

WHY CENTERS IN THE MUSIC ROOM?

- Promoting student ownership of learning.
- Encouraging responsibility and problem solving.
- Can easily be differentiated to meet the needs of different learners.
- Teacher has the opportunity to act 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?
- 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?
- How can I adapt center activities for a post-covid music classroom?

PRE-COVID: ORGANIZATION AND MANAGEMENT:

- Select 4-6 centers, depending on your class size.
- Allow 7-10 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.

(BEFORE COVID) THE FIRST DAY...

1. Go through and demonstrate every center.
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 7-10 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. _____ |
|---|---|

| | |
|--|--|
| 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: _____ _____ _____ |

POST-COVID: ORGANIZATION AND MANAGEMENT:

1. Look carefully through the health and safety protocols for your school divisions.
2. Consider “Work Stations” approach where each student has their own space and supplies.
3. Integrate what you have in your individual instrument kits.
4. Collaboration and individual supplies might not be an option for you right now.
5. Consider students completing individually, then sharing what they have done with the whole class. Students can then go back and make changes to their work and share again with the class.



BEAT KEEPER



Pre-Covid:

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.


Post-Covid:

Each student has their own set of cards. (use class time to have students cut them out with their own scissors, then store in instrument kits)
Ask a student to decide which cards we should all turn over. Try it all together with different instruments from your instrument kit.


Beat Poem:

Teddy bear keep the beat (*clap, clap*).
Teddy bear keep the beat (*clap, clap*).
Keep the beat 'cause it's so neat, yes!
Teddy bear keep the beat (*clap, clap*).

- Color, cut, and glue the bear to a popsicle stick.
- You can change the pointer based on different themes throughout the school year.
- This is also great practice for students to learn to put their numbers in order.
- Can make different pointers for different themes.



HIDE, SING, AND PLAY




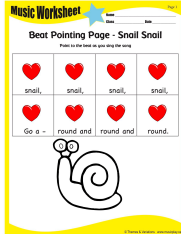
Pre-Covid:


- K-1: Sing a familiar song, pointing as you sing.
- Hide 1-2 squares and sing again. Play instrument instead of singing the words on those squares.
- Helps develop audiation.

Post-Covid:

- Project one of the song cards, decide as a class which one to cover.
- Each student has their own song sheet and hiding squares.
- Use instruments from your instrument kits.

Try this activity with familiar songs on Musicplay Online!



FAST AND SLOW — PICK A MOVEMENT

Pre-Covid:

- K-1: Choose one of 11 cards and perform the rhythm with body percussion.
- Choose whether to do it fast or slow!

Post-Covid:

- Project the activity and try different cards as a class.
- After trying some cards, students use the worksheet page to make their own.

Fast and Slow - Pick a Movement - Card 1

Pick a Tempo:
FAST SLOW

Pick a Body Percussion:
CLAP PAT STOMP

Perform the Rhythm Pattern Below!

| | | | |
|---|---|---|---|
| ♪ | ♪ | ♪ | ♪ |
| ♪ | ♪ | ♪ | ♪ |
| ♪ | ♪ | ♪ | ♪ |
| ♪ | ♪ | ♪ | ♪ |

Fast and Slow Movement - Pick a Movement - CREATE


Name: _____ Class: _____

Pick a Tempo:
FAST SLOW

Pick a Body Percussion:
CLAP PAT STOMP

Create Your Own Rhythm Pattern!

| | | | |
|---|---|---|---|
| ♥ | ♥ | ♥ | ♥ |
| ♥ | ♥ | ♥ | ♥ |
| ♥ | ♥ | ♥ | ♥ |
| ♥ | ♥ | ♥ | ♥ |



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
Four-Line Staff

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

Musicplayonline.com – Interactive Melody Composition Tool



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.



 1 Sound


 2 Sounds


 No Sounds

| | | | |
|---|---|---|---|
|  |  |  |  |
|---|---|---|---|

K-1: Create rhythm compositions with ta, ti-ti and rest




WORKSHEET CENTERS

Color HIGH

Name: _____ Class: _____

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



high


Beat and No Beat

Name: _____ Class: _____

Decide which pictures below show steady beat. Color and write these into the correct box below.

Beat

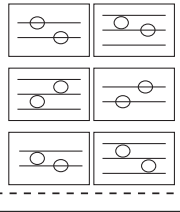
No Beat



Color HIGH

Name: _____ Class: _____


Color the higher note in each box.



Color FAST

Name: _____ Class: _____

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




FAST

Color LOUD

Name: _____ Class: _____

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

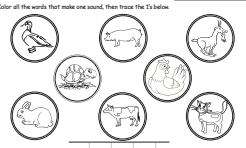


LOUD


Color ONE Sound

Name: _____ Class: _____

Color all the words that make one sound, then trace the O below.







K-1: 13 worksheets reinforce many concepts!














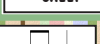

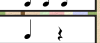




ANIMAL SNAP

Level 1 – one/two sounds

| | |
|---|-------------|
|  DUCK | 1 Sound |
|  PIG | 1 Sound |
|  HORSE | 2 Sounds |
|  DOG | 2 Sounds |

Level 2 – match rhythm


| | |
|--|---|
|  DUCK |  HORSE |
|  |  |
|  |  |
|  |  |
|  |  |
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|  |  |

Pre-Covid:

- Children take turns looking at animal cards and paper-clipping or clothes pinning the answer.
- They keep correct answers.
- The child with the most in pile wins.

Post-Covid:

- Project digital PDF's and play as a class game.



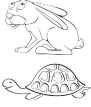


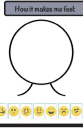
CARNIVAL OF THE ANIMALS LISTENING

Name: _____ Class: _____

Carnival of the Animals Listening Station

Objective:
I can... identify fast/slow, high/low, and loud/quiet sounds in a musical selection.

Instructions:
Color each box according to what you hear, then draw how the music makes you feel!

| | |
|--|--|
| <p>FAST or SLOW</p>  | <p>HIGH or LOW</p>  |
| <p>LOUD or QUIET</p>  | <p>How it makes me feel!</p>  |

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What animal do you think the music is about?
Draw a Picture Below:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

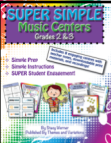
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Pre-Covid:


- In small group
- Listen, color, and draw what you hear.

Post-Covid:

- Students complete individually.



MELODY MAKER DICE



Name: _____ Class: _____

Melody Maker Dice - C Major Pentatonic

Instructions:

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

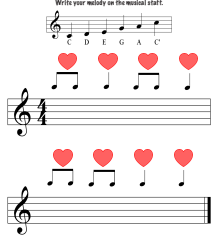
| | | | |
|--|--|--|--|
| | | | |
| | | | |

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Name: _____ Class: _____

Melody Maker Dice - Musical Staff

Instructions:
Write your melody on the musical staff!

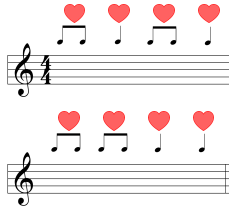


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Name: _____ Class: _____

Melody Maker Dice - Musical Staff

Instructions:
Write your melody on the musical staff!



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Pre-Covid:

- Children roll the melody dice and create a melody.
- Play creation on a barred instrument or recorder.

Post-Covid:

- Students complete individually.
- Children roll the melody dice and create a melody.
- Play creation on a barred instrument (disinfect before and after use).

COLOR THE MUSIC

Color the Music

Name: _____ Class: _____

Color the Music: Summer Worksheet

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

Name of the piece: _____ Composer: _____

Color the Music: Winter Worksheet

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

Name of the piece: _____ Composer: _____

Color the Music: Fall Worksheet

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

Name of the piece: _____ Composer: _____

Instructions:

- Students listen to a piece of music and color the listening glyph. Audio options for every season is provided.

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

Permutation (3.)

YELLOW - Prisms

ORANGE - No Prisms

Mood (3)

ORANGE - Happy

PINK - Sad

Opinion (5)

PURPLE - I liked the music.

PINK - I did not like the music.

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RHYTHM TRACKER

RHYTHM TRACKER

Name: _____ Class: _____

Rhythm Tracker - Card 2

Rhythm Tracker - Card 10

Rhythm Tracker - Card 11

Rhythm Tracker - Create Your Own!

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

| | | | |
|---|---|---|---|
| ♥ | ♥ | ♥ | ♥ |
| | | | |
| | | | |
| | | | |

2. Play your creation on instruments!

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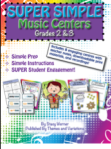
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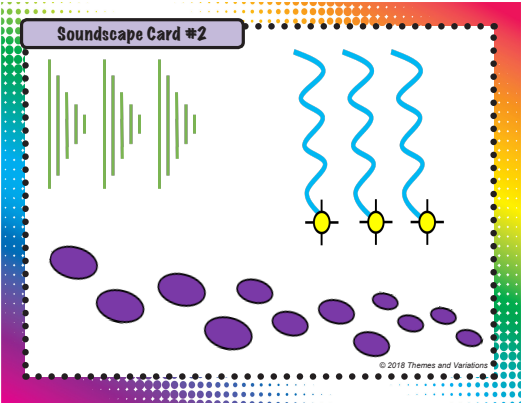
- One child conducts while the rest of the group plays.
- Rotate so students get turns with being conductor and playing each instrument.

Post-Covid:


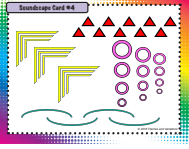
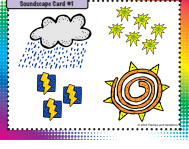
- Students supplement instruments from their individual kits to play the cards projected on a screen.
- Use the "Create Your Own" worksheet provided in the the kit.

SOUNDSCAPE CREATIONS





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Pre-Covid:

- Students select instruments to play the soundscape.
- Select different card and try new instruments.
- Create their own and try on instruments.

Post-Covid:

- Students supplement instruments from their individual kits to play the cards projected on a screen.
- Use the "Create Your Own" worksheet provided in the the kit.

SIMPLE CENTER IDEAS FROM MUSICPLAY ONLINE:

Beat and Rhythm Worksheets (Found in most simple reading songs):

- Use the **Beat Charts** to play "Hide, Sing, Play".
- Use **Beat Charts** and **Rhythm Charts** of various songs and students use drum to play beat and sticks to play rhythm.
- Use **Rhythm Cards** from various reading songs. Students sort the rhythms, then find a new way to play the rhythm using available instruments. Students perform their creation for the class. (Pre-Covid – I would use 4 bins of instruments (shakes/scrapes, woods, metals, drums). Students could select instruments from the bin. Post-Covid – Use individual rhythm kits.

Musicplay Online Games:

- Which Rhythm do you hear?
- Match the Melody
- Note Name Memory

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. _____

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. _____

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:

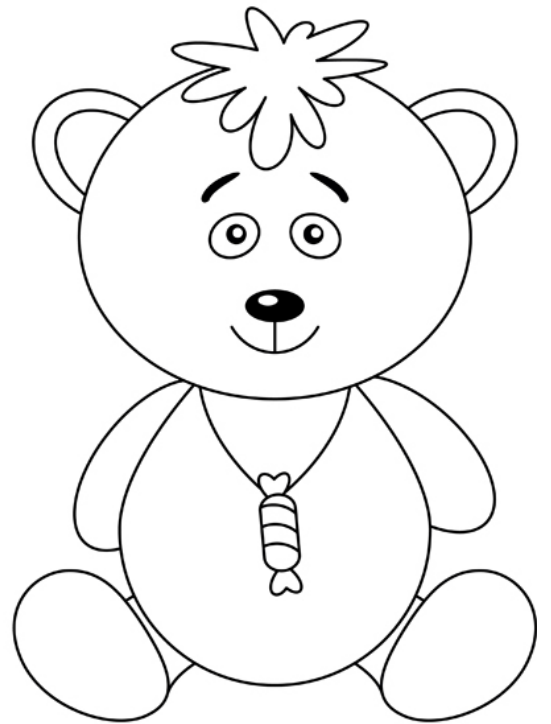
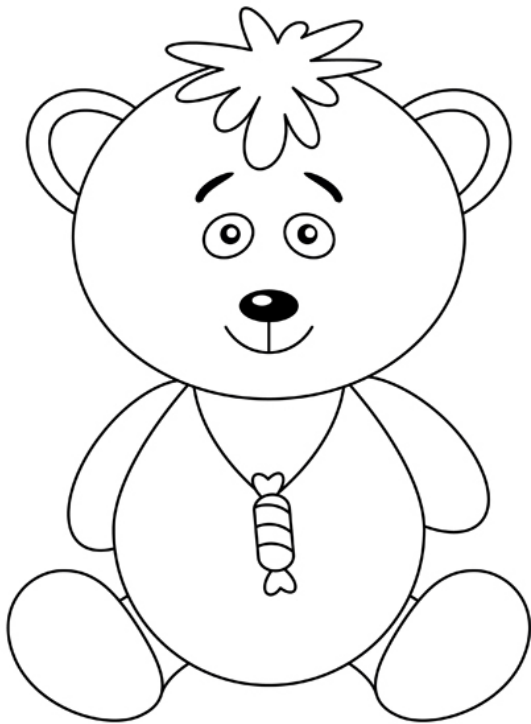
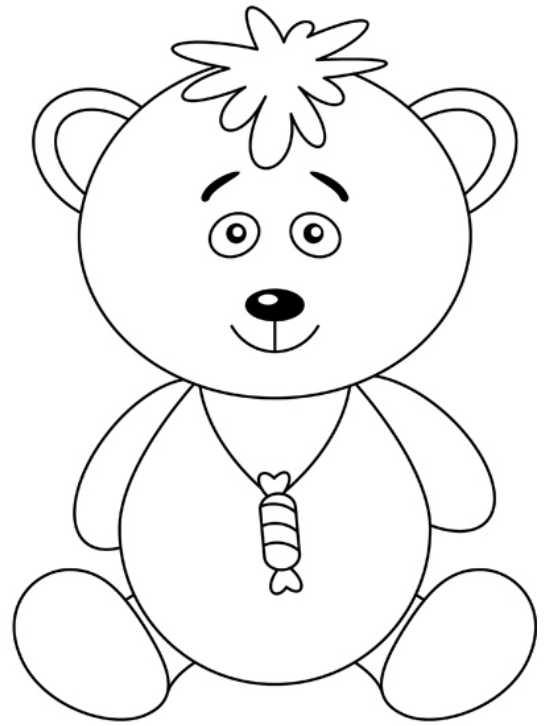
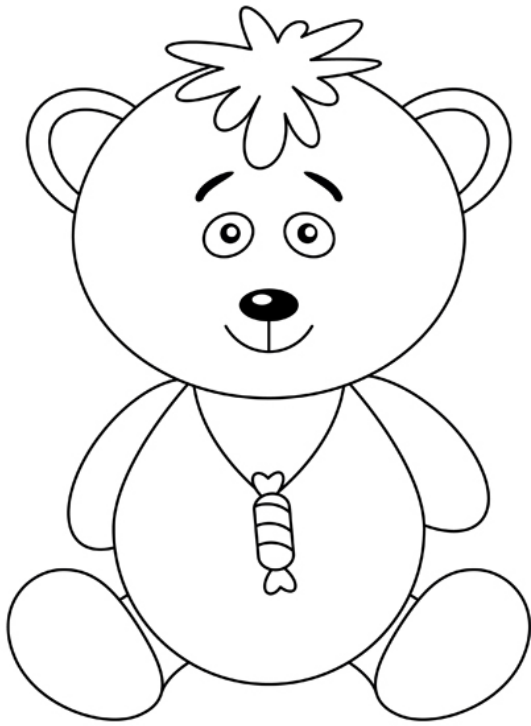
Center Groups:

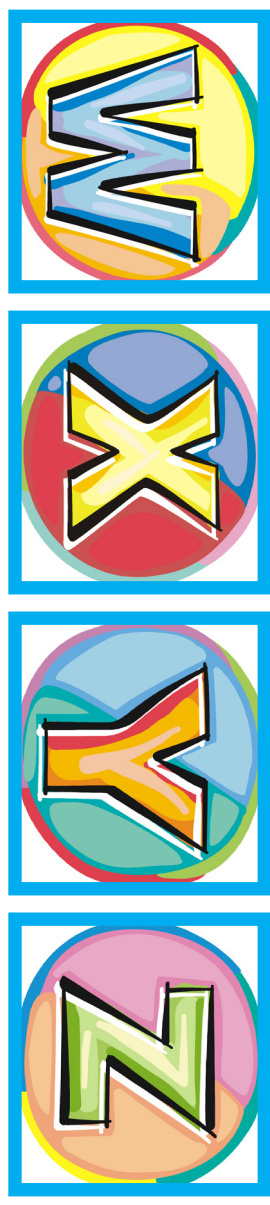
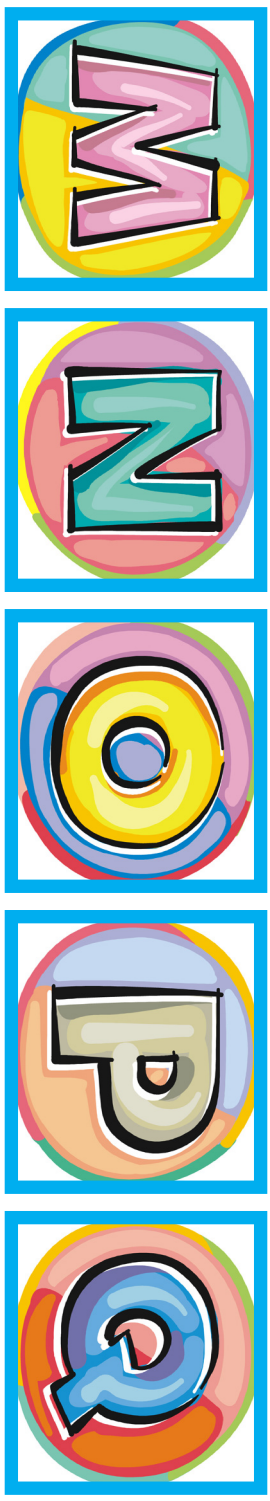
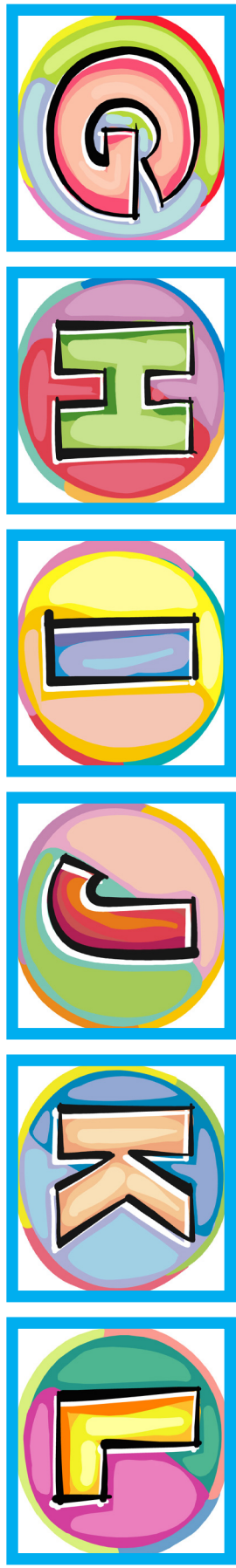
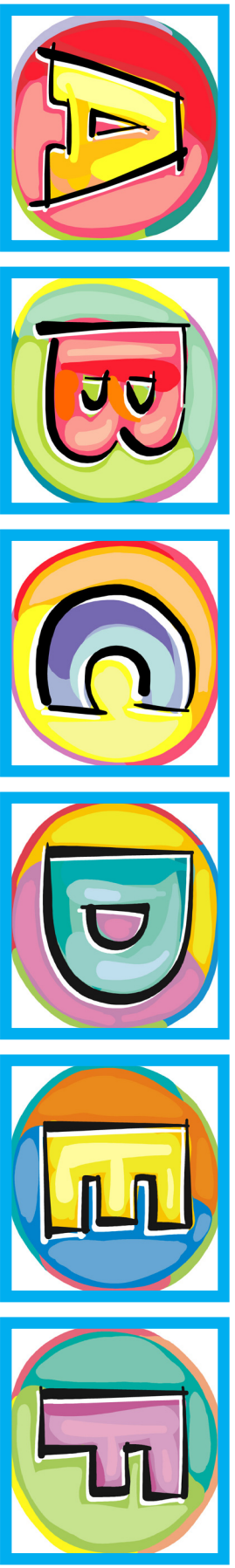














HIDE




HIDE



HIDE



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Fast and Slow - Pick a Movement - Card 1

Pick a Tempo:

FAST



SLOW



Pick a Body Percussion:



CLAP

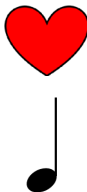
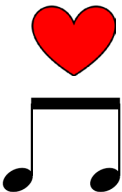
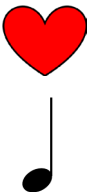
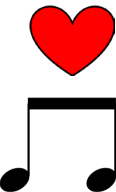
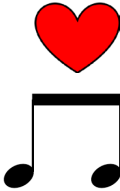
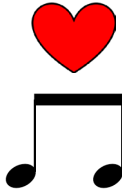
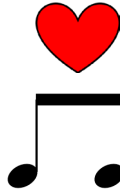

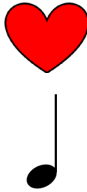
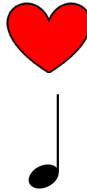
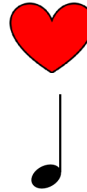

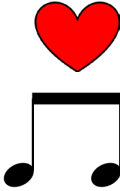
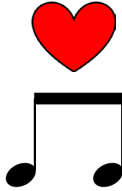
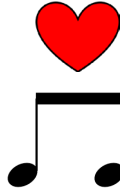



PAT



STOMP

Perform the Rhythm Pattern Below!

| | | | |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Name: _____ Class: _____

Fast and Slow Movement- Pick a Movement - CREATE

Pick a Tempo:

FAST



SLOW



Pick a Body Percussion:



CLAP



















PAT



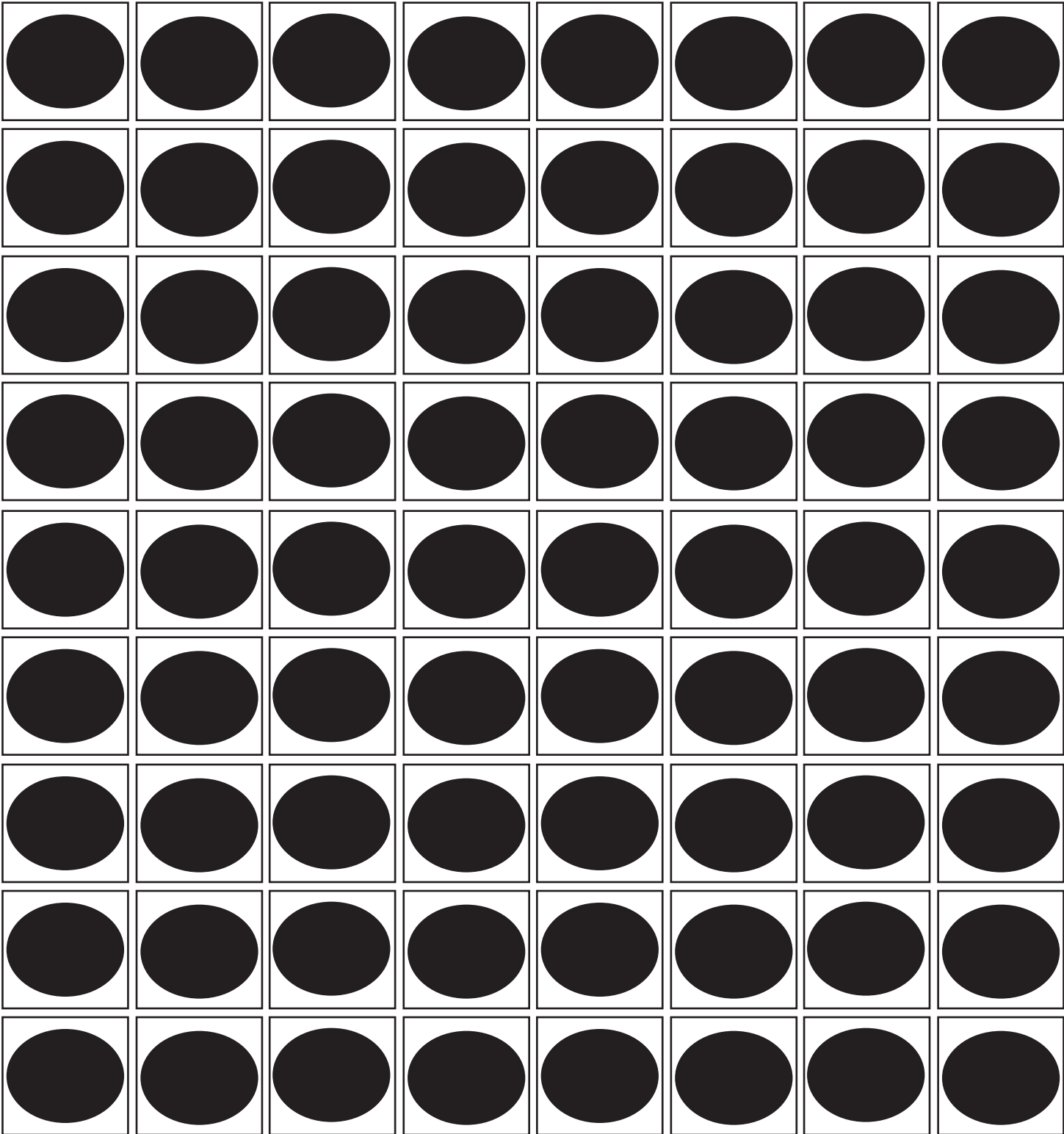
STOMP

Create Your Own Rhythm Pattern!

| | | | |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Note Template

Use this template if you have no bingo chips or pennies available.



Make a Melody One Line Staff

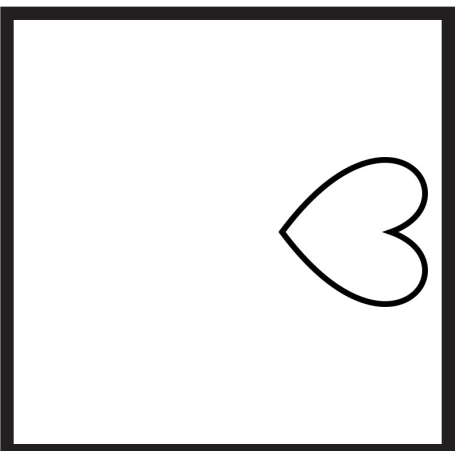
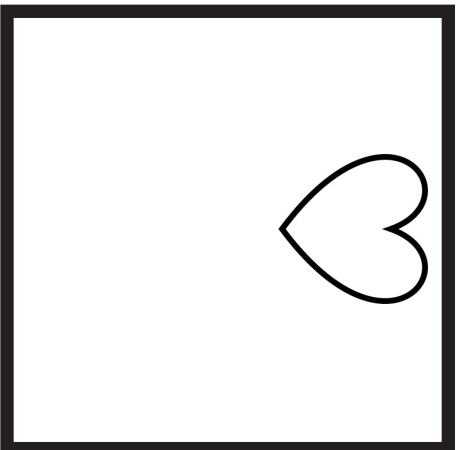
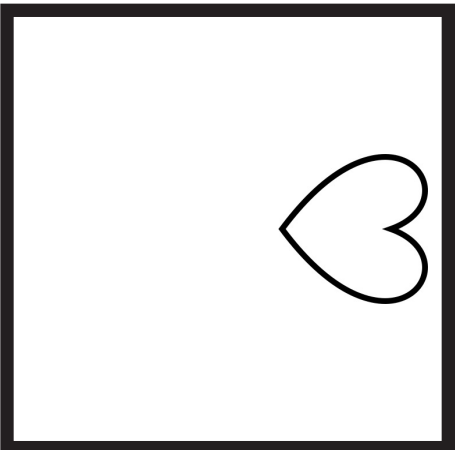
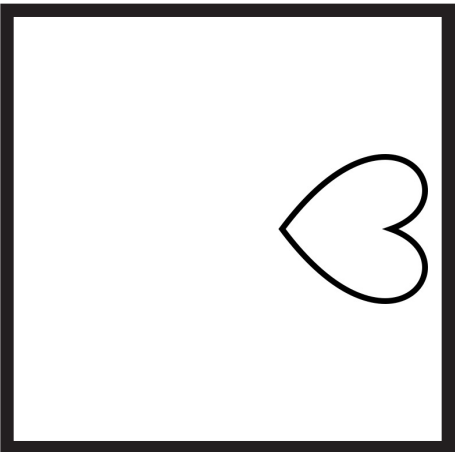
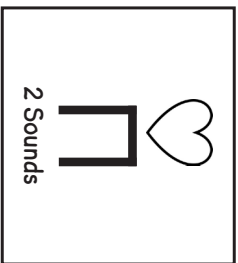
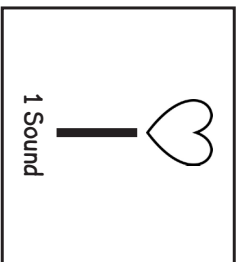
*Compose your own melody below.
Play your song using a pitched percussion instrument.*

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.



Name: _____

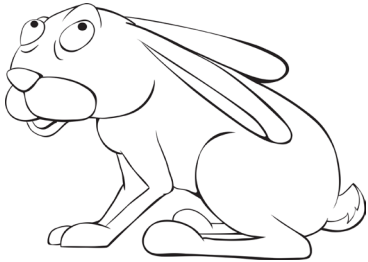
Class: _____

Carnival of the Animals Music Listening

Instructions:

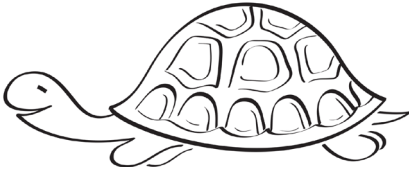
Color each box according to what you hear, then draw how the music makes you feel:

FAST




OR

SLOW

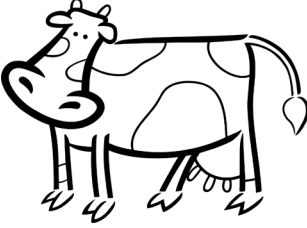


HIGH




OR

LOW

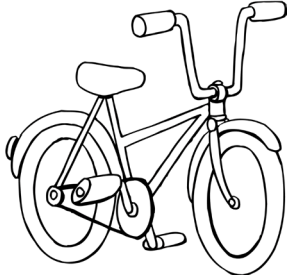


LOUD

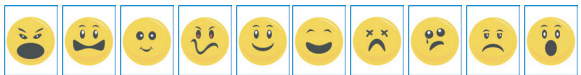
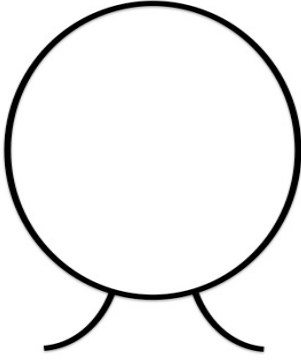


OR

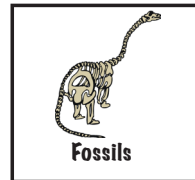
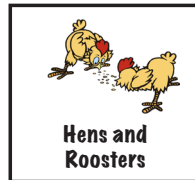
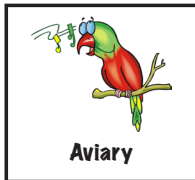
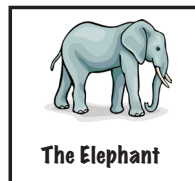
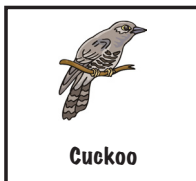
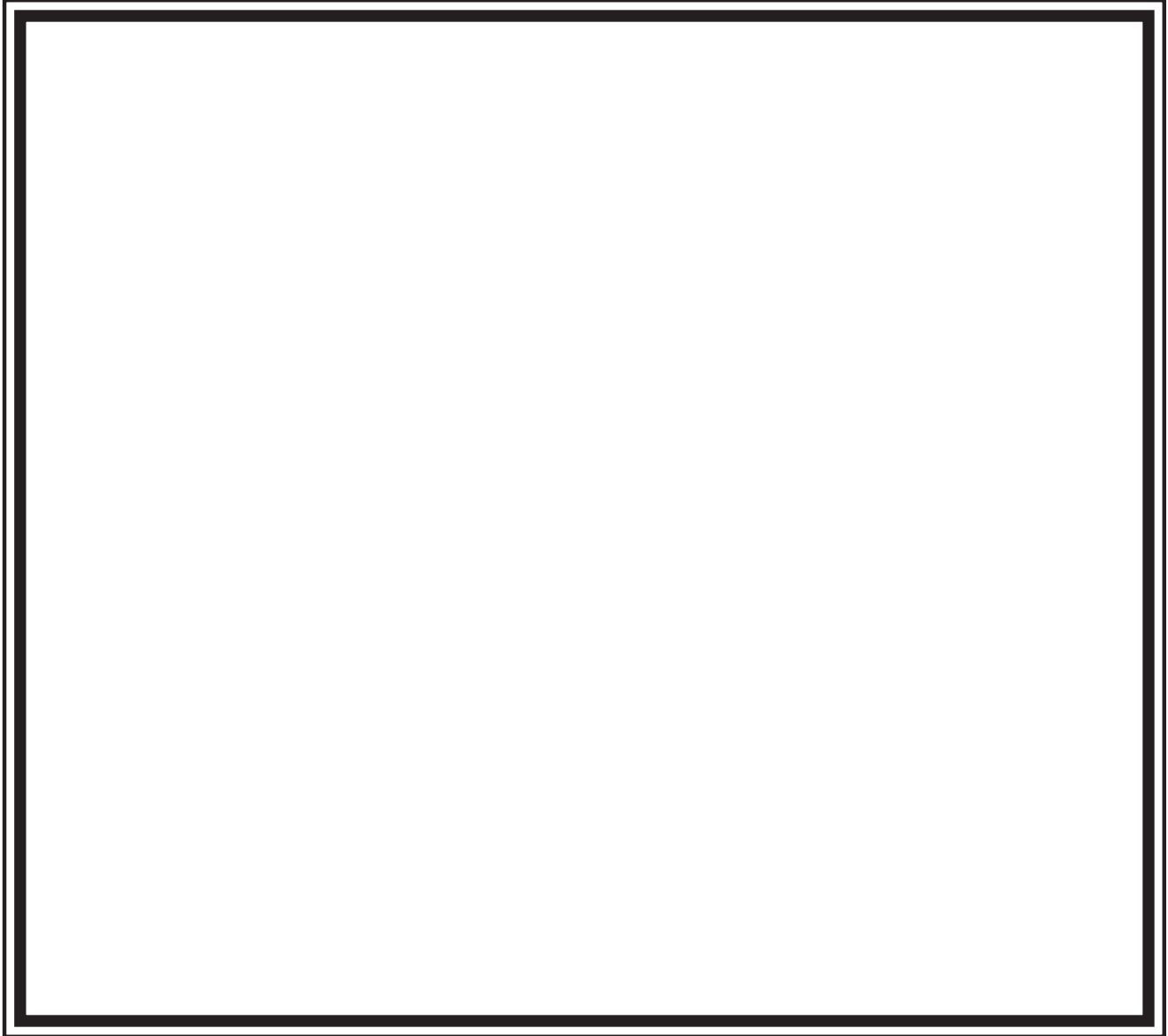
QUIET



How it makes me feel:



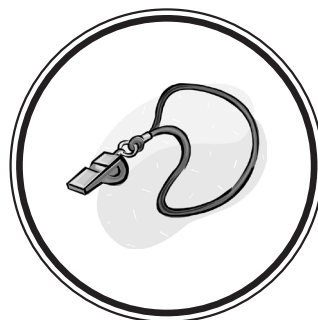
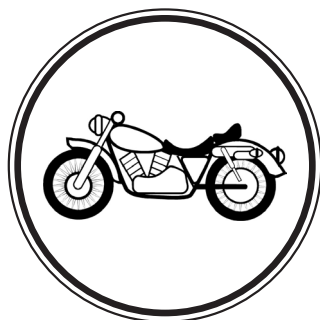
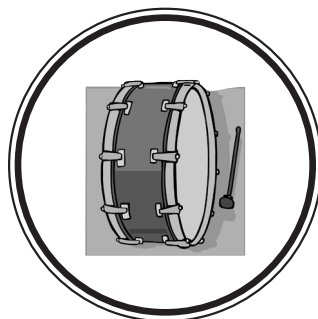
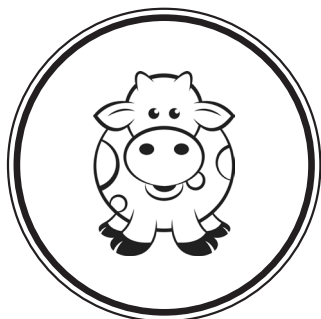
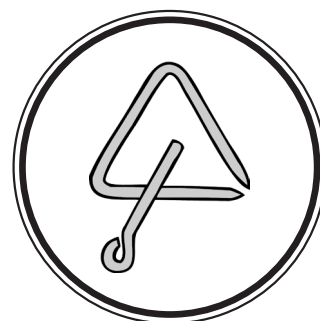
What animal do you think the music is about?
Draw a Picture Below:



Name: _____ Class: _____

Color HIGH

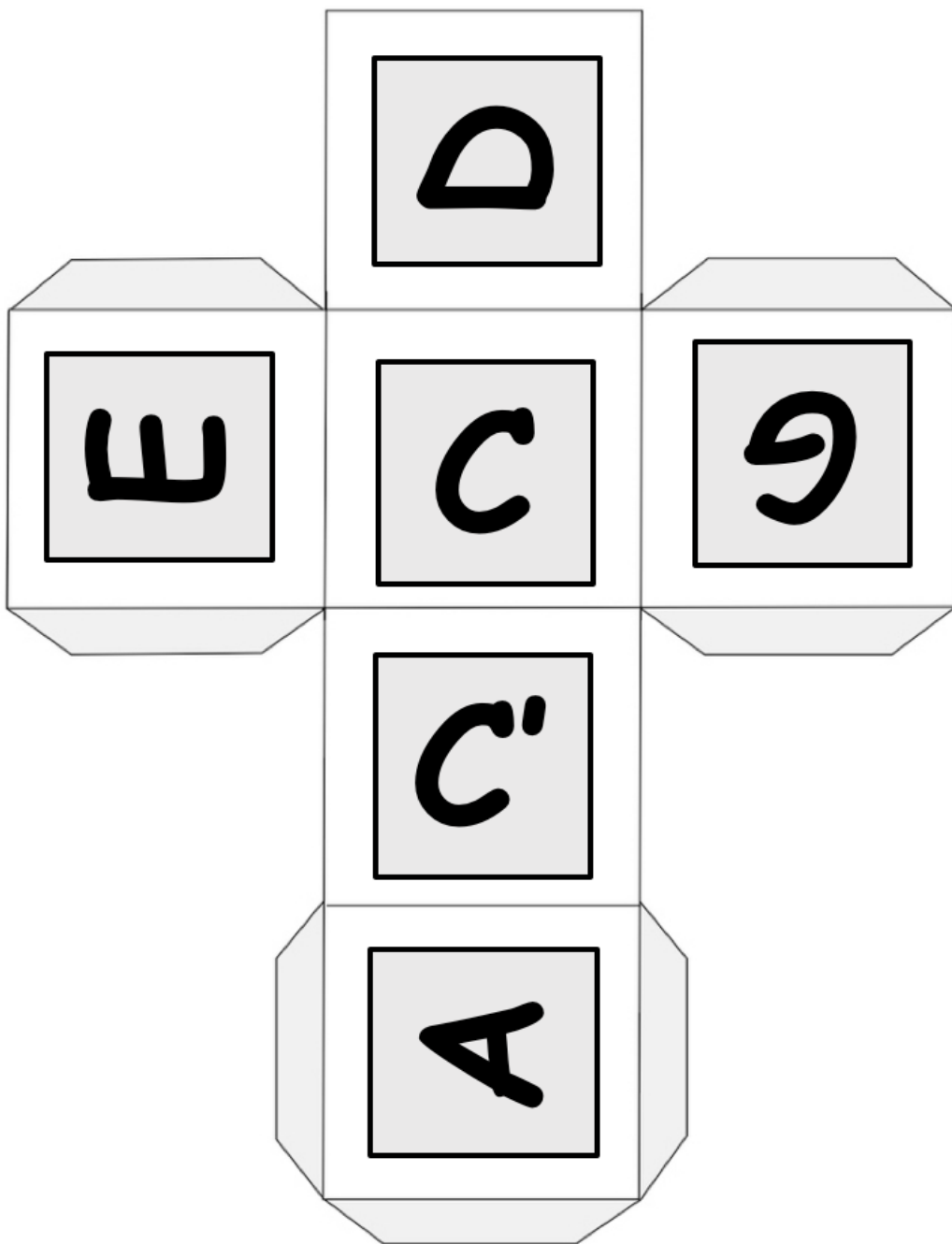
Color all the things that make a HIGH sound, then trace HIGH below.



high

Melody Maker Dice:

Dice Template - C Major or A Minor Pentatonic

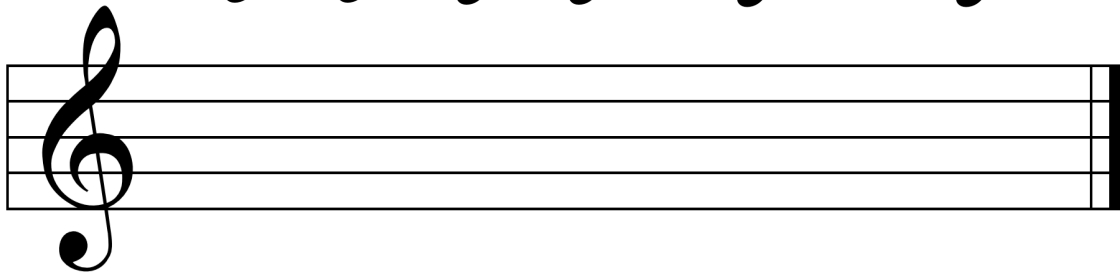
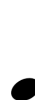
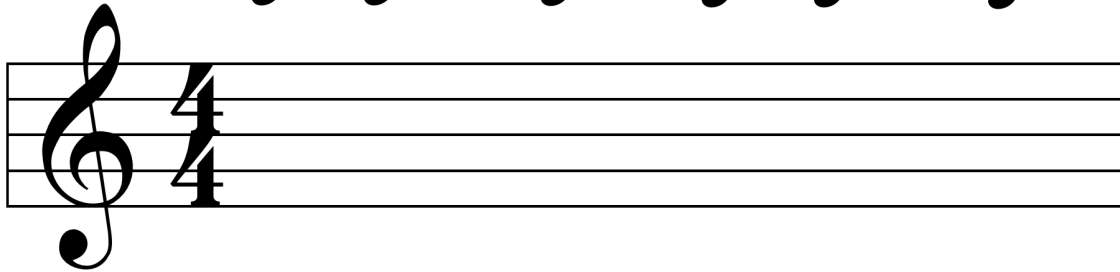
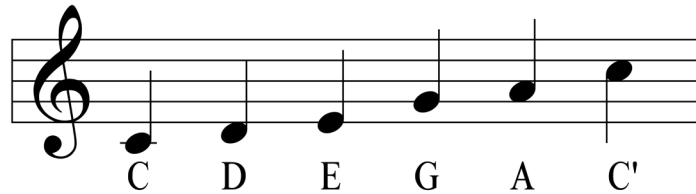


Name: _____ Class: _____

Melody Maker Dice - Musical Staff

Instructions:

Write your melody on the musical staff.



If you have extra time, create another melody!

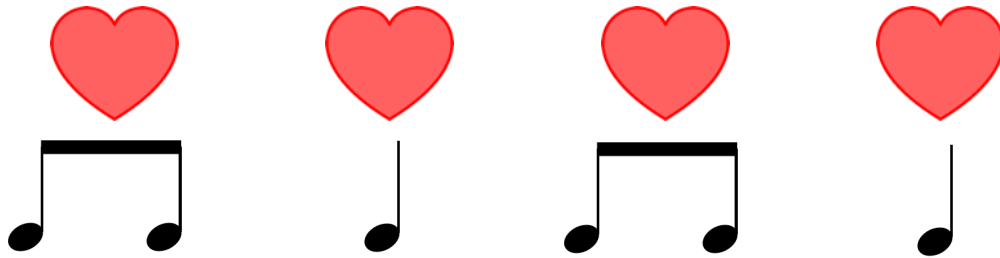
Name: _____

Class: _____

Melody Maker Dice - C Major Pentatonic

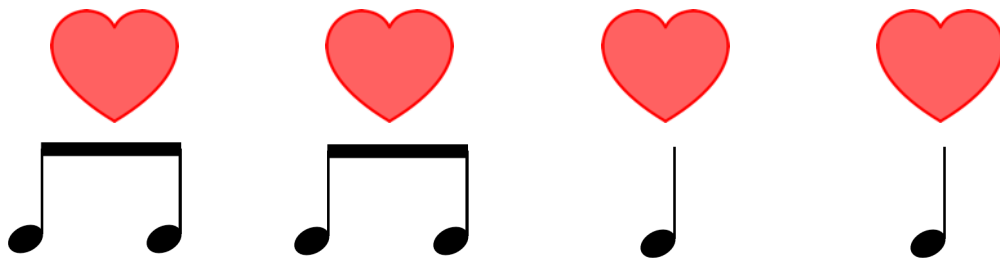
Instructions:

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.



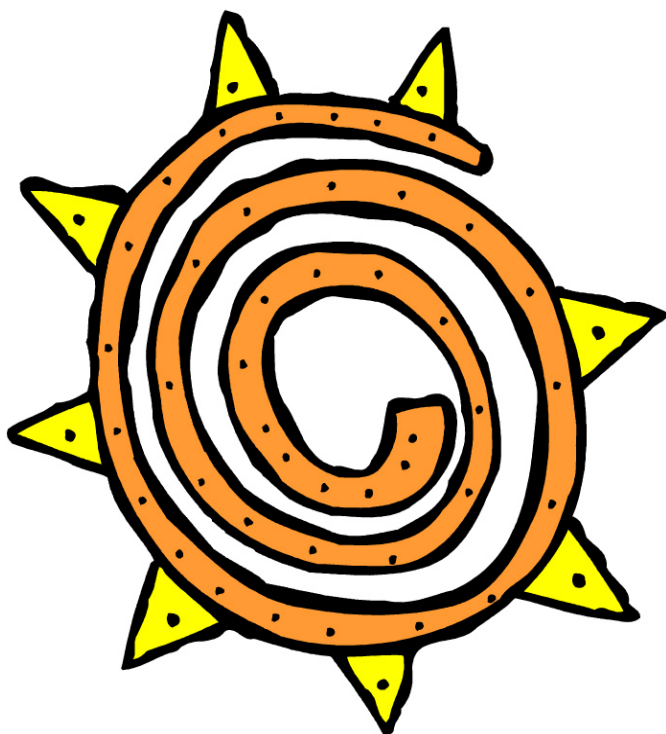
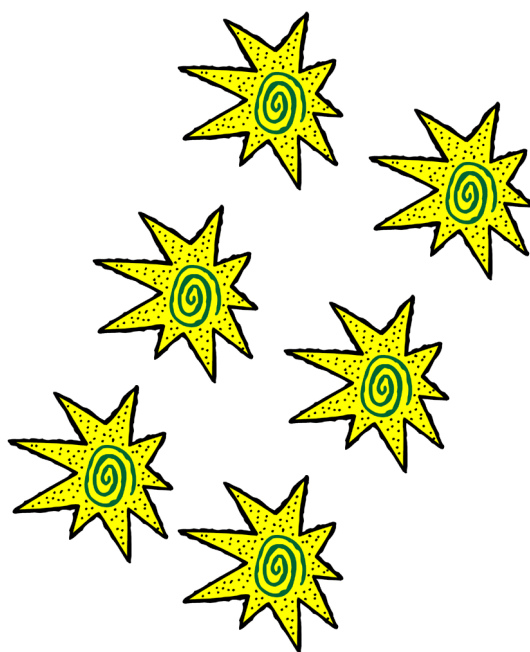
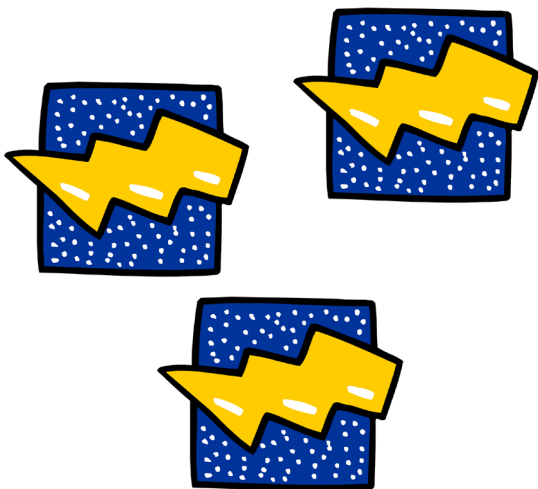
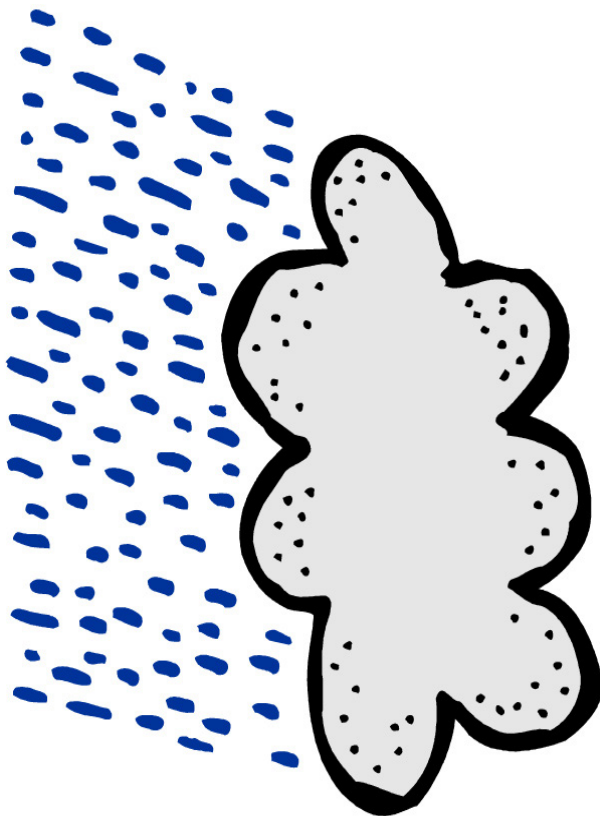
4
4

| | | | |
|----------|--|--|--|
| C | | | |
|----------|--|--|--|



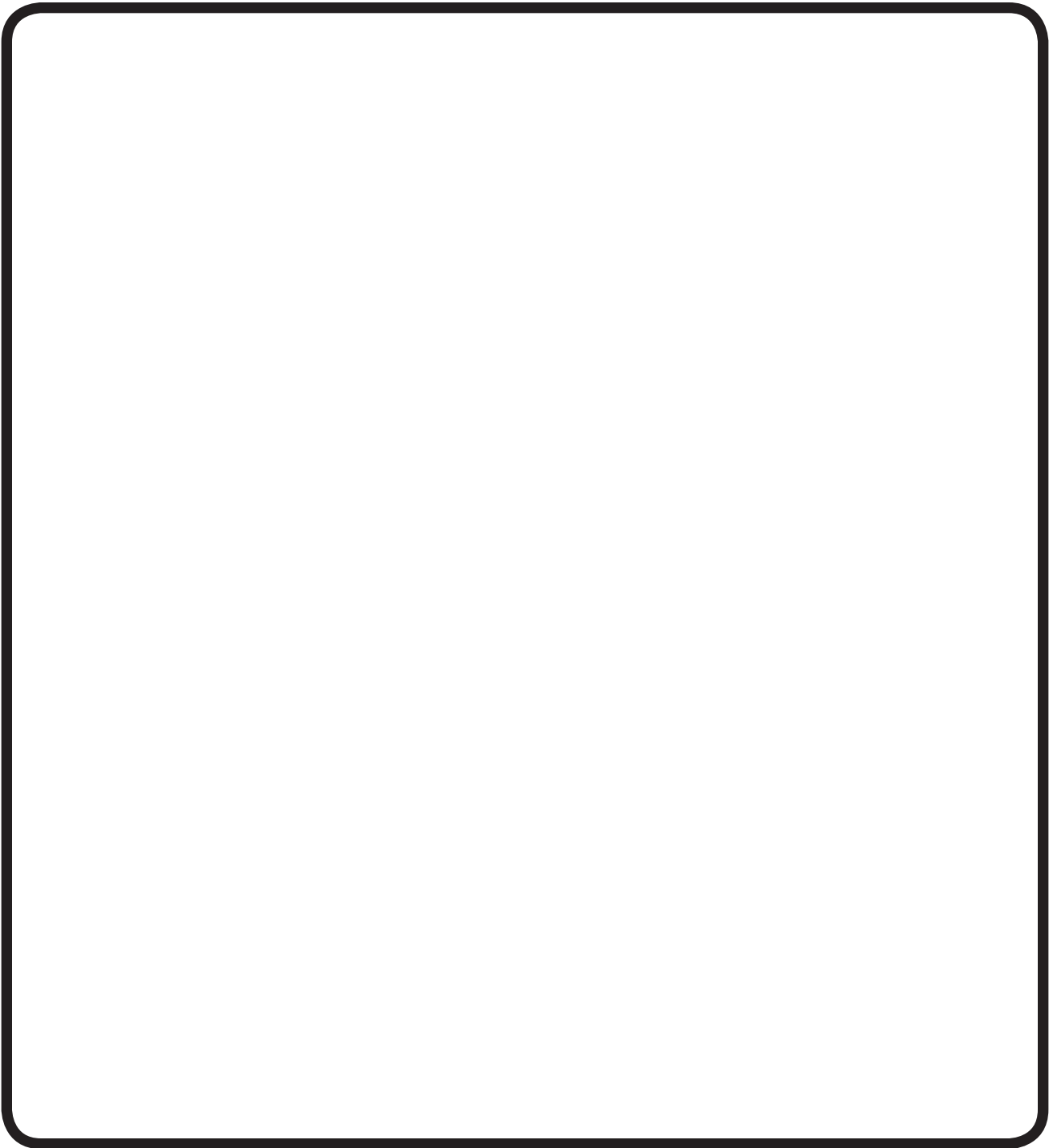
| | | | |
|--|--|--|----------|
| | | | C |
|--|--|--|----------|

Sound Scape Card #1



Name: _____ Class: _____

Sound Scape Creations: Create Your Own



Name: _____

Class: _____

Color the Music: Fall Worksheet

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

Name of the piece: _____ Composer: _____

Tempo (1)

YELLOW = Adagio

ORANGE = Moderato

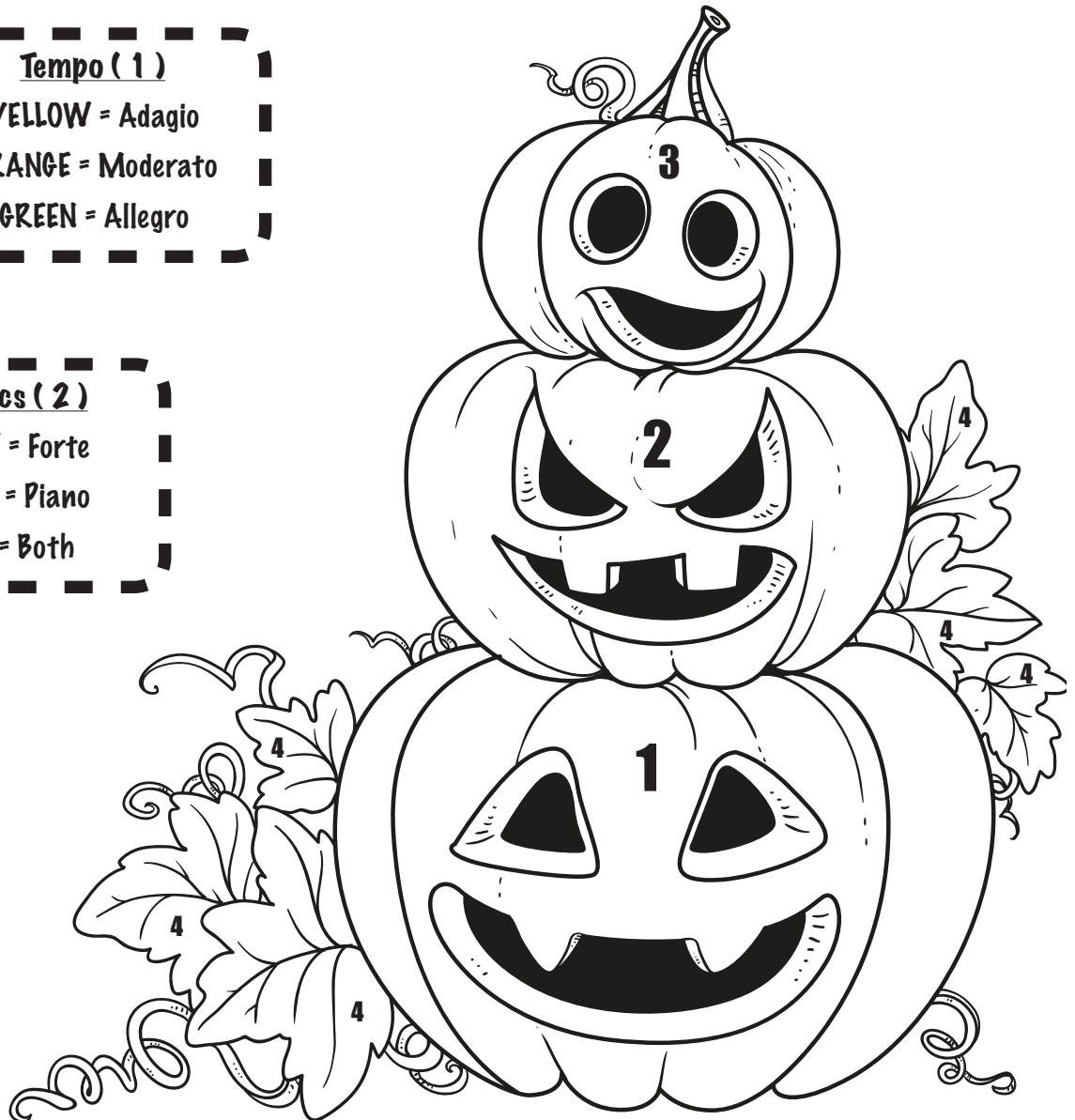
GREEN = Allegro

Dynamics (2)

YELLOW = Forte

ORANGE = Piano

GREEN = Both



Mood (3)

PURPLE = The music made me feel happy.

PINK = The music made me feel sad.

Percussion (4)






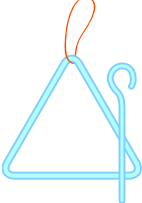
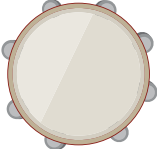
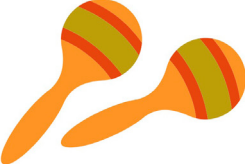
BROWN = I hear percussion

RED = I do not hear percussion.

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!