

Activity Plan

Designed by: Vanessa Herrera

OVERVIEW/FRAMING

This Activity Plan is part of a larger Learning Experience Unit on: The Five Senses

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>	Music is a learning mechanism that is culturally appropriate for young pre-school children because it can connect children with the culture of others. This activity helps children develop across all domains. It will help strengthen their fine motor skills by allowing them to use materials that strengthen their small muscles. It will help them develop problem solving skills by figuring out which materials work best together to create music. They will have the opportunity to develop cognitive skills by having to stop and think about all the things they would like in their unique instruments. This is culturally appropriate as well because kids will listen to music from different genres as they create to help encourage them. They will also have the liberty to use any materials they want.			
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>	How does music make me feel? What kind of instrument will I like to learn to play? How do instruments work? Can everyone be a musician? I want my students to understand the importance of being creative and how using everyday materials can be useful.			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Emergent Literacy Studies	Music Mathematics	Movement/Dance Science	Drama Social

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 and kindergarten are developing their sense of awareness and this curriculum will help them be more aware of their surroundings and explore the different sounds that are in their world. Students will benefit from reflecting on the

	music that is around them on a day to day basis. They can see how they can used everyday materials to create music and have fun.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	What might make this activity challenging to them is encouraging the kids to make functional instruments and make songs. They might not know how to begin making music or beats. They may have a hard time working with others or in groups.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?^{1*}</i>	Many of the children in this class are special needs and require a lot attention and support. They come from different backgrounds, mostly African American and Hispanic. Children come from families with different economic statuses. Students practice a wide range of religions and practices.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<i>What, if any, materials, including set-up and clean-up, will be needed? List all materials, including any used during the launch/reflection.</i>	<i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>
Paper towels, Construction Paper, Scissors, Glue, Acrylic Paint, Sponges, Paint Brushes, Tape, Cardboard, Containers, Tin Cans, Bottles, Markers, Tissue Paper, Pipe Cleaners, Plastic Spoons, Textured Fabrics	<p>The learning Environment will be the Art Center and Music Center.</p> <p>Art Center: Recycled materials will be added to the art center, this way children can have more materials to work with. I will add a book that I will make in advance, that gives them ideas on what instruments to make. A radio will also be added to the art center so students can listen to music as they create.</p>	<p>Literacy: I will add books that will go well with my topic which I can use to get the students excited for the project.</p> <p>Guest Speaker: I will have my old music teacher whose name Ms. Jonynas come and teach us about music and how it’s made</p> <p>Family Engagement: I will ask families to collaborate by sending their children with</p>

ote: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children *could* anticipate working with in a NYC early childhood classroom.

	Music Center: In the music center I will add a table where they can place their special, handmade instruments. I will also have picture books related to our theme.	recycled materials from home. This way children can use it to make instruments.
--	---	---

THE LEARNING EXPERIENCE		Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i>	Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i>
The spark/launch/intro <i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i>	Read Aloud: Drum City by Thea Guidone. In this book children use recycled objects to create music. I will ask them “Can we be musicians and make our own instruments as well?”. Then I will continue getting children excited by having them listen to instrumental music as a class and asking them to express what they feel as they listen.	They will use their sense of sight to choose materials that they like and use their sense of touch to also feel the materials they like best. Their sense of hearing will allow them to make pleasurable music.	I know some young children have a hard time reading so I will use visuals to help them. I will provide pictures and books of different instruments. I will make sur

		Students will use a wide range of intelligences such as <i>musical</i> to discern sounds, <i>interpersonal</i> by interacting with others, <i>intrapersonal</i> by thinking about what they prefer and like, <i>linguistic</i> by expressing themselves and being verbal.	to use textured materials for those kids who prefer sensory materials. For students who are bilingual, will play music in their language and encourage the kids to try sing songs in the designated language. This way they feel included and comfortable.
The activity <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i>	<ul style="list-style-type: none">- Children will first be asked to look at the booklet of ideas I have created- They will carefully choose the materials they want to work with- I will give them space to start building- I will have them check in with me to make sure their instruments are well functioning before they proceed to finish- Once they are done I will have them place their instruments in the Music Center- Then I will encourage them to play a song on their uniquely made instrument.		

Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	I will meet with them in the meeting area and have an open discussion on the activity. I will encourage them to take a moment to think about all the things they liked and enjoyed in this activity. I will also let them know that it's okay if they want to share something they didn't like about it.		
Possible Extensions <i>What could you do on another day to build on this activity?</i>	I can create another lesson that focuses on writing and singing our own songs! This way we can use the instruments that we created. I will like them to make their songs on staff paper to get them thinking and to be more creative.		

GROWTH AND LEARNING			
How will this learning experience support the children’s growth and learning be in the following domains?			
Cognitive/thinking	They will have to stop and think about all the things they would like in their unique instruments and problem solve		
Physical	Students will develop fine motor skills in a variety of ways by cutting, painting, and gluing.		
Social/emotional	They will work alongside their classmates and see how unique they all are as they make their projects.		
Language/literacy	Children will learn new vocabulary words that will help them express themselves more in regards to music ----- List 3-5 target vocabulary words: rhythm, craft, details, instrument		
Content Area(s)	Visual Arts, Movement/Dance and Music		

STANDARDS/GOALS	
What Pre-K Common Core Learning Standards (CCLS) ^{2*} are addressed in this activity?	

or CCLS, please go to the following URL:
<https://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

Domain 1: Approaches to Learning	3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.
Domain 2: Physical Development and Health	5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.
Domain 3: Social and Emotional Development	5. Demonstrates pro-social problem solving skills in social interactions. b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).
Domain 4: Communication, Language, and Literacy	6. Demonstrates a growing expressive vocabulary. d) Correctly names picture when asked, “What is this?”
Domain 5: Cognition and Knowledge of the World	3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.

AUTHENTIC ASSESSMENT	
<i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i>	I will use a performance based assessment which will require careful observation and a lot of note taking. I will discreetly stand by the children and take notes on the way they are going about the activity. I will chart academic and social-emotional growth. The questions I will be asking as I make my observations are: what are the child’s strength? Does the student demonstrate that he understand the activity? How is this child interacting with his/her peers? What challenges is the child facing?

--	--

POST-ACTIVITY REFLECTION ^{3*}	
<i>What aspects of this activity seemed to be most successful in supporting the children’s growth and learning?</i> <i>What, if any, surprises were there?</i> <i>What, if any, challenges were there?</i> <i>Record the results of your authentic assessment activity.</i> <i>How would you modify this activity the next time to make it more successful?</i>	

u may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of turning to your plan to document your post-activity reflection.