

# The Step-By-Step Guide To Music Integration

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**Important Point:** Each one of you has the capacity to be a music maker! The goal is not perfection, rather a meaningful connection with your students. For many of the activities that we do today, there is **no right or wrong answer** ~ only how far you are willing to take it!

Various sounds and music can be vital tools in your classroom for greater understanding of:

- Mathematics ~ concrete – representational - abstract, number sense, patterns
- Language Arts ~ each symbol has its own sound, directionality, phrasing
- Science ~ observation and recording skills
- Interpersonal Relationships ~ communication in a different way

## UNIT 1: Sound/ Long And Short

- What sounds do you hear in your environment?
- What sound does a \_\_\_\_\_ make?
  - Can you make that sound as I count down using my fingers until I make a fist. Then everyone stops together. Let's practice that a few times.
- Literature:

- **Where The Wild Things Are** by Maurice Sendak
  - What does a "wild thing" sound like? Play for a count of 5 until I make a fist.
  - What grows in a forest?
  - What do trees growing sound like? Again for a count of 5
  - What does it sound like to sail a boat? (5 count)
  - Can you roar your terrible roar, gnash your terrible teeth and roll your terrible eyes for a count of 8?
  - What would a wild rumpus sound like? (I am not going to count this time, but I will warn you that it is time to stop when I count down from 4.)
  - (Start with a count of 4)
  - What does it sound like when you miss your mom or dad?
- Wild Rumpus Activity
  - Have different students come up and lead the group ~ starting with a count of 4 and ending with a countdown from 4, then make a fist
  - Wild Rumpus in different settings
  - Kids can start, stop/ make it louder or softer/ divide group

Experience

- Math:
  - Let's look at our Note Knacks/ long and short
    - Do all of these blocks look the same? What do you notice? Record attributes
      - Shape
      - Size
      - Notation
      - Color

Concrete

- Which is the longest? Shortest? Put in length order
- What if these blocks had sound? Which block would have the longest/ shortest sound etc...
- Choose a kind of sounds to demonstrate first
- Let's try that out/ remember to:
  - Have shoulders back
  - Sit up straight
  - Light voice/ use a siren to get into your head voice
- Remember those sounds you made for *Where The Wild Thing Are*? Let's now choose a length to make those sounds/ different length for each sound and put in story
- How can we remember these sounds tomorrow?

Representational

## UNIT 2: Steady Beat

- What is a steady beat? Help children find it using fun music
- Let's find the beat on our bodies/ count of 8 (math)
- Let's walk to it, again count of 8
- Let's walk to it while saying the correct color
- Use Note Knacks to show concrete version of steady beat
  - Reds or Yellows only to begin with
- Let's walk again, but this time, have kids lead. Again only use reds or yellows
- Take it to an instrument
- Read books like Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault or Jamberry by Bruce Degen while kids tap out a steady beat quietly
- Count to start and use our fist to stop
- Practice leading starting and stopping
- Again have children be leaders and practice starting, stopping, loud and soft
- Can represent your steady beat on paper

Experience

Concrete

Representational

## UNIT 3: Rhythm

- Rhythm is mixing long and short sounds
- Echo patterns
- Using Note Knacks, create a pattern using reds and yellows
- Start with a steady beat. Say rhythm
- Say rhythm and tap
- Have each student create a rhythm. Take advantage of blocks to show and practice patterns

## UNIT 4: High And Low

- What do you notice about the Boomwhackers? (Record)
  - Color
  - Shape
  - Size
  - Sound
  - Letters
  - Solfege
- Show the longest and the shortest Boomwhacker. Predict which will be higher and which will be lower. Record
- Sol and Mi, Pentatonic scale

## UNIT 5: Putting It All Together

- Create a pattern using the Time Signature Frames
- Orchestrate
- Play as an ostinato to begin with
- Take it as far as you would like
  - Have every student create their own measure in the music center
  - Put compositions together to create a class piece
  - Orchestrate
  - Choose dynamics

**For questions and more information**

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