

Grade 1 Music Monday

Outcome: CP1.5

Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low).

- I. Scatter a variety of small percussion around the classroom.
- II. Using the attached Scavenger Hunt, allow students to find an instrument that matches each description. Have students leave the instrument where they found it and return to their desk. Students can either write the name of the instrument or draw a picture of it on their response sheet. This seems to work well with the entire class going through each item together at the same time.
- III. When all the students have returned to their desks, discuss what the students found (there may be more than one answer). Discuss and/or teach the names of the instruments. If applicable, discuss how the sound is made, what material it is made of, etc.

Sound Scavenger Hunt

Find the following sounds and name, describe, or draw a picture of the instrument:

1. A sound that is made by shaking the instrument
2. A sound that is made by striking the instrument
3. A sound that is made by moving the instrument
4. A sound that is made by striking or shaking the instrument
5. A sound that is made using a mallet or stick on the instrument
6. A low range sound
7. A mid range sound
8. A high range sound
9. A hollow sound
10. A loud sound
11. A soft sound

12. A sound that uses our hands

13. A pleasant sound

14. A weird sound

15. A funny sound

16. A scary sound

17. A sound that rings

18. Something that makes more than one sound

19. A sound that clicks

20. A found sound (Found objects are things like a water bottle, markers, paper, etc.)