



Fall & Spring

Music Play

Created in Collaboration with NU's Human Services department

TYPES OF MUSIC PLAY:

- ❖ Making instruments out of recycled materials
- ❖ Freeze dance
- ❖ Creating / imitating rhythms and patterns
- ❖ Pop Song Charades
- ❖ Name that Tune
- ❖ Musical hot potato
- ❖ Music to Paint

WHAT IS MUSIC PLAY?

Music play is incorporating music in different play activities to enhance children's play experience. Music play encourages children's abilities and capacities to listen, interpret, and create music. With the help of different types of music play activities, children can practice self-expression and learn about themselves through the power of music.



WHY MUSIC PLAY?

Combining music and play has been found to have a multitude of beneficial effects for early childhood education, as it is a way of connecting people and relieving stress. Music can also be individualized to the child by allowing them to actively respond based on their own individual interests and capabilities. Additionally, music play stimulates brain development in children and improves executive functioning and cognitive skills. For instance, music play can bolster the development of working memory, attention, and mind/body communication through rhythm and pattern games. Music nurtures intellectual development and fosters creativity due to its innate abstract qualities. Music play also improves noncognitive skills like the ability to listen to and collaborate with others, while increasing self-confidence by helping children create a sense of agency and learn about their identities.

List of materials:

- ❖ Tissue boxes
- ❖ Rubber bands
- ❖ Toilet paper rolls
- ❖ Scotch tape
- ❖ Empty containers (milk bottles, ice cream container, etc.)
- ❖ Paper towel rolls
- ❖ Colorful construction paper
- ❖ Glue
- ❖ Beads
- ❖ Plastic easter egg (for music shaker)

LEADING MUSIC PLAY

Sample Outline for the Play Session: Making instruments

1. Gather materials
2. Set up materials on tables
3. Invite the students to create and play in their own manner
4. Allow the students to explore the materials and play methods
5. Debrief on what the students made. Conduct a group discussion on the activity as this could instill encouragement and foster a sense of agency



6. Clean up the play space

FACTORS TO CONSIDER

Size of Group: Some activities are overwhelming with too many people due to noise pollution.

Participation: If a student chooses not to participate in a game or activity, a Peace Through Play member can talk with him/her about the kind of music he enjoys, picking out specific aspects of songs and feelings with which he associates them.

Space and location: Music play can be utilized in indoor and outdoor environments. Children should have enough space to express themselves with the music.

Other Notes:

- ❖ It is a good idea to give your programming site a head's up before doing anything messy/potentially chaotic with the students
- ❖ Music play should be given a good amount of time
 - Consider arriving to the site to set up early (if needed).
 - Or staying after programming to clean up.
- ❖ Debrief the activities with the students
 - How they felt about the activities?
 - What helped the students choose what kind of instrument to make?
- ❖ Be sure to clean-up afterwards as much as possible

GAMES/ACTIVITIES:



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Creating Instruments

Summary: Students create their own instrument out of recycled materials

Supplies:

- Tissue boxes
- Rubber bands
- Toilet paper rolls
- Scotch tape
- Empty containers (milk bottles, ice cream container, etc.)
- Paper towel rolls
- Colorful construction paper
- Glue
- Beads
- Plastic easter egg (for music shaker)

Instructions:

1. Explain that students can use the materials on the tables to create an instrument
2. Have the students play a song together or separately with their instruments afterwards

Variations:

- Have everyone make the same instrument
- Have kids play a song with their instrument afterwards

Debrief Questions:

- Did you have fun making your own instruments?
- What makes your instrument special?
- Did you find this activity harder or easier than you thought?

Activity Length: 20-30 min

Energy Level: Low, Medium

Grade Level: Pre-K, Kindergarten, 1st, 2nd, 3rd, and 4th

Group Size: Large (10+)



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Pop Song Charades

Summary: Play Charades by acting out pop songs

Supplies:

- Paper
- Writing Utensils
- Hat/bowl (to hold papers)

Instructions:

1. Split the class into two groups.
2. Have everyone write down three of their favorite pop songs with the artists' names on three separate pieces of paper.
3. Place the pieces of paper in a bowl or hat.
4. One at a time, a member from each team must act out the song for their teammates to guess.
5. Goal: teams act out as many songs as possible, faster than the other team.

Variations:

- Limit students to only 2 minutes to act out their songs.
- Play as one group with all of the students.
- Play with catch phrases instead of Charades - students can speak and hum but cannot use any of the words in the song title or the artist's name.

Debrief Questions:

- What was it like when a song was on the tip of your tongue?
- What was it like when your team guessed the song really fast?
- What made it easier to guess the song?

Activity Length: Medium (15-30 Minutes)

Energy Level: High

Grade Level: 3rd, 4th, 5th, 6th

Group Size: Large (10+)



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Music to Art

Summary: Allow kids to interpret music by painting along to the tune

Supplies:

- Paper
- Paint
- Paintbrushes
- Speaker

Instructions:

1. Gather art supplies
2. Explain to children that they are supposed to paint the song played
3. Play music with different types of tempos, rhythms, and moods
4. Allow children to paint or draw along to the music

Variations:

- The activity can also be done with drawing with markers rather than painting

Debrief Questions:

- Did you have fun?
- How does your artwork relate to the song played?
- What is your painting of?

Activity Length: Medium (15-30)

Energy Level: Low

Grade Level: Pre-K, Kindergarten, 1st, and 2nd

Group Size: Large (10+)



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Freeze Dance

Summary: Play music in the background and tell the students they can dance.

Supplies:

- Speakers
- Kid-friendly music

Instructions:

1. Choose a selection of kid-friendly songs
2. Find a space that can fit all of the students
3. Play the music and dance away
4. Every so often, pause the music. Kids have to freeze in place and keep their pose. If anyone moves, then they're out for the round
5. Keep playing and pausing music until there's a winner

Variations:

Debrief Questions:

- What did you like about this activity?
- Did you have fun?
- What was like having to freeze in place when the music paused?

Activity Length: Short (10-15 minutes)

Energy Level: Medium - High

Grade Level: Pre-K, Kindergarten, 1st and 2nd

Group Size: Large (10+)



Musical Hot Potato

Summary: Kids pass an instrument around the circle while music is playing. When the music stops, the child holding the instrument is “it.”

Supplies:

- Various musical instruments (tambourine, triangle, egg shaker, etc.)
- Speaker
- Kid friendly music

Instructions:

1. Play music
2. Arrange children in a circle
3. While the music is playing, have the kids pass a musical instrument around the circle
4. Stop the music at any point
5. The child holding the instrument is “it” and gets to play a brief solo on the musical instrument
6. Add a second instrument to the circle and continue playing the music
7. Repeat the steps and keep adding instruments until all the instruments are being used

Variations:

- The child who is “it” can pick a song for the whole class to sing together instead of performing a solo



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Debrief Questions:

- Did you like this activity? Why/Why not?
- How did it feel when you were chosen to perform a solo?
- What was your favorite instrument out of all the ones that were passed around?

Activity Length: Short (10-15 minutes)

Energy Level: Low to Medium

Grade Level: Pre-k, Kindergarten, 1st and 2nd

Group Size: Large (10+)