

Activity Plan

Designed by:

Curriculum Topic:

OVERVIEW/FRAMING	
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	Making your own instrument: Letting children create their own instrument not only lets them explore the many ideas they have in their imagination, but they are able to create of piece of art that they have control over. This will help children understand 3 of the five senses as well, which include hearing, sight and touch. After creating this we will have children dance along to a beat they decide to make with their instrument.
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	<ul style="list-style-type: none"> • Questions that will be frequently asked would be why we are creating this • What should I make? • What materials will be used • How will this piece of art be used in the classroom?
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<div> Visual Arts Emergent Literacy </div> <div> Music Mathematics </div> <div> Movement/Dance Science </div> <div> Drama Social Studies </div>

KNOWING THE LEARNERS	
AGE RANGE:	Pre-K
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Children in pre-k are still developing hand-eye coordination as well as their gross motor skills. They are also learning how to use materials the proper way such as pencils and drawing straight lines. During this project children will sketch a drawing of what kind of instrument they want and build it later
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Creating this instrument children will understand to be creative and use their own ideas however some children may need to help thinking of what to make so they will look around to see what others are doing. Some may not like that.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i>	Children can explain what kind of instruments they see at home or they know about their home country or even in music class. They are able to learn what kind of instruments come from which parts of the world

backgrounds, learning styles, languages spoken, and learning experiences to date? *

*** Note: You may not be designing this activity with a specific group in mind. Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.**

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books (title and author) and materials, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> <i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i> <i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i> <i>Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i>
<u>Materials</u> <ul style="list-style-type: none"> - Paper towel rolls - Water bottles - Rubber bands - Beads - Coffee cans - Tape <u>Books</u> <ul style="list-style-type: none"> - Rainbow Joe and Me - Drum City 	<u>Learning center</u> - the learning centers will have more of a variety of instruments so children can play <u>Books</u> - we can add more music related books to the shelves as well as during read aloud we can read more books about music that month to prepare them for the activity <u>Bulletin Board</u> - For the month we can add picture of instruments and what parts of the world they were invented and used in.	<u>Library</u> - The library can have a section with a variety of music books and what kind of sounds they make. <u>For Parents</u> - Parents can be sent a letter home asking to gather as many recycled materials as possible whether its toilet paper rolls, paper towel rolls, and water bottles

THE LEARNING EXPERIENCE		Multimodal Engagement <i>Identify and explain how this activity provides opportunities to use at least three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i>	Differentiation <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i>
The spark/launch/intro <i>What will you say or do to engage the children in this experience?</i> <i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i>	Read Aloud: <i>Drum City</i> by Thea Guildone, Song: Hello How are You Children will use their instrument to the beat of the song say their name and say how they feel	Musical - Having the kids create their own instrument lets children be creative as possible and letting them create their own beat so other can repeat with their instruments has them hear what other instrument besides theirs makes different sounds. Bodily Kinesthetic - Children when asked to show the class what beat they have they will have to do some sort of movement to go along with their beat and the class will also participate.	When it comes to making instruments for students who need help there is always a buddy to help out even if the teacher is needed. For bilingual students we can have others try to explain the project even if the teacher isn't able to. When it comes to special need and instrument is the only thing that can make sounds, you can be asked to clap alongside of your classmates and can do some other gestures instead of dancing along
The activity <i>What will the children be doing?</i> <i>List the procedure step-by-step. What will you say or do to support their process?</i> <i>Remember:</i> <i>This should be a creative, experiential, and hands-on learning activity. The children should be actively engaged in learning through play and exploration.</i>	Children will get together in a circle and we will read aloud the book <i>Drum City</i> by Thea Guildone. Next I will explain to the kids what they saw and heard in the book; next we will explain what we will be doing with the materials set on the tables. The children will be asked to create their own instrument using recycled materials brought in from parents as well as other materials such as beads, construction paper, rubber bands, water bottles, paper towel/toilet paper rolls		

Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	Children will have the opportunity to learn about different types of sounds both high and low as well as visually being able to see other kids' artwork and give feedback on how well they did.	Auditory - Children are asked to listen to each other's beat created with their instrument and will have to repeat what their classmate is doing	
Possible Extensions <i>What could you do on another day to build on this activity?</i>	On another day we could have real instruments brought in such as a drum, xylophone, maracas, and guitar to hear different sounds they make and have students participate in a music jam.		

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning be in the following domains?

Use your knowledge of child development and milestones and the theories of child development you have studied.

Cognitive/thinking	Children will be able to use their creative thinking throughout the process of making their musical instrument, they will be able to use different types of materials with different textures and this will open up curiosity because of the many materials they have in front of them and want to know how and where to place them in their musical instrument.
Physical	Making this musical instrument will help in physical growth because they will be able to move around with the beat they have created with their instrument as well as mimicking and replaying what the other child has done. Each child will have a chance to present their instrument along with a beat and some dance movements that later on children will have to copy.
Social/emotional	Making a musical instrument will help with social and emotional skills because children will be able to communicate with one another. How? by helping each other when it comes to brainstorming what to make younger kids usually look at what others do to get an idea of what is going on. This activity also requires other to imitate what other students have done when it comes to the beat and dancing along.
Language/literacy	

	<p>List 5-10 target vocabulary words <i>(Remember: These should be challenging vocabulary words, not common words that the children should already know. You want to increase their vocabulary.)</i></p> <ul style="list-style-type: none"> - Orchestra - Allegro - Lento - Melody - Rhythm
Creative Arts	<p>This activity has to do with the creative arts because you are being asked to create your own instrument from scratch without using the actual materials an instrument is made with. Children use their imagination and can say that a tube of toilet paper with rubber bands around it is a huge guitar letting children use creative thinking as well as their growth motor skills because of the placing the objects together.</p>

<p style="text-align: center;">STANDARDS/GOALS</p> <p style="text-align: center;"><i>What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity? Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
Domain 1: Approaches to Learning	<p>Children will be able to use their creative thinking throughout the process of making their musical instrument, they will be able to use different types of materials with different textures and this will open up curiosity because of the many materials they have in front of them and want to know how and where to place them in their musical instrument.</p>
Domain 2: Physical Development and Health	<p>Making this musical instrument will help in physical growth because they will be able to move around with the beat they have created with their instrument as well as mimicking and replaying what the other child has done. Each child will have a chance to present their instrument along with a beat and some dance movements that later on children will have to copy.</p>
Domain 3: Social and Emotional Development	<p>Making a musical instrument will help with social and emotional skills because children will be able to communicate with one another. How? by helping each other when it comes to brainstorming what to make younger kids usually look at what others do to get an idea of what is going on. This activity also requires other to imitate what other students have done when it comes to the beat and dancing along.</p>
Domain 4: Communication, Language, and Literacy	<p>Kids are able to learn more about music through reading with the teacher and on their own. They are also able to ask their parents for more about music such as letting them create an instrument at home or when making music in music class with others</p>

Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)	Math - kids would need to know the Precise amount of material to add to their instruments for example if a child chooses to make a maraca they can use an excessive amount of beads or other material to make a sound but the more of the material you add the louder it would be but it would be a slower beat. Why? Because the weight will hold it down
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AUTHENTIC ASSESSMENT	
<i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i>	Once we are done with this activity, I will ask the children they have learned based on the beats and movements they made. I will also ask how they felt when making their instrument. Was the activity hard? Was it easy? Were they overwhelmed with the number of objects placed next to them? Did they already know what to make besides the drum used in the book read aloud?
<i>What evidence will you gather to assess each child's developmental progress?</i>	We can ask the children a series of questions. We can ask if they have ever seen the use of instruments outside of school, like in the city. For example, "when I get on the train every morning, I see a man playing this colorful drum in the morning and when I get off at my stop, I see a man with drumsticks hitting 3 paint jars making music.
<i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i>	Recording what each child performed during their performance time can also help you are able to refer back to what they did and observe what they learned like following instructions, what they created, how they used specific materials.

POST-ACTIVITY REFLECTION**	
<i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i>	The aspects of this activity help children with their motor skills because they are required to pick up different materials and create their own instrument they would have to stretch and grab materials and place them in areas where they think an instrument can be created. This activity also helps in movement because children are required to have a dance after creating their instrument and other students are required to follow and mimic what the other has done.
<i>What surprises might there be?</i>	Some surprises to expect would be what each child has created or their use of imagination. One child could create a guitar made of only a toilet paper roll and rubber bands or make a drum of a coffee can
<i>What challenges do you envision in implementing this activity?</i>	Some challenges would be what the child should create, some may need additional help as to what to create, how to make the instrument.

<p><i>How might you modify this activity the next time to make it more successful?</i></p>	<p>Next time to modify this activity would be to have real instruments Infront of them so that children can get an idea of what it makes.</p>
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****You will not have the opportunity to implement this activity. However, you should build the practice of reflecting upon your teaching and striving to improve each lesson.**