

SUPER SIMPLE MUSIC CENTERS

STACY WERNER — SEPTEMBER 2023

WHY CENTERS IN THE MUSIC ROOM?

- Play based learning
- Student directed learning
- Encourage collaboration, responsibility and problem solving
- Differentiate to meet the needs of different learners
- Teacher acts as a facilitator
- Teacher can use the time to assess students one on one
- Centers are hands-on, engaging, and fun!

QUESTIONS FOR GETTING STARTED...

- What grade levels are you planning for? (Do K-2, then 3-5)
- How much time do you have?
- How many students do you have in each class?
- What type of work spaces do you have available?
- How can you do centers while teaching multiple grade levels each day?
- What concepts do you want students to work on?
- How can you differentiate centers to meet all the learning needs?
- How can I prepare centers fast?

ORGANIZATION AND MANAGEMENT:

- Select 4-6 centers, depending on your class size.
- Allow 5-10 minutes per center (you may need multiple class periods)
- Create groups yourself.
- Have defined spaces. (use tables, desks, bins, music stands, signs, etc)
- Separate quiet and noisy activities.
- Do not introduce too much new material.
- Use a signal to move to next center.
- Consider leaving one empty center for students who finish early.
- Leave extra time for clean up.
- Use one center for assessment.

(BEFORE) THE FIRST DAY...

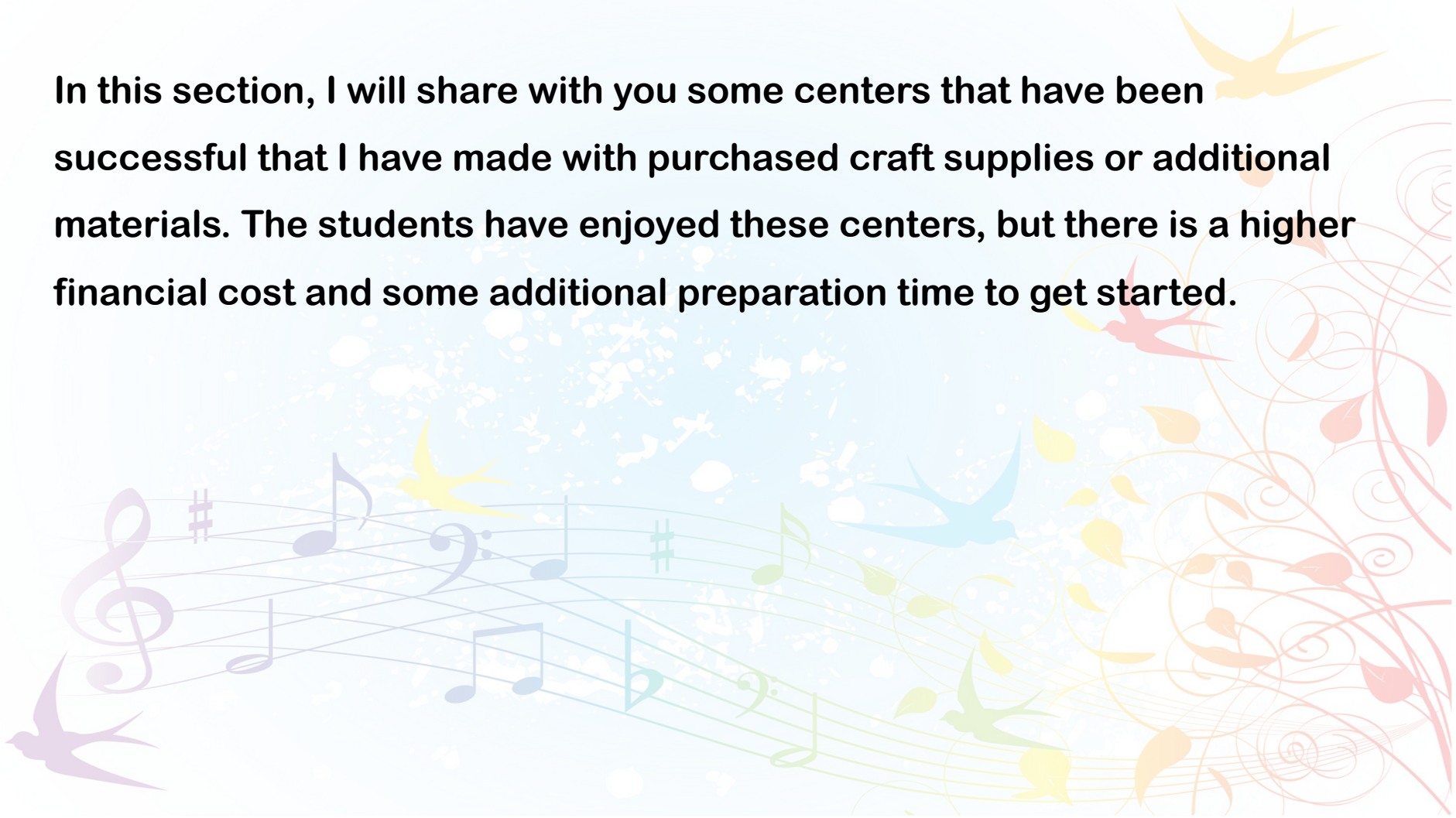
1. Go through and demonstrate every center. To make this move faster, select a few centers that students have used before as whole class games or activities.
2. Place students in groups of 3-6.
3. Each group fills out a center group card.
4. Assign groups to center and fill out center tracking sheet.
5. Groups rotate every 5-10 minutes.
6. Keep center group cards and tracking sheets together for next class.

Center Group Card: Class: _____ Group Name: _____ Group Members: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	Center Group Card: Class: _____ Group Name: _____ Group Members: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
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Center Tracking Sheet - Class: _____	
Center Name: _____ Center Groups: _____ _____ _____ _____	Center Name: _____ Center Groups: _____ _____ _____ _____
Center Name: _____ Center Groups: _____ _____ _____ _____	Center Name: _____ Center Groups: _____ _____ _____ _____
Center Name: _____ Center Groups: _____ _____ _____ _____	Center Name: _____ Center Groups: _____ _____ _____ _____

DIY CENTERS...

In this section, I will share with you some centers that have been successful that I have made with purchased craft supplies or additional materials. The students have enjoyed these centers, but there is a higher financial cost and some additional preparation time to get started.



LEGO INSTRUMENT BUILDING

Materials Required:

- Large Bin
- Various pieces of Lego (use more basic bricks than technical pieces)

Use this video to introduce the center:

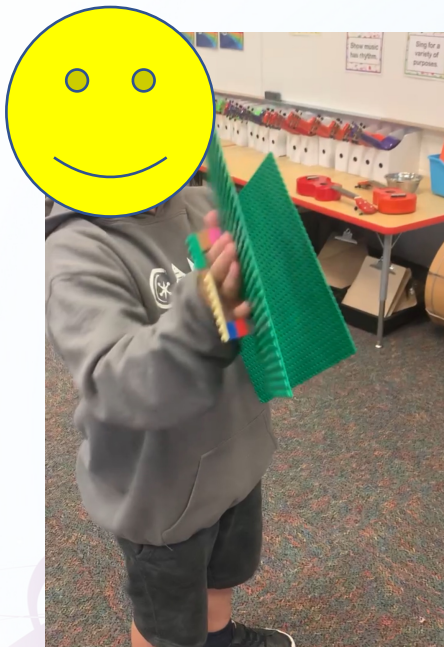
<https://www.youtube.com/watch?v=7kjTV3OrY4s>

Use this video to introduce what is a percussion instrument:

<https://www.youtube.com/watch?v=P8y5azcjKs0>

Encourage students to make an instrument that they can hit, shake, or scrape. Or maybe it can do all three!

LEGO INSTRUMENT BUILDING



BUSTED GAME

Materials Required:

- Large popsicle sticks
- Can also use duplo lego blocks
- Tall round plastic container (I use old tennis ball containers).

Game Directions:

1. Students work in groups of 4-5. Students sit in a circle. Decide who goes first.
2. Student selects a stick and places it in front of the, then says and claps the rhythm on the stick.
3. The next student does the same. The students continue passing the container and selecting one stick at a time and saying/clapping all the rhythms in front of them.
4. If the student selects a stick that says “Busted”, they put all their sticks back in the container.

BUSTED GAME



SINGING PUPPETS

Materials Required:

- Various puppets
- Small table with black table cloth for puppet stage

Directions:

1. Students work together to make a puppet show, but the puppets have to sing throughout the show with one another.
2. Start with the puppets having singing conversation. (first experience in center, or try as a whole class activity)
3. Set up puppet stage and encourage them to make a singing puppet show.

SINGING PUPPETS



KEYBOARDS

Materials Required:

- Electric keyboards and pianos

Directions:

1. Let students play and explore on the keyboards.
2. Ask some guiding questions:
 1. Which side is high, which side is low?
 2. Can you play on just the black keys or white keys?
 3. Do you see any patterns on the keyboard?



Super Simple Centers K-1



K-1 Centers

- **Animal Snap**
- **Beat Keeper**
- **Carnival of the Animals Listening**
- **Hide, Sing, Play (Audiation)**
- **Loud and Quiet Sort**
- **Squishy Music (playdough)**
- **Fast and Slow Movement**
- **Make a Melody**
- **Compose a Rhythm**
- **Worksheet Centers to practice high/low, loud/quiet, fast/slow**
- **15 CENTERS in this resource!**


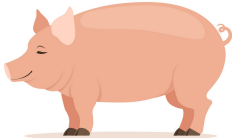
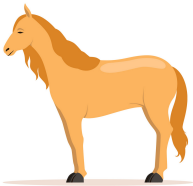

Includes

- **PDFs to print OR Kit with printed color copies**
- **Audio tracks**
- **Teacher's guide**
- **Organizational materials for setting up centers**
- **Disk (or download option)**





ANIMAL SNAP!

Level 1 – one/two sounds

 DUCK	1 SOUND 2 SOUNDS
 PIG	1 SOUND 2 SOUNDS
 HORSE	1 SOUND 2 SOUNDS
 DOG	1 SOUND 2 SOUNDS

Level 2 – match rhythm

 DUCK	  	  
 HORSE	  	  
 COW	  	  
 SHEEP	  	  

Children take turns looking at animal cards and paper-clipping or clothes pinning the answer. Student check their answer on the answer on the “cheat sheet”. They keep correct answers. The child with the most in pile wins.



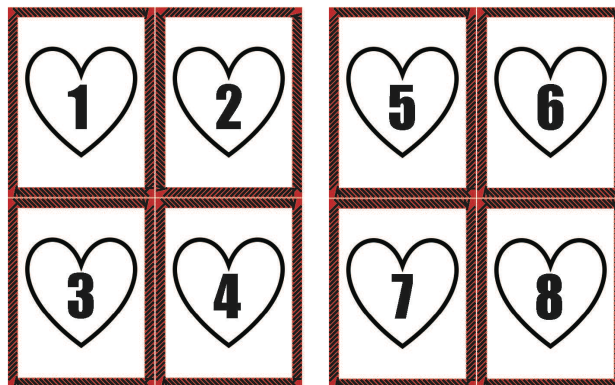
ANIMAL SNAP!



Children take turns looking at animal cards and paper-clipping or clothes pinning the answer. Student check their answer on the answer on the “cheat sheet”. They keep correct answers. The child with the most in pile wins.



BEAT KEEPER!




One student points to the beat, the other students play.
Turn over 1-2 cards and stay silent for the rest.
Choose a new conductor and play again.
Try with different instruments.
Choose 8 or 16 beats.

LOUD AND QUIET

 Mouse	 Whisper	 Fish
 Motorcycle	 Harp	 Whisper
 Snow	 Airplane	 Bird Tweeting
 Maracas	 Butterfly	 Baby Sleeping

Loud Sorting Card



Place all the loud cards in the circle!

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Quiet Sorting Card











Place all the quiet cards in the circle!

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K-1: Sort the cards into loud or quiet piles. Then, create a loud/quiet composition

Create with Loud and Quiet

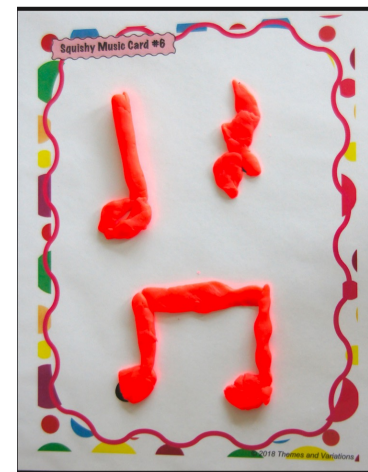
			
			

Play your song with instruments!

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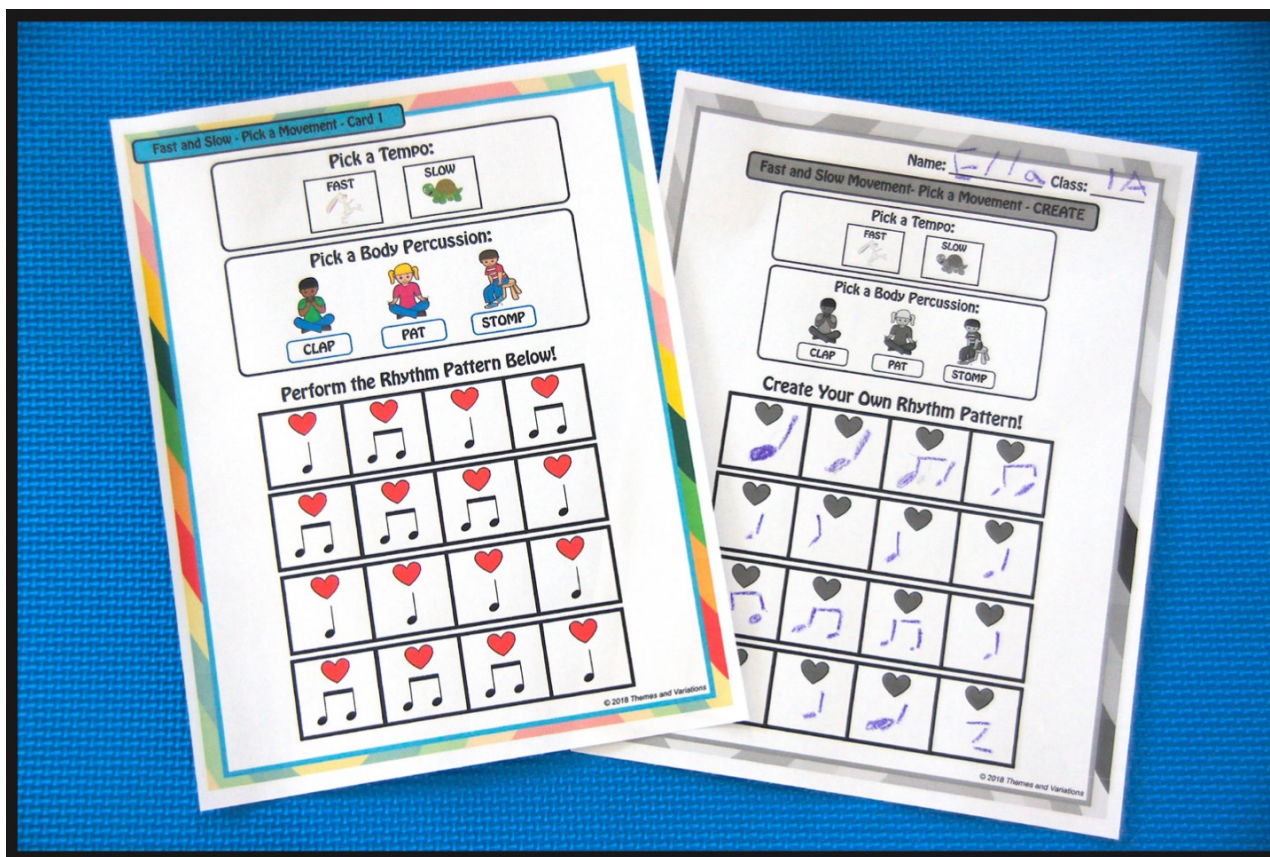
SQUISHY MUSIC



K-1: Make playdough music symbols.
Extension – Use loose parts to make symbols.



FAST AND SLOW MOVEMENT



Choose one of 11 cards and perform the rhythm with body percussion. Choose whether to do it fast or slow, and select the body percussion to use.



MAKE A MELODY

Make a Melody One Line Staff

Compose your own melody below.
Play your song using a pitched percussion instrument.



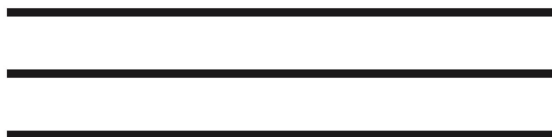
Make a Melody Two Line Staff

Compose your own melody below.
Play your song using a pitched percussion instrument.



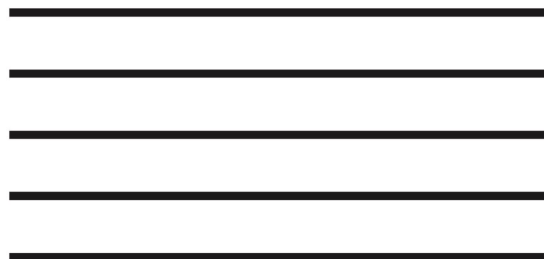
Make a Melody Three Line Staff

Compose your own melody below.
Play your song using a pitched percussion instrument.



Make a Melody Five Line Staff

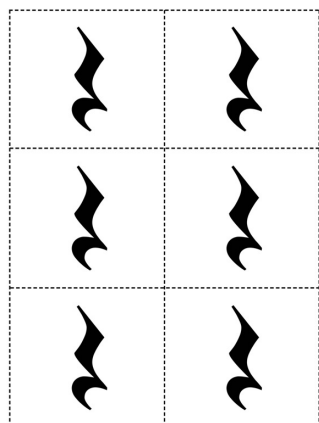
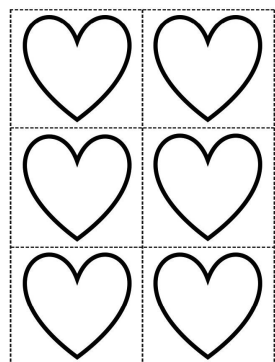
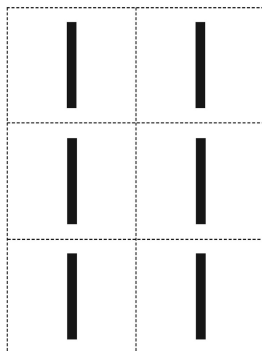
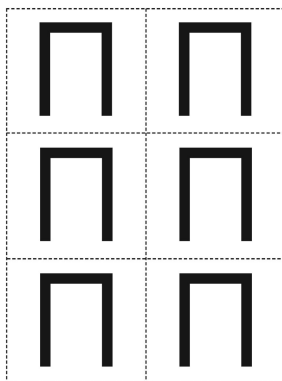
Compose your own melody below.
Play your song using a pitched percussion instrument.



**Students create melodies and can play or sing compositions.
Place inside plastic covers and use with dry erase markers.**



COMPOSE A RHYTHM

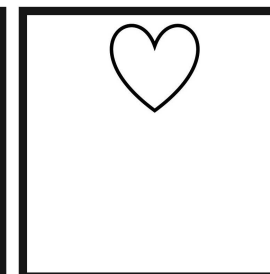
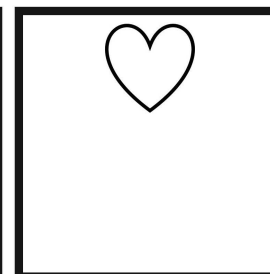
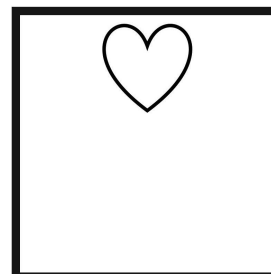
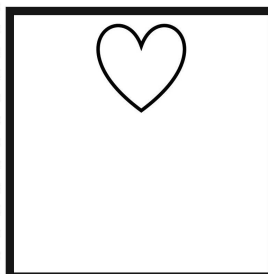
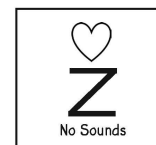
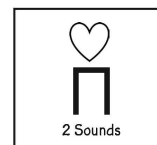
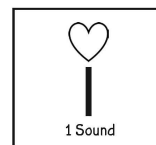


Name: _____ Class: _____

Compose a Rhythm

Fill in the boxes below with one sound, two sounds, or no sounds on a beat.

Try playing your composition on non-pitched percussion instruments.



Create rhythm compositions with ta, ti-ti and rest.

Use pre-made cards (cut and laminate),

or place inside plastic covers and use with dry erase markers.



WORKSHEETS

Color HIGH Name: _____ Class: _____

Color all the things that make a high sound, then trace high below.

high

Color FAST Name: _____ Class: _____

Color all the things that move FAST, then trace fast below.

fast

Color ONE Sound Name: _____ Class: _____

Color all the words that make one sound, then trace the 1's below.

1 1 1 1 1 1 1 1

Color LOUD Name: _____ Class: _____

Color all the things that make a loud sound, then trace LOUD below.

loud

Name: _____ Class: _____

Color HIGH

Color the higher note in each box:

Name: _____ Class: _____

Beat and No Beat

Decide which pictures below show steady beat. Cut and paste them into the correct box below.

Beat No Beat

Place inside plastic covers and use with dry erase markers.
Saves with photo copy cost and waste.

Super Simple Centers



Grade 2-3 Centers

- Cosmic Rhythms
- Melody Maker Dice
- Squishy Staff
- Soundscape Creation
- Color the Music
- Instrument Name sort
- Solfa Snap
- Rhythm Tracker

K-1 Centers

- Animal Snap
- Beat Keeper
- Carnival of the Animals Listening
- Hide, Sing, Play (Audiation)
- Loud and Quiet Sort
- Squishy Music (playdough)
- Fast and Slow Movement
- Make a Melody
- Compose a Rhythm
- Worksheet Centers

Includes

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COSMIC RHYTHMS

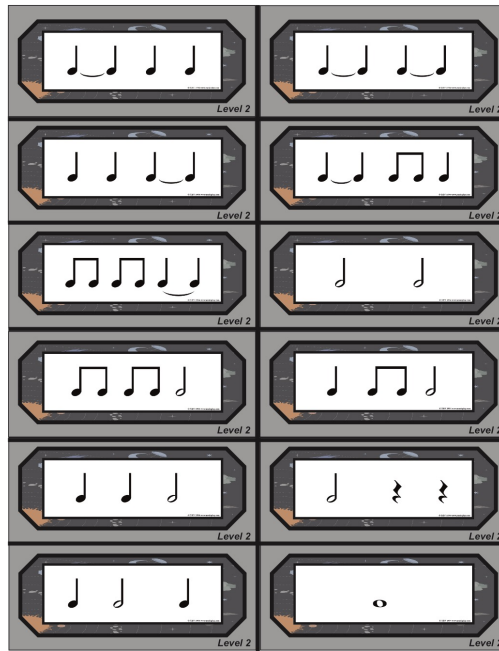
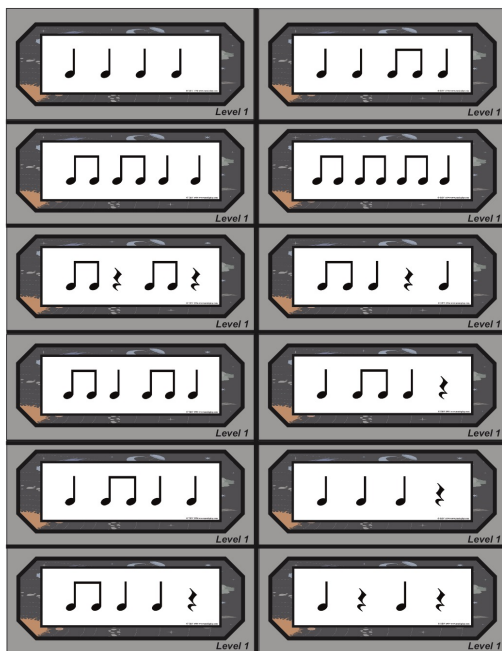
Children choose a card. They either clap a rhythm or follow the directions. They keep the cards they clap correctly. Different level cards to differentiate.

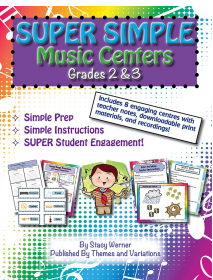
Black Hole – lose all their cards

Shooting Star – take card from another player

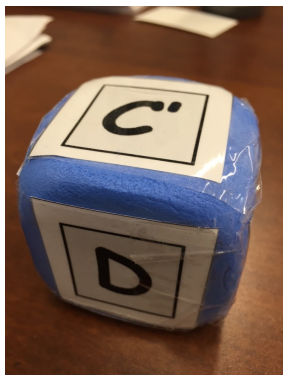
Blast Off – take another card

Player with the most cards wins!





MELODY MAKER DICE



Children roll the melody dice and create a melody. This is a great melody writing template for Gr. 2-3!

Place writing template in plastic cover and use dry erase markers to save on paper use!

Name: _____ Class: _____

Melody Maker Dice - C Major Pentatonic

Instructions:

1. Roll the melody dice and fill in the blank boxes below.
2. Practice clapping the rhythm.
3. Play your creation on an instrument.
4. If you don't like the sound of your melody, change a few notes.
5. If you have extra time, write your creation on the musical staff.

Four red hearts are shown above a row of four musical notes (quarter notes). Below them is a row of four boxes, the first of which contains a large 'C'. Below that is another row of four musical notes, with the last one being a quarter note. Below that is a row of four boxes, the last of which contains a large 'C'.

4/4

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Name: _____ Class: _____

Melody Maker Dice - Musical Staff

Instructions:

Write your melody on the musical staff.

A musical staff in 4/4 time is shown with a treble clef. Above the staff are four red hearts, each above a musical note (quarter note). Below the staff are four more red hearts, each above a musical note (quarter note).

If you have extra time, create another melody!

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Name: _____ Class: _____

Melody Maker Dice - Musical Staff

Instructions:

Write your melody on the musical staff.

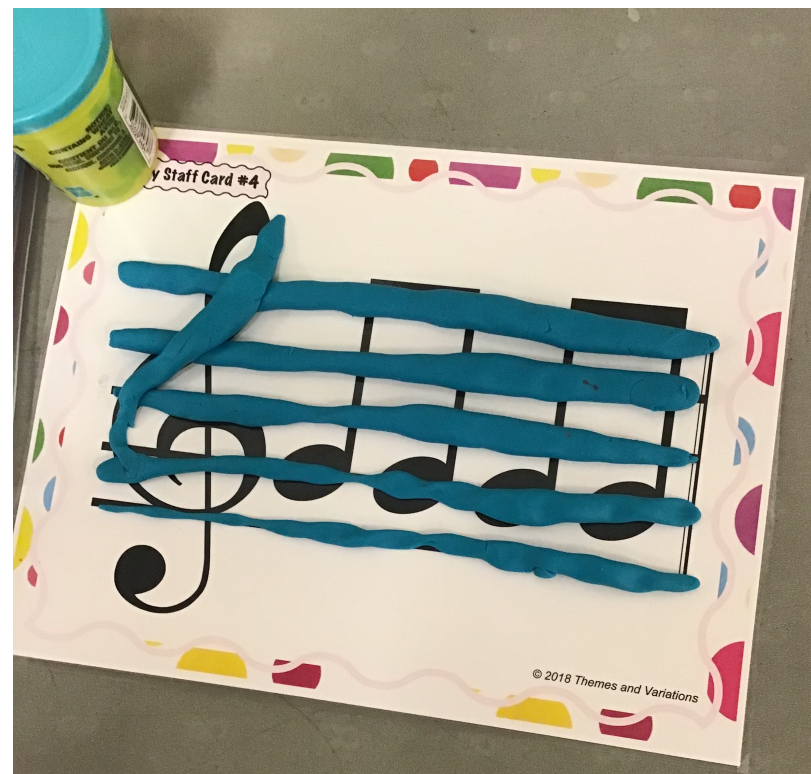
A musical staff in 4/4 time is shown with a treble clef. Above the staff are four red hearts, each above a musical note (quarter note). Below the staff are four more red hearts, each above a musical note (quarter note).

If you have extra time, create another melody!

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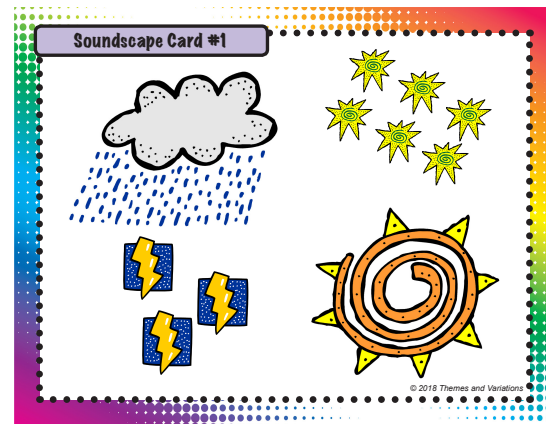
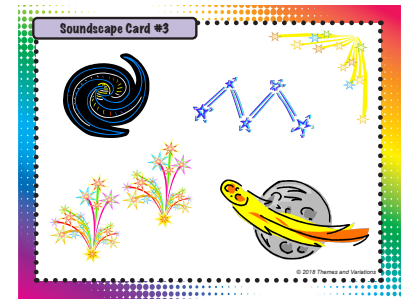
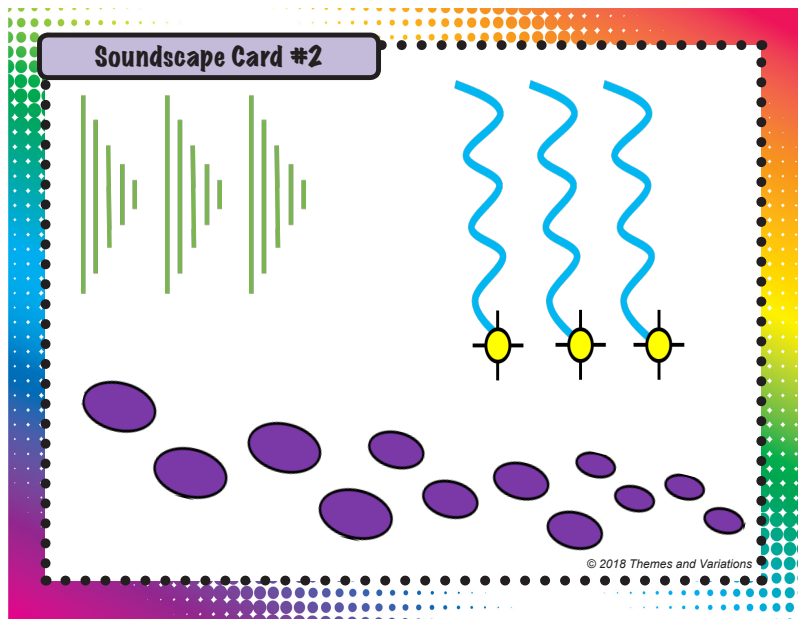
SQUISHY STAFF



Children trace the treble clef and notes with playdough.



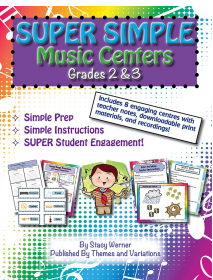
SOUND SCAPE CREATIONS



Children choose instruments for the different shapes/pictures.

One student points to pictures, while others play.

Can place inside plastic sheet covers and use dry erase markers to label what instruments to use for each shape.



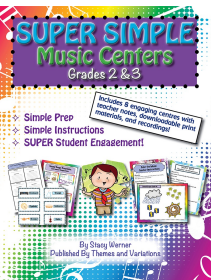
SOUND SCAPE CREATIONS

Name: _____ Class: _____

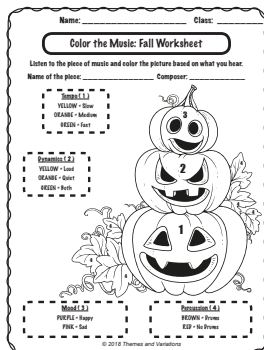
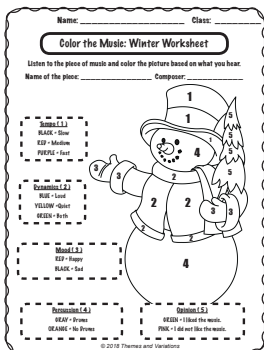
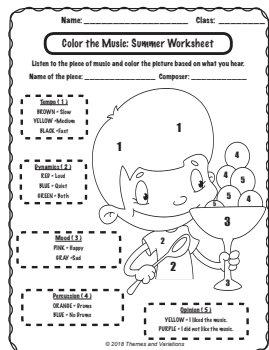
**Sound Scape Creations:
Create Your Own**

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Extension: Students create their own shapes and select instruments.



COLOR THE MUSIC



Children listen to a piece of music
and color a listening glyph.
Audio is included!

Name: _____ Class: _____

Color the Music: Spring Worksheet

Listen to the piece of music and color the picture based on what you hear.

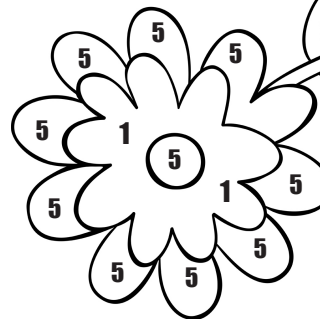
Name of the piece: _____ Composer: _____

Tempo (1)

ORANGE = Slow
YELLOW = Medium
PURPLE = Fast

Dynamics (2)

RED = Loud
BLUE = Quiet
GREEN = Both



Percussion (4)

YELLOW = Drums
ORANGE = No Drums

Mood (3)

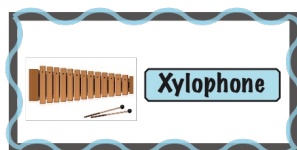
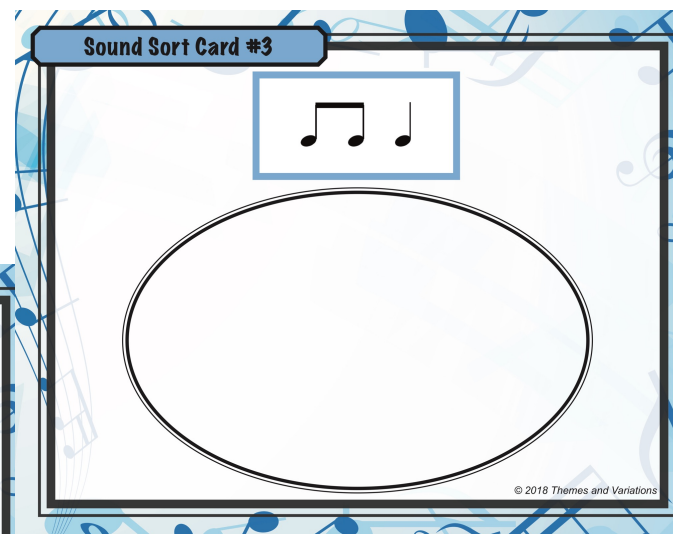
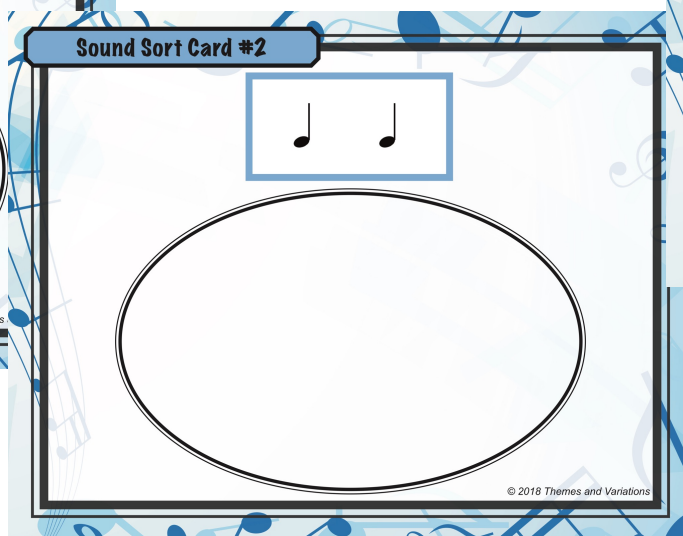
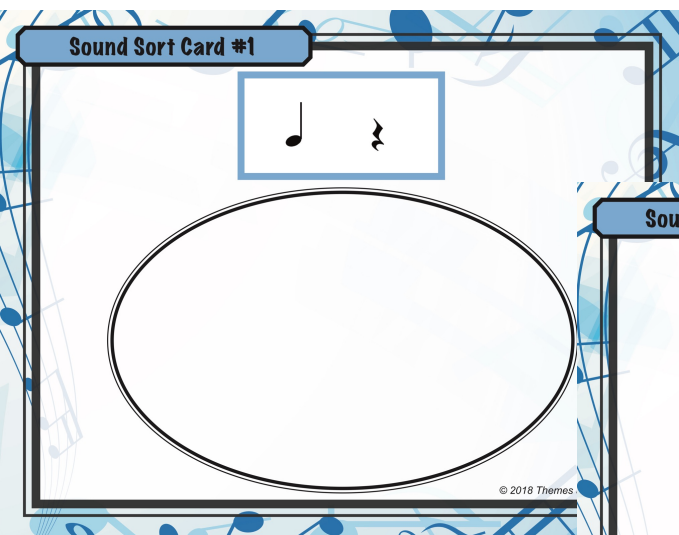
GREY = Happy
PINK = Sad

Opinion (5)

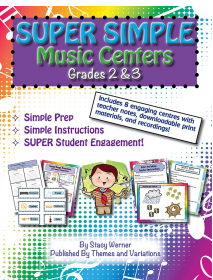
PURPLE = I liked the music.
PINK = I did not like the music.



INSTRUMENT NAME SORT



**What rhythm is “xylophone?” Sort the instrument names.
After sorting, create a word rhythm composition of your own.**



INSTRUMENT NAME SORT

1

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s m s m

s s s m

s m m m

SOLFA SNAP: Cheat Sheet		
1. s m s m	17. ss ml ss m	33. dd dd r m
2. ss m ss m	18. s ml s m	34. m mm r d
3. s m ss m	19. ss ml s m	35. dd dr m r
4. ss mm ss m	20. ss ll ss mm	36. mm r d
5. ss m s m	21. ss mm dd d	37. l s m d
6. s mm s mm	22. d m s s	38. ls sm s
7. s m s	23. dd dm s dd	39. ls sm rm d
8. s mm s	24. d m ss s	40. ss sl sm d
9. sm sm sm s	25. sm sm dd d	41. s md rr d
10. s mm s mm	26. s md s md	42. d m s l
11. s ss s m	27. s s d	43. dd rr m s
12. s m	28. dd m dd m	44. sm rm d
13. s l s m	29. m r d	45. dd dr m s
14. s l s	30. m rr d	46. m mr dm sm
15. ss ll s m	31. dd mm r m	47. sm ls mr d
16. s sl s m	32. d r m d	48. ls sm r d

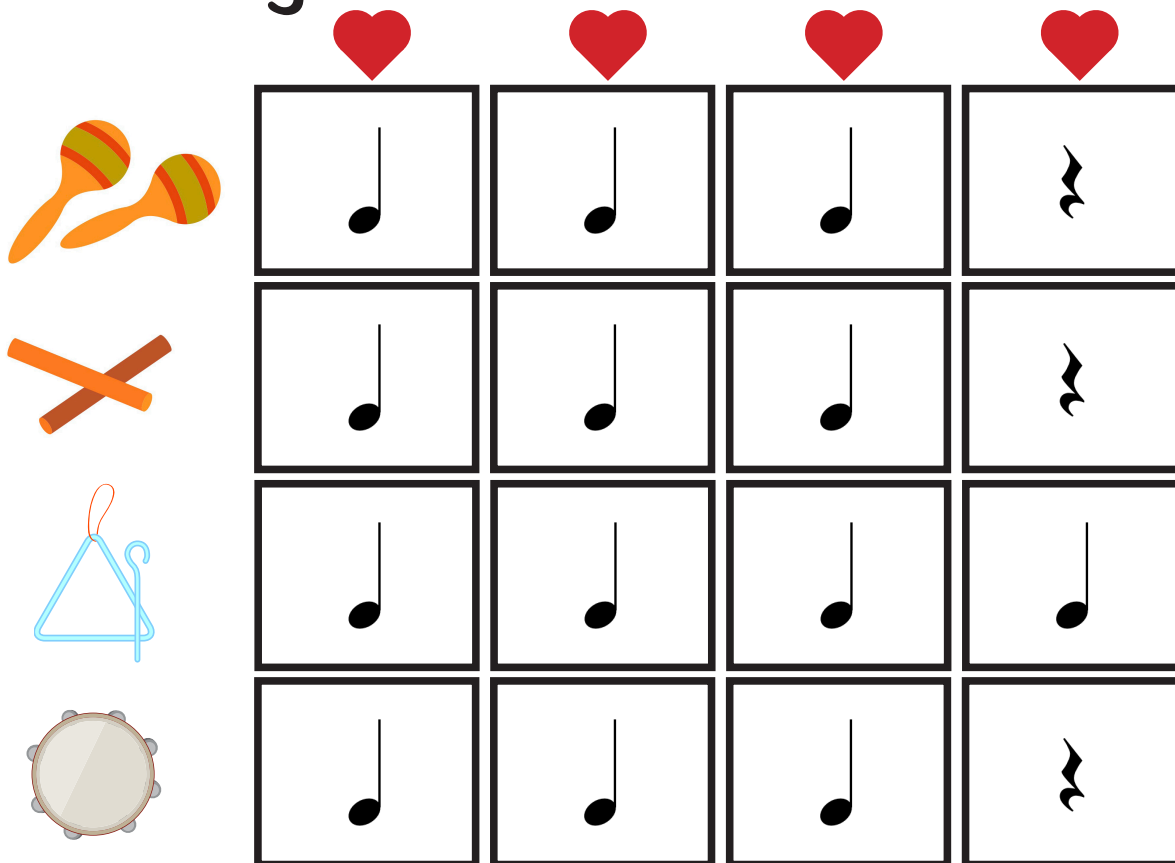
Children take turns looking at solfa patterns and paper-clipping or pinning the correct pattern. They keep correct answers. The child with the most cards wins.

Includes several sequenced levels:
so-mi, la-so-mi, mi-re-do and do-mi-so

RHYTHM TRACKER

One child conducts, while the rest of the group plays.

Rhythm Tracker - Card 1



Card 1 features a 4x4 grid of boxes. Above each column is a red heart icon. To the left of the grid are four icons: maracas, crossed sticks, a triangle, and a drum. The grid contains the following symbols:

Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note

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Rhythm Tracker - Card 2



Card 2 features a 4x4 grid of boxes. Above each column is a red heart icon. To the left of the grid are four icons: a drum, maracas, crossed sticks, and a triangle. The grid contains the following symbols:

Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note

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Rhythm Tracker - Card 11



Card 11 features a 4x4 grid of boxes. Above each column is a red heart icon. To the left of the grid are four icons: maracas, a triangle, crossed sticks, and a drum. The grid contains the following symbols:

Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note

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Rhythm Tracker - Card 10



Card 10 features a 4x4 grid of boxes. Above each column is a red heart icon. To the left of the grid are four icons: maracas, crossed sticks, a triangle, and a drum. The grid contains the following symbols:

Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note
Quarter note	Quarter note	Quarter note	Quarter note

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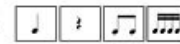
RHYTHM TRACKER









Extension: Create your own!

Name: _____ Class: _____

Rhythm Tracker - Create Your Own!

1. Select from the following rhythms to fill in the boxes below:

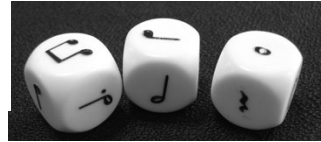
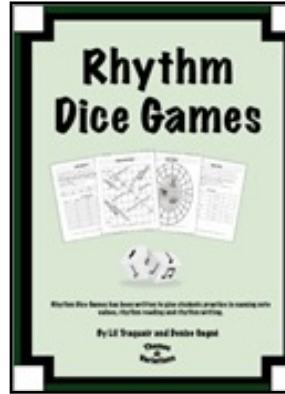


2. Play your creation on instruments!

Rhythm Dice Games Centers

7 Worksheets teach/review/assess



**Includes
25 dice!**

Student Worksheet 1: Whole, Half, Quarter Note

Name: _____

How long a note is held for - its duration - is determined by the note value.

Whole Note
A whole note (○) is held for four beats in 4/4 time.
The whole note is drawn as an oval and has no stem.
Draw one whole note in each measure.

Half Note
The half note (J) looks like a whole note with a stem added.
Stems are drawn up on the right side and down on the left side of the note.
If the note is above the middle line, the stem goes down.
If the note is below the middle line, the stem goes up.
A half note is held for two beats in 4/4 time.
Draw two half notes in each measure.

Quarter Note
A quarter note (♩) is held for one beat in 4/4 time.
The quarter note looks like a half note that is filled in.
Draw four quarter notes in each measure.

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Student Worksheet 2: Quarter Rest, Eighth Notes, Dotted Half

Name: _____

Quarter Rest
A quarter rest (♩) is one beat in 4/4 time. A rest is a silent beat.
Draw four quarter rests in each measure.

Eighth Notes
Eighth notes can be drawn separately (♩), but are usually joined as a pair (♩). Draw four pairs of eighth notes in each measure.

Dotted Half Note
The dotted half note looks like a half note with a dot beside it (J.).
The dotted half note is held for 3 beats in 4/4 time.
Draw one dotted half note in each measure.

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Student Worksheet 3: Note Value Review

Name: _____

4/4 time: beat 1	beat 2	beat 3	beat 4
whole note - 4 beats in 4/4 time copy: ○			
half note - 2 beats in 4/4 time copy: J			
quarter note - 1 beat in 4/4 time copy: ♩			
quarter rest - 1 beat in 4/4 time copy: ♩			
eighth notes - 1/2 beat in 4/4 time copy: ♩			
dotted half note - 3 beats in 4/4 time copy: J.			

To Do: Tell what kind of note is given and how many beats it will receive in 4/4 time. The first example is done for you.

- whole note 4 beats in 4/4 time.
- J half note 2 beats in 4/4 time.
- ♩ quarter note 1 beat in 4/4 time.
- ♩ quarter rest 1 beat in 4/4 time.
- ♩ eighth notes Together are held for 1 beat(s) in 4/4 time.
- J. dotted half note 3 beats in 4/4 time.

To Do: Say the following rhythm using the names ta, sh, titi, too-oo:
♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ |

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Student Worksheet 4: More Note Value Review

Name: _____

Matching: Write the name of the note on the line beside it. Choose from the names that are given below.
Tell how many beats each note or rest will receive in 4/4 time.

1. J	_____	beats
2. J	_____	beats
3. ♩	_____	beats
4. ○	_____	beats
5. ♩	_____	beats
6. J	_____	beats

whole note dotted half note quarter rest eighth notes half note quarter note

To Do: Draw each of the notes as indicated.

1. whole note	_____	4. half note	_____
2. dotted half note	_____	5. quarter rest	_____
3. pair of eighth notes	_____	6. quarter note	_____

Another way to think of note values:

One whole note = two half notes = four quarter notes

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Student Worksheet 5: Measure and Bar Lines

Name: _____

Measure is the space between bar lines. A measure can contain one or more notes or rests. A double bar line at the end of each piece of music.

To Do: Divide the staff into four measures. Draw a double bar line at the end of the staff. Practice drawing fully, click on this staff.

To Do: Draw the symbols and notes on the staff, following the directions below.

- Draw a treble clef at the beginning of the staff.
- Draw the staff into four measures.
- Put a quarter note in the first measure. ♩
- Put a half note in the second measure. J
- Put a whole note in the third measure. ○
- Put a quarter rest in the fourth measure. ♩
- Put a double bar line at the end of the music.

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Student Worksheet 7: Complete a Measure

Name: _____

- In 4/4 time there are four quarter notes in each measure. Complete the line by putting four quarter notes in each measure.
- In 3/4 time there are three quarter notes in each measure. Complete the line by putting three quarter notes in each measure.
- In 4/8 time there are four eighth notes in each measure. Complete the line.
- In 2/4 time there are two quarter notes in each measure. Complete the line using quarter notes.
- In 4/4 time there are four quarter notes in each measure. You could also write four beats by using two half notes. Complete the line by using half notes and quarter notes.
- In 4/4 time there are four quarter notes in each measure. You could also write four beats by using a whole note, two pairs of eighth notes, or two half notes. Complete the line by using whole, half, quarter and eighth notes.

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Student Worksheet 6: The Time Signature

Name: _____

At the beginning of each piece of music, a time signature is given.
The top number of the time signature tells how many beats are in each bar.
The bottom number of the time signature tells what kind of note gets one beat.

To Do: Tell how many beats will be in a bar as shown by these time signatures.

1. 4/4	_____	beats	2. 3/4	_____	beats
3. 2/4	_____	beats	4. 4/8	_____	beats

To Do: Tell what kind of note will get one beat for each of the following time signatures.

1. 4/4	_____	note gets one beat	2. 3/4	_____	note gets one beat
3. 2/4	_____	note gets one beat	4. 4/8	_____	note gets one beat
5. 2/8	_____	note gets one beat	6. 4/8	_____	note gets one beat

Common Time: Because 4/4 is such a common time signature it is often abbreviated using a C.

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Rhythm Dice Games: Table Talk

TABLE TALK

What the Game is About: The object of the game is to be the first to cross off every square on your chart.

Materials Needed: Each player needs a copy of the Table Talk Grid and a pencil. Each group needs at least one die.

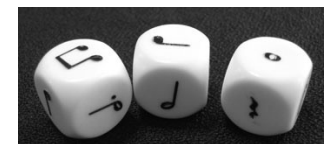
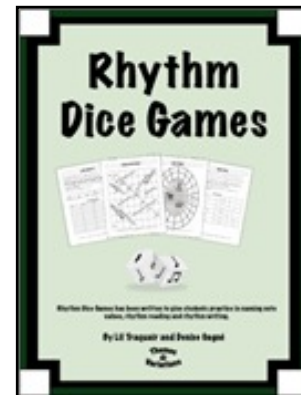
Directions: Each player in turn shakes the die. If you roll a quarter note, you can cross off any of the squares in the first line: quarter note, ♩, 1 count, or ta. The same applies for each of the other note values. The first player to cross off every square in his chart wins the game.

You could also play this game like Bingo offering prizes for four in a row horizontally, four in a row vertically, and four in a row diagonally.

TABLE TALK GRID

Quarter note	♩	1 beat in 4/4	ta
Quarter rest	♩	1 beat in 4/4	sh
Half note	♪	2 beats in 4/4	too-oo
Pair of eighth notes	♫	1 beat in 4/4	titi
Dotted half note	♩.	3 beats in 4/4	three-ee-ee
Whole note	♩	4 beats in 4/4	fo-o-o-our

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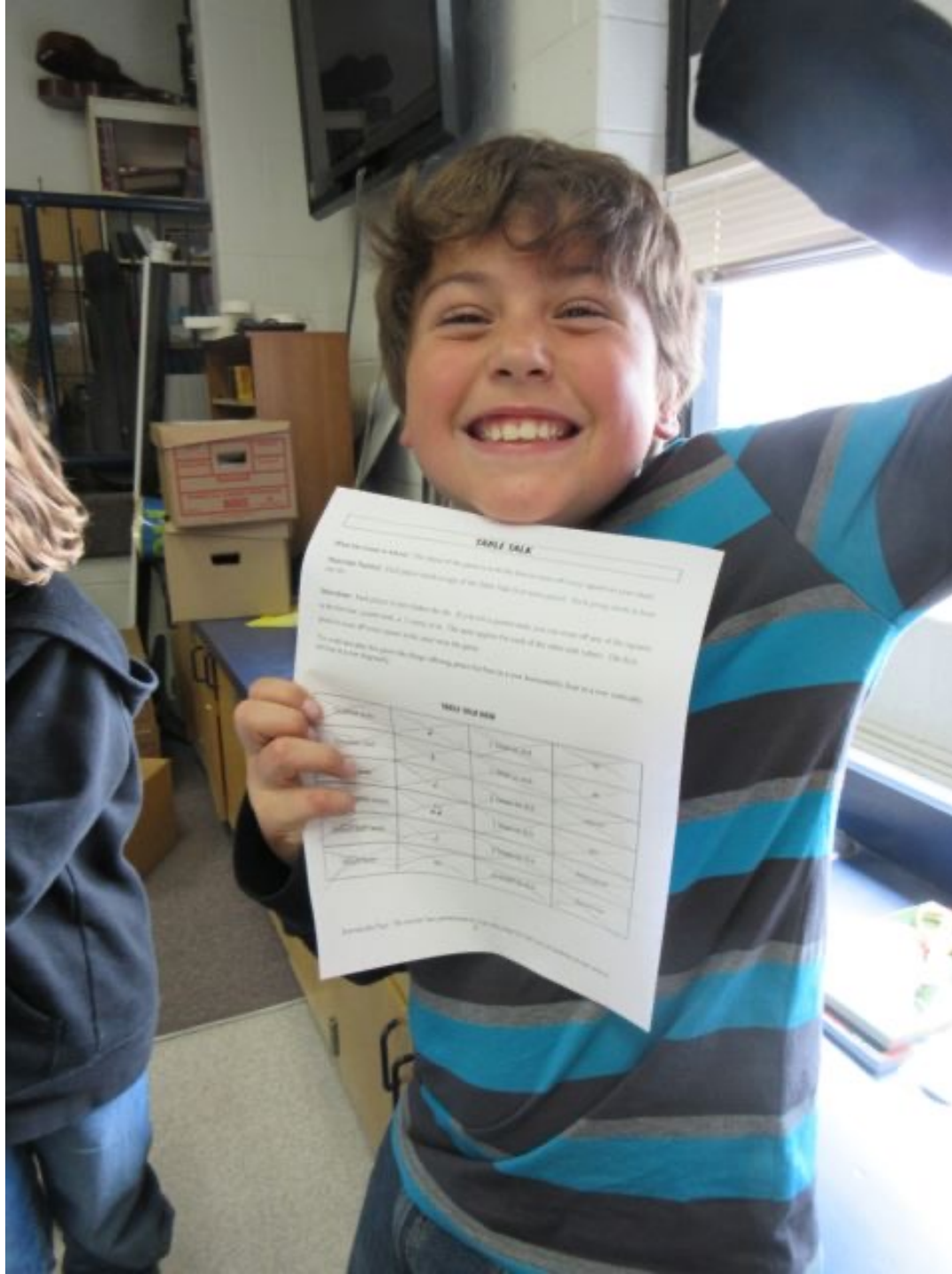


Play with
entire
class OR
Use as a
center

Includes
25 dice!







Rhythm Dice Games: Scales and Slides

SCALES AND SLIDES

FINISH 64 Eighth rest Miss a turn. 63

62 61 60 59 58 57

56 55 54 Sharp sign Raises a note 1/2 step. Move one space ahead. 53

52 51 50 49 48 47

46 45 44 43 Repeat sign Move another player's token one space forward or back. 42

41 40 39 38 37 36

35 34 33 Flat sign Lowers a note 1/2 step. Move one step backward. 32

31 30 29 28 Half rest Move two spaces forward. 27

26 25 24 Whole rest Miss a turn. 23

22 21 20 19 18 17

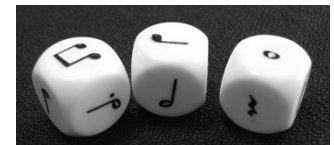
16 15 14 13 12 11

10 9 8

START 1 2 3 4 5 6 Natural sign Return to the beginning of the game. 7

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17

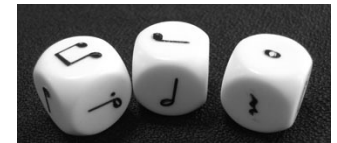
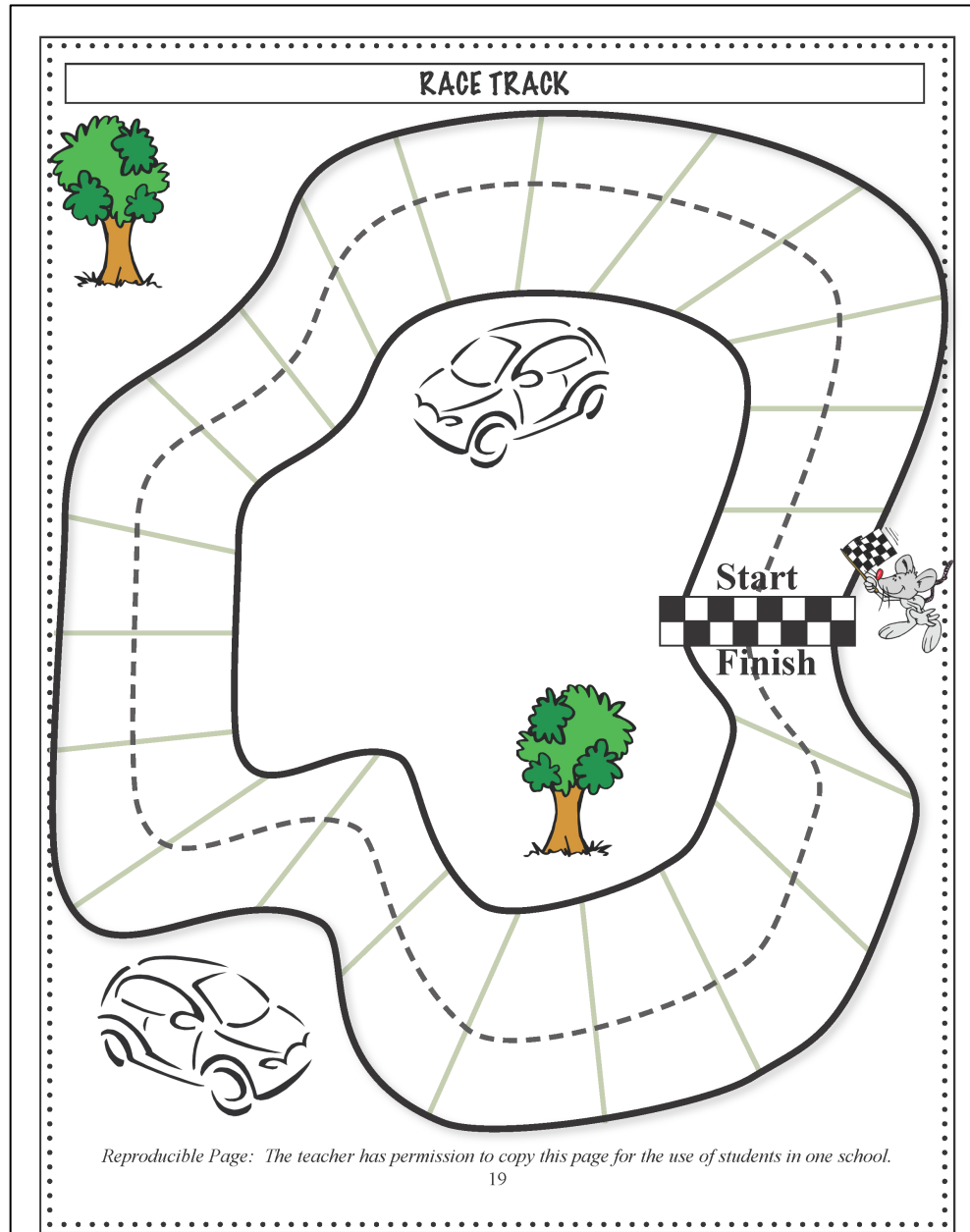


**Includes
25 dice!**





Rhythm Dice Games: Race Track



**Includes
25 dice!**

Rhythm Dice Games: Add Them Up

ADD THEM UP







What the Game is About: The object of the game is to reach a total of 24.

Materials Needed: Each group needs a scorecard, at least one die and a pencil.

Directions: Form groups of 2-4 players. Each player in turn shakes the dice and writes down the note value total. For example, if player one rolls a whole note, he'll write down the number four, because a whole note is held for four beats in 4/4 time. Add the note values together so that you have a running total.

You must hit 24 exactly. For the final turn, you won't be able to count your roll if the value is too great. The first person to reach 24, wins.

You can choose other totals to play toward: 16, 24, or 32.

 whole note 4 beats in 4/4 time	 half note 2 beats	 quarter note 1 beat	 pair eighth notes 1 beat	 quarter rest 1 beat	 dotted half note 3 beats
--	---	---	--	---	--

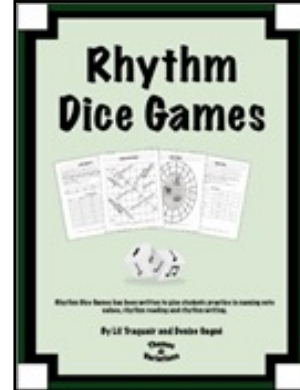
TEAM PLAY SCORECARD

[illegible]

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9

Player throws 2-4 dice and totals the note values. The first player to reach the target wins. (16, 24, 32)



Rhythm Dice Games: Battling Note Values







BATTLING NOTE VALUES

What the Game is About: The object of the game is to reach the highest total.

Materials Needed: Each group needs one scorecard, a pencil, and 2-3 dice.

Directions: This is like the traditional card game of War. Form groups of 2 or 3 students. Each player tosses his or her die and the one with the highest note value scores a point. If a tie is rolled, throw again. The winner is the player with the most points.

You could also play this game with bingo chips. Put a pile of bingo chips in the middle of the group. The player with the highest note value takes a bingo chip. Play continues until all the bingo chips are gone. The winner is the player with the most bingo chips at the end of the game.

 whole note 4 beats in 4/4 time	 half note 2 beats	 quarter note 1 beat	 pair eighth notes 1 beat	 quarter rest 1 beat	 dotted half note 3 beats
--	---	---	--	---	--

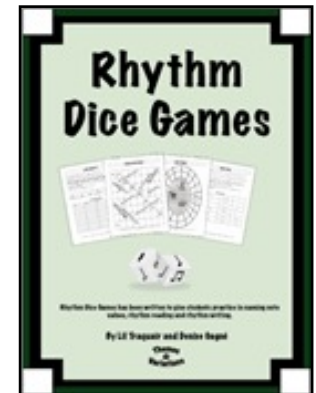
BATTLING NOTE VALUES SCORECARD

Player 1:	Player 2:	Player 3:

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Each player throws a dice. The one with the highest note values scores a point. If there's a tie, they duel.

Player with the most points wins.



Rhythm Dice Games: Shake and Make

4/4








SHAKE AND MAKE 4/4







What the Game is About: The object of the game is to fill in a rhythm grid. The last player who plays, wins.

Materials Needed: Each player needs a rhythm grid, one die and a pencil.

Directions: Form groups with 2-4 players. Shake the die to determine who goes first. The highest note value on the die shake wins the first turn. Play continues in order.

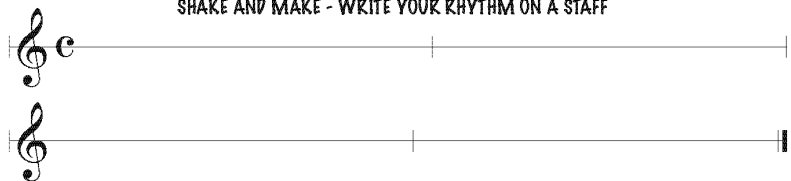
Player One throws the die and chooses where to put the note value anywhere it fits on his grid. (Notes do not have to be placed on the grid in order.) The play then passes to Player Two who does the same. Put lines through the boxes where the half notes, whole notes and dotted half notes extend as shown in the mini grid below. The pattern must shake out exactly. If you have only one box left, you must shake a note that is held for 1 beat. If you don't, you "pass" on your turn. The first player to complete his grid wins the game. When the complete pattern is filled out, rewrite it onto the regular rhythm staff. Have students perform the composition using a variety of body percussion - pat, clap, stamp, and snap.

Whole note		4 beats	Fill 4 squares
Half note		2 beats	Fill 2 squares
Quarter note		1 beat	Fill 1 square
Pair eighth notes		1 beat	Fill 1 square
Quarter rest		1 beat	Fill 1 square
Dotted half note		3 beats	Fill 3 squares

SHAKE AND MAKE RHYTHM GRID

SHAKE AND MAKE - WRITE YOUR RHYTHM ON A STAFF

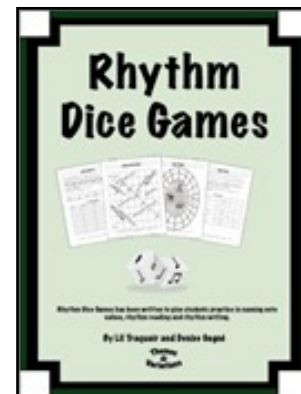


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**The group needs
1 dice and one
copy of the
template.**

**Roll the dice and
choose where on
the grid to put
your note. First
player to complete
the grid wins.**

**Copy your rhythm
from grid to staff
and perform the
composition.**



Rhythm Dice Games: Shake and Make

2 / 1

SHAKE AND MAKE 3/4

What the Game is About: The object of the game is to fill in a rhythm grid. The last player who plays, wins.

Materials Needed: Each player needs a rhythm grid, one die and a pencil.


Directions: Form groups with 2-4 players. Shake the die to determine who goes first. The highest note value on the dice shake wins the first turn. Play continues in order.






Player One throws the die and chooses where to put the note value anywhere it fits on his grid. (Notes do not have to be placed on the grid in order.) The play then passes to Player Two who does the same. Put lines through the boxes where the half notes and dotted half notes extend as shown in the mini grid below. You can't use the whole note in 3/4 time, so if you shake a whole note, you miss your turn.

The pattern must shake out exactly. If you have only one box left, you must shake a note that is held for 1 beat. If you don't, you "pass" on your turn. The first player to complete his grid wins the game.

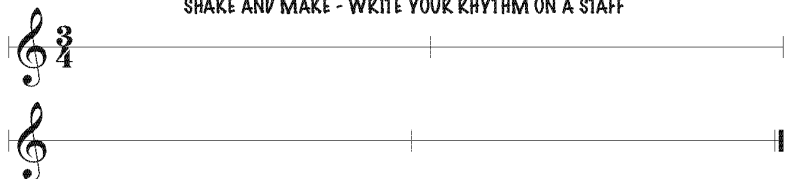
When the complete pattern is filled out, rewrite it onto the regular rhythm staff. Have students perform the composition using a variety of body percussion - pat, clap, stamp, and snap.

You can't use a whole note  in 3/4 time

Whole note		4 beats in 4/4	4 squares - miss a turn
Half note		2 beats	Fill 2 squares
Quarter note		1 beat	Fill 1 square
Pair eighth notes		1 beat	Fill 1 square
Quarter rest		1 beat	Fill 1 square
Dotted half note		3 beats	Fill 3 squares

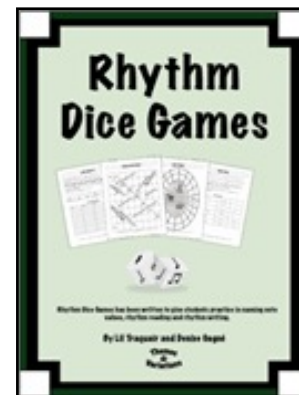
SHAKE AND MAKE - WRITE YOUR RHYTHM ON A STAFF



**The group needs
1 dice and one
copy of the
template.**

**Roll the dice and
choose where on
the grid to put
your note. First
player to complete
the grid wins.**

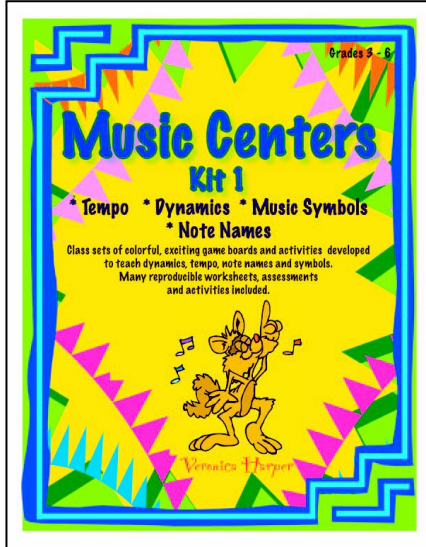
**Copy your rhythm
from grid to staff
and perform the
composition.**





Music Center Kits 1 – 2

**Each Kit includes
4-5 copies of each game and
all reproducibles, info, etc !**



- * Note Name Games**
- * Tempo**
- * Dynamics**
- * Terms and Symbols**

Games on Musicplay Online:

Melody Composition

Rhythm Composition

Which Rhythm Do you Hear?

Match the Melody

Which Instrument Did you Hear?

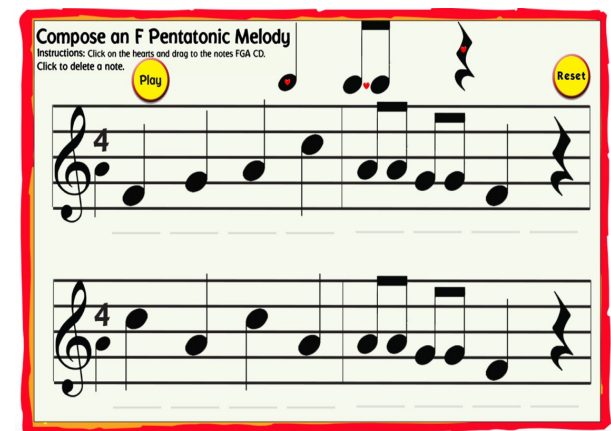
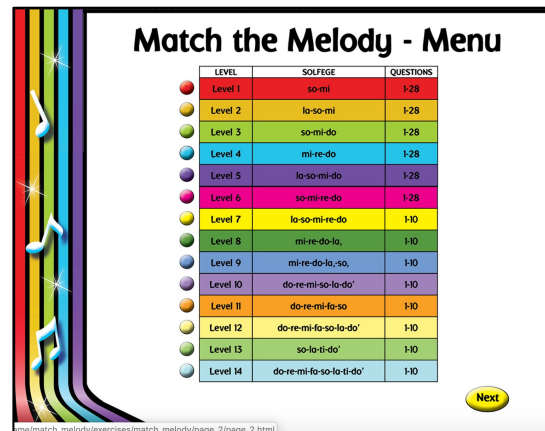
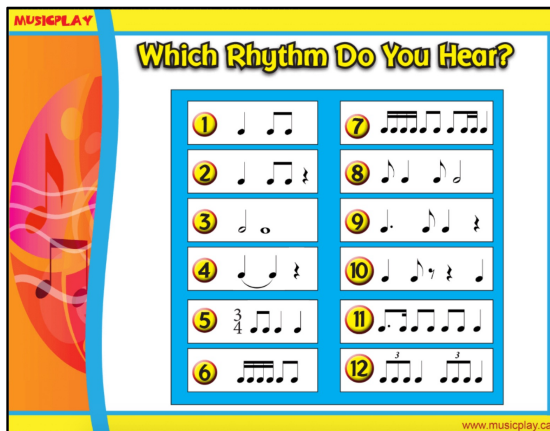
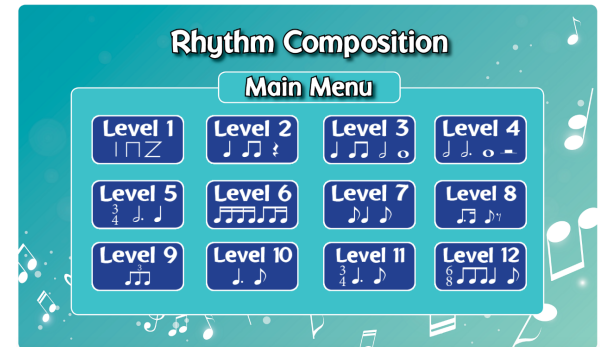
Note Name Memory

Coconut Chaos

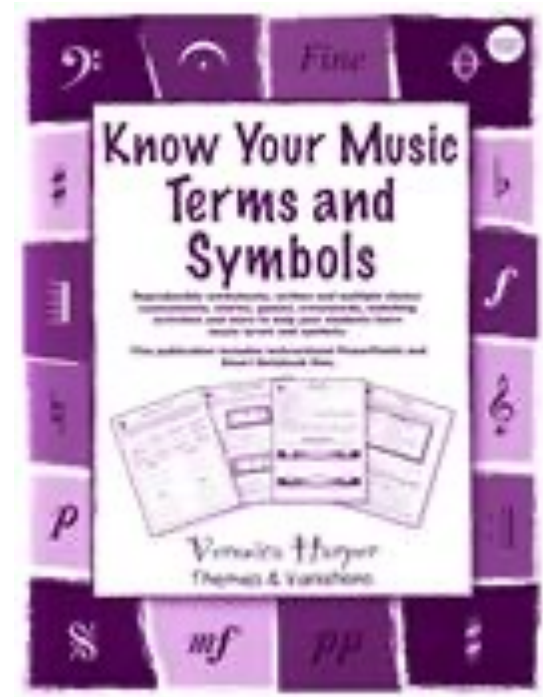
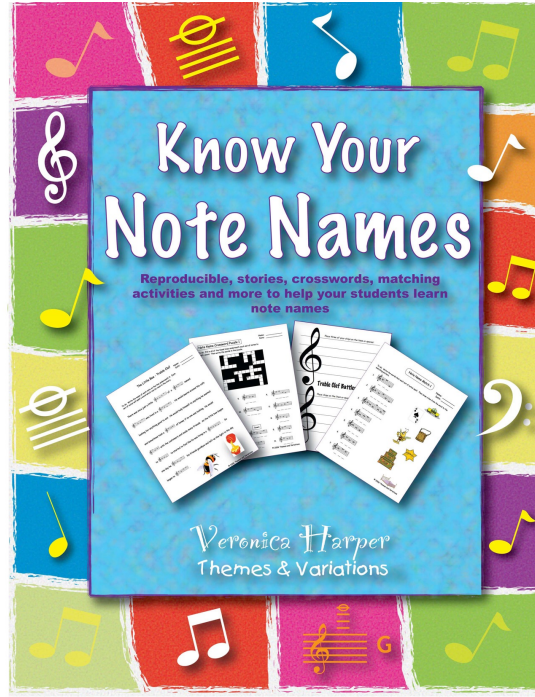
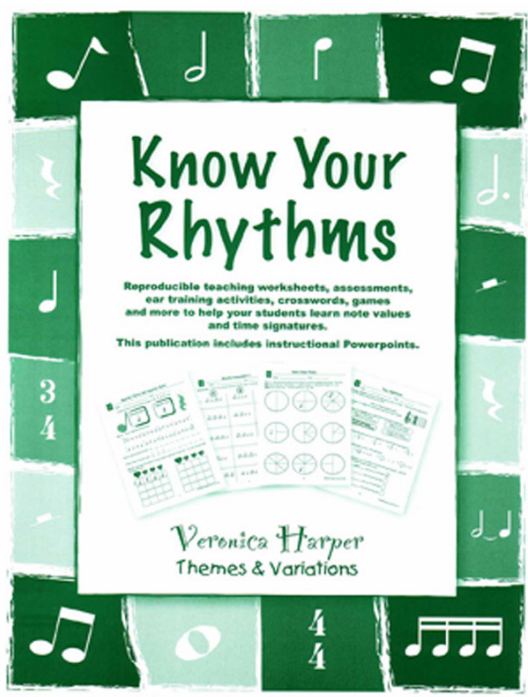
Note Toss Games

Space Music Adventure

Instrument Bingo (in partners)



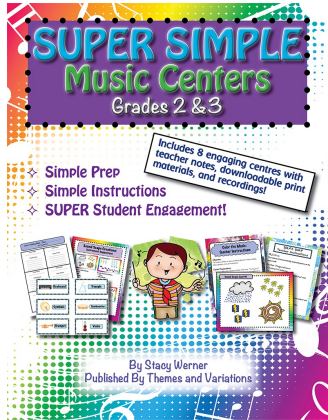
Theory Worksheet Stations



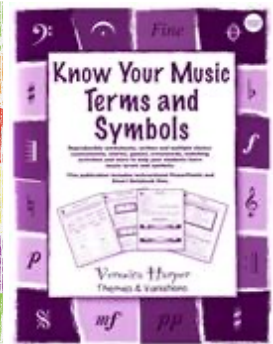
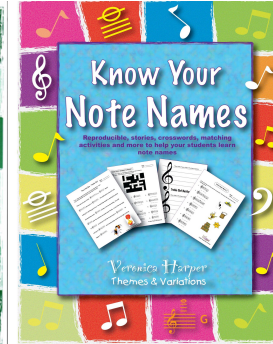
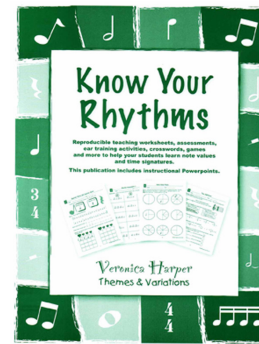
Make booklets of reproducible theory pages that work on concepts in your curriculum.

Have a tub for each class to put their booklets when center time is done.

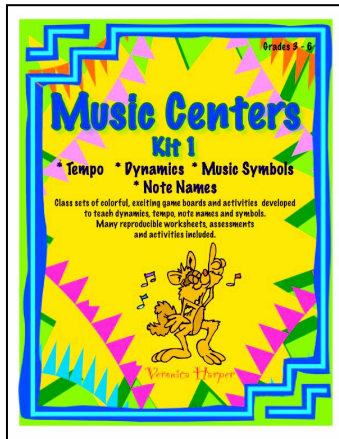
Resources Used:



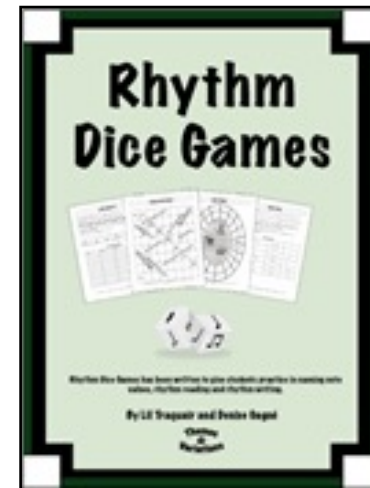
**Super Simple Centers
K-1 and Gr. 2-3**



**Know Your Rhythms, Note Names,
Terms and Symbols**



**Music Centers Kits 1-2
Gr. 3-5**



Rhythm Dice Games