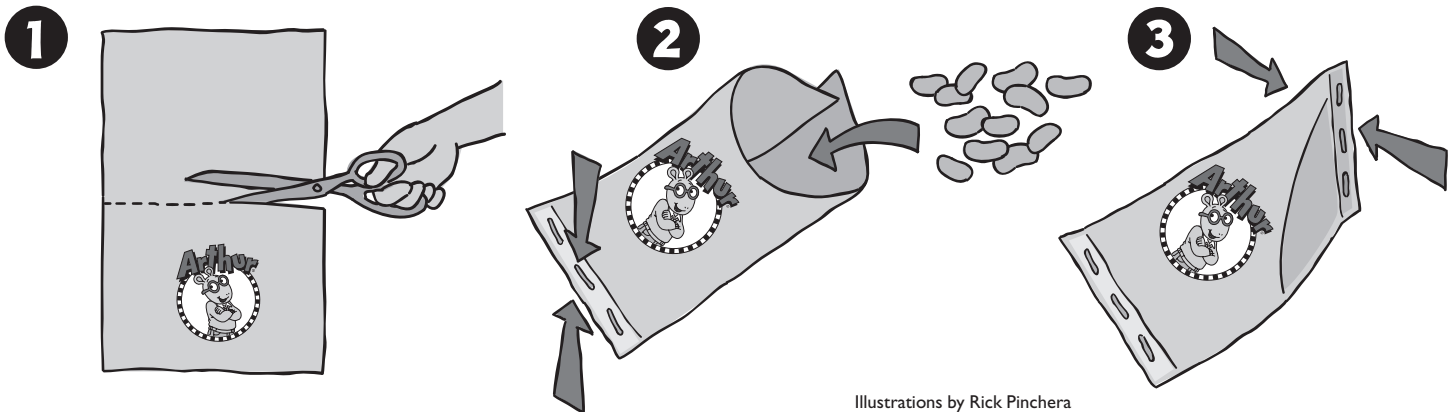
1. Decorate the tissue box, but do not cover the opening in the middle of the box.
2. Stretch four or five different rubber bands over the opening in the box (the short way).
3. Pluck!



Shake That Shaker

Instructions

1. Cut this sheet in half. (Use the dotted line below.)
2. Roll the paper into a cylinder and staple one end shut. Fill the shaker half full of beans, pasta, or gravel. Hold the shaker by the base (the stapled end). Pinch and staple the center of the top so that the crease goes in the opposite direction from the base. (See illustration.)
3. Finish the shaker by making sure both ends are stapled shut.



Illustrations by Rick Pinchera

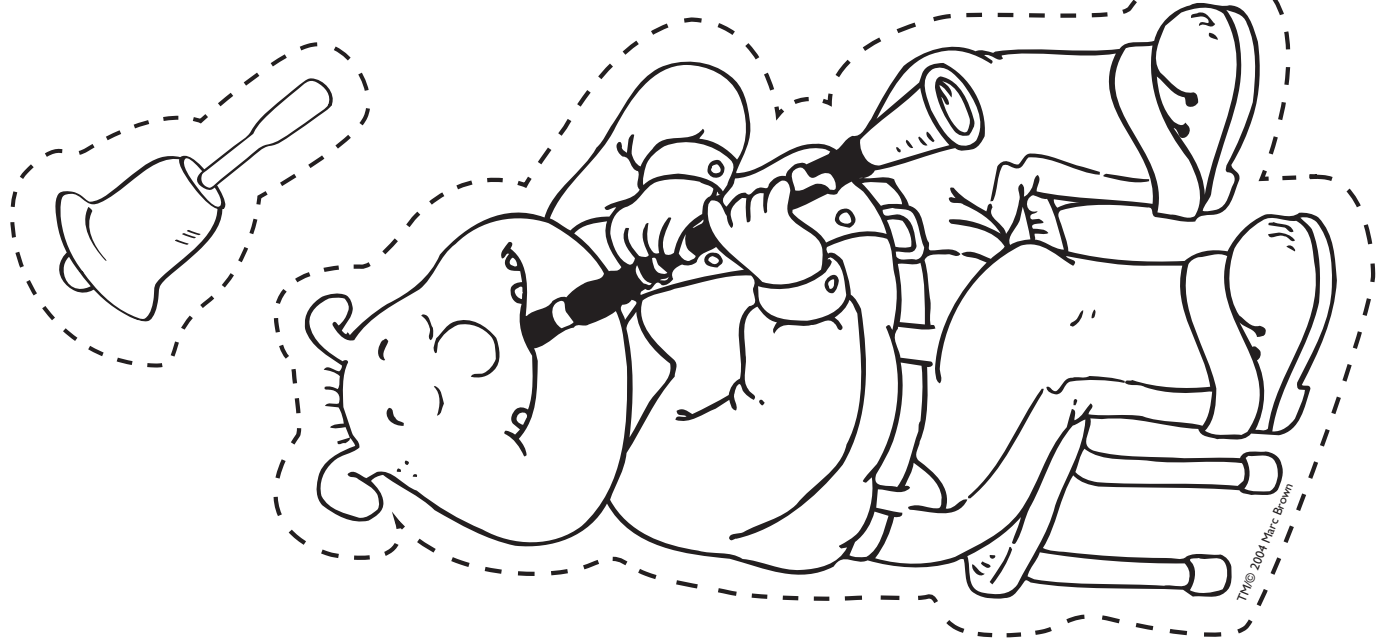
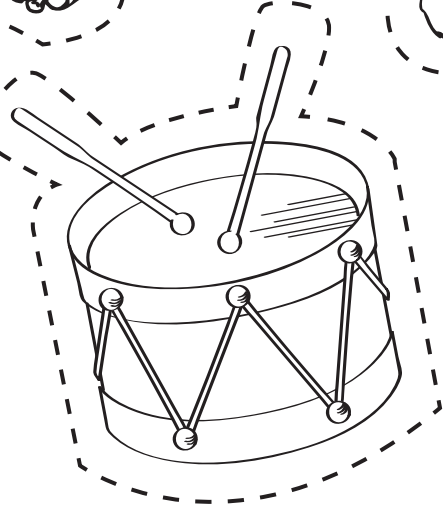
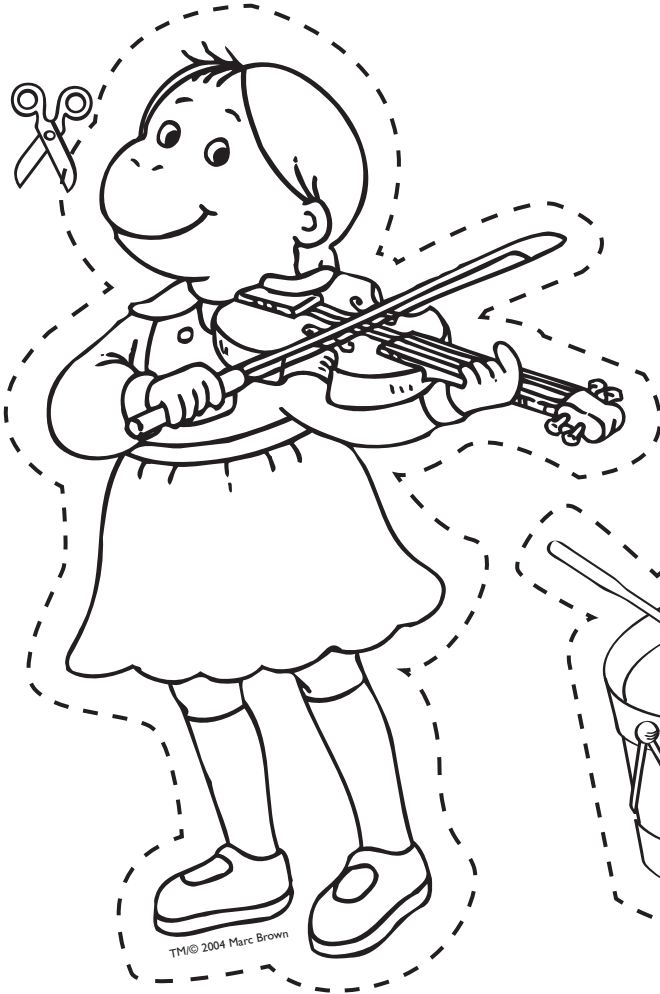


Decorate a Drum with Arthur



pbskidsgo.org/arthur

Color the pictures and use them to decorate your drum.



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