

# MUSIC

## CLASSROOM ENERGIZERS



NAME OF ACTIVITY:	<b>I Like to Move It Move It</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	General Music
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p>6.ML.2.1 Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.</p> <p>7.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meter signatures.</p> <p>8.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.</p>
FORMATION:	Students standing at desks, circle or open room
EQUIPMENT:	CD/cassette player, flashcards
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Have prepared flashcards - notation (depending on chosen topic).</li> <li>2. As music is played one card is passed from student to student. Students should move around the room in an organized fashion (e.g., circle, figure eight, square, etc.).</li> <li>3. When the music stops, the student with the card or student left standing, claps out an example of the notation or gives a description of the subject that is on the card.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Write a rhythm on the board instead of using flashcards. Pass an eraser around the room. Whoever has the eraser when the music stops must clap and count the rhythm on the board.</li> <li>2. This is a great lesson to integrate movement as well as language arts, social studies, or math, while listening to various musical styles.</li> </ol>

NAME OF ACTIVITY:	<b>Music Medley</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Music
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	Review of any content area
FORMATION:	Create stations and divide the class into competition groups of no more than 4 members
EQUIPMENT:	Various: jump ropes, cones, balls, maraca, tambourine, task cards
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Set up various stations. At each station have a question or a musical skill and a physical activity for students to perform.</li> <li>2. The students must perform a physical activity as a group.</li> <li>3. Upon completion of that action, the students are to complete the academic task (team that completes the stations the fastest with the most correct answers wins). <ul style="list-style-type: none"> <li>• Station One: <u>Physical Activity</u>: Teams are to perform “Over and Under” twice with a small musical instrument or a balled up piece of paper (Over and Under: Students stand in single file line and pass a ball over the head to the student behind him/her. The next student passes the ball through his/her legs to the student behind him/her). <u>Academic Task</u>: Match the composer with the period.</li> <li>• Station Two: <u>Physical Activity</u>: Teams are to do imaginary jump rope 15 times each. <u>Academic Task</u>: Match instrument with orchestra family.</li> <li>• Station Three: <u>Physical Activity</u>: Teams are to run through a twisting course of cones, tambourines, or chairs. <u>Academic Task</u>: Match music note with notation.</li> <li>• Station Four: <u>Physical Activity</u>: Each member swings an imaginary hula-hoop around his/her waist 15 turns. <u>Academic Task</u>: Match country with instrument or dance.</li> </ul> </li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Have the students create physical tasks that can be done by teams.</li> <li>2. Do only one station per day to cut back on time</li> <li>3. Create as many stations as needed for the size of the class.</li> <li>4. If a group is idle after completing the academic task, then have them repeat the physical activity task.</li> </ol>

NAME OF ACTIVITY:	<b>Musical Scramble</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	General Music
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p>6.ML.2.1 Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.</p> <p>7.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meter signatures.</p> <p>8.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.</p>
FORMATION:	Students at desks
EQUIPMENT:	Notation flash cards, slips of paper
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Teacher should prepare slips of paper in a basket or container. Each slip of paper is different. Examples: One measure of 4/4, one measure of 3/4, two beats and two rests to equal 4 beats, etc.</li> <li>2. Place two separate piles of notation flashcards mixed up, in front of class on a table or desk.</li> <li>3. Divide class into two teams.</li> <li>4. Teacher draws a slip and reads aloud.</li> <li>5. A student from each team runs to arrange the notation flashcards in to match the order the teacher called out.</li> <li>6. The first one back to their seat after the correct answer gets a point.</li> <li>7. The other students are clapping and marching the entire time.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. You can also glue small magnets on the back of notes and rests and do this activity on the board.</li> <li>2. This works well when teaching a unit on notation or composition.</li> </ol>

NAME OF ACTIVITY:	<b>Reading Rhythms</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Music
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.
FORMATION:	Students stand at desks
EQUIPMENT:	CD/cassette player, book
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Teacher selects a story.</li> <li>2. Students stand by desks.</li> <li>3. Teacher reads a section of the story and then plays music.</li> <li>4. As music is playing students express themselves by dancing, moving, or acting out the section they have heard from the story.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Teachers can integrate other subject areas into this activity (such as Language Arts) by obtaining reading material from other teachers.</li> <li>2. This is a quick easy lesson to integrate reading comprehension as well as coordination skills, while learning music interpretation.</li> </ol>

NAME OF ACTIVITY:	<b>Stomp, Clap, and Rap</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	General Music
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p>6.ML.2.1 Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.</p> <p>7.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meter signatures.</p> <p>8.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.</p> <p>6.CR.1.2 Understand the relationships between music and concepts from other areas.</p> <p>7.CR.1.2 Understand the relationships between music and concepts from other areas.</p> <p>8.CR.1.2 Understand the relationships between music and concepts from other areas.</p>
FORMATION:	Students standing at desks
EQUIPMENT:	Rhythm instrument (optional)
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Teacher chooses a subject or theme.</li> <li>2. Students write rhyming lines to be used as rhythmic speech as in a rap.</li> <li>3. Half the class will rap the words and half will clap, stomp and play rhythmic pattern. (e.g., "We Will Rock You" - eighth note, quarter). <ul style="list-style-type: none"> <li>• Some students may also play rhythm instruments such as sticks, maracas, etc.</li> </ul> </li> <li>4. As students begin clapping, playing beat, teacher speaks the rap, students then echo. <ul style="list-style-type: none"> <li>• Bach and Beethoven were really cool. They made music a part of school.</li> <li>• Marriage of Figaro, Don Giovanni Operas by Mozart, Just two of many</li> </ul> </li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Rap can be any subject: composers, instruments, student name, math, even class rules.</li> <li>2. Students switch rapping or playing to include movement for everyone.</li> <li>3. This lesson works well to include movement as well as integrate writing skills.</li> </ol>

NAME OF ACTIVITY:	<b>The Director Says</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	General Music
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	6.MR.1.2 Analyze aural examples of music in terms of the basic musical elements and their interrelationships, using appropriate music terminology. 7.MR.1.2 Analyze aural musical examples representing diverse genres, styles, and cultures, using appropriate music terminology.
FORMATION:	Students at desks
EQUIPMENT:	CD/cassette player
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. The Director (teacher) calls out any movement signal as the music plays.</li> <li>2. Students march in place throughout the entire activity "The Director says"... <ul style="list-style-type: none"> <li>• touch your toes</li> <li>• touch the sky</li> <li>• touch your shoulders</li> <li>• march</li> <li>• clap</li> <li>• play an instrument</li> </ul> </li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Student can also take turns being "The Director".</li> <li>2. This is a just a musical version of the game Simon Says.</li> </ol>

NAME OF ACTIVITY: **Alphabet Soup**

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GRADE LEVEL: 6th – 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Teams of 4

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EQUIPMENT: Alphabet blocks or scrabble tiles (2 sets) divided into 4 stations around the room, additional sets may be needed for vowels

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RULES/DIRECTIONS:

1. The object is for students to correctly spell the vocabulary word.
2. Teacher calls out a vocabulary word related to subject area.
3. One student from each team will go get one letter from a station and return to the group. All students remain moving (see Movement Bank) for the entire activity.
4. Students take turns getting letters until a team has spelled the word correctly.
5. The first team to spell the word correctly will earn a point.
6. Continue until all words have been spelled.

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VARIATIONS:

1. Perform the activity as above and have teams make a sentence with the vocabulary words.
2. Make your own laminated alphabet cards.

NAME OF ACTIVITY: **Crazy Questions**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Four teams

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EQUIPMENT: None

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RULES/DIRECTIONS:

1. Students group together into 4 teams (easiest way may be to have them group together by rows).
2. The teacher selects a list of vocabulary words or a set of questions from the end of a chapter.
3. The students must complete a series of movements to receive each question.
4. When each student in a group has completed the assigned movement they must sit down and raise their hands to receive each question.
5. The teacher will then approach the group to give them the next question.
  - a. To receive the first question, each student in the group must jump to the sky and slap the floor with their hand. Repeat 5 times.
  - b. To receive the second question, the students must hop on one foot while turning in a circle 10 times.
  - c. To receive the third question, students must run in place for 30 seconds.
  - d. To receive the fourth question, students must do imaginary jump rope as fast as possible for 10 seconds.
  - e. To receive the fifth question, students must complete all previous movements.

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VARIATIONS:

1. This activity can be used for sequencing, listening skills, auditory procession, and multiple intelligences.

NAME OF ACTIVITY: **Everybody is a Star**

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GRADE LEVEL: 6th – 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Walking around the classroom

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EQUIPMENT: Pen and paper for the Journalist group

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RULES/DIRECTIONS:

1. Each student writes 3-5 questions a journalist would ask a Celebrity/Super Star and identifies one Super Star.
2. The class is divided into two groups: Journalists and Super Stars.
3. The journalists have 5 minutes to interview as many Super Stars as they possibly can, asking only the three questions they wrote down.
4. The Super Stars can never directly say their name or exactly what it is that they do. The Super Star group must constantly be walking because celebrities are very busy.
5. The journalists try to guess who the Super Stars are based on the answers to their question.
6. After 5 minutes has lapsed the Super Stars reveal who they are and the journalists check to see if their guesses were correct.
7. Switch roles.

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VARIATIONS:

1. Journalists write an article about Super Stars. Super Stars write a reflective entry about their interviews. Incorporate writing techniques like persuasive writing and inferences. Share writing with the entire class.

NAME OF ACTIVITY: **Have a ball**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Students sitting at desks

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EQUIPMENT: Each student should have a scrap piece of paper and make a ball

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RULES/DIRECTIONS:

1. Each student should wad up a piece of paper to make a ball. Use the piece of paper for the following exercises:
  - Place the ball on the feet (feet together) while seated, repeatedly toss up and catch the ball with the top of the feet (like hackey sack).
  - Set the ball on elbow. Flip the ball into the air and catch it with the hand on the same side.
  - Lift the feet off the floor (feet together) and rotate the ball over and under the legs using your hands.
  - Toss the ball overhead and catch behind back.
  - Lift the feet (feet slightly apart) and weave the ball between the left and right leg (such as a figure eight).
  - Toss the ball from behind the back and catch in the front.
  - Circle waist while standing.
2. This activity will strengthen the abdominal muscles and quadriceps.

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VARIATIONS:

1. Allow each student to shoot the ball into the trashcan at the end.

NAME OF ACTIVITY: **Hot Tamale**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Beside desks

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EQUIPMENT: None

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- RULES/DIRECTIONS:
1. Write each direction and corresponding activity on the board or overhead to make it easier for the students to follow.
    - Move backwards - back stroke (swimming motion)
    - Move forward - march in place
    - Move to either side - side stretch in the direction of the hot tamale
    - Up higher - climbing ladder motion
    - Down lower - squats
    - Within one foot of the tamale - students pretend they are stepping on hot coals (in place).
  2. One student exits the classroom.
  3. The rest of the class watches the teacher hide the "hot tamale" (can be any object) somewhere in the classroom.
  4. The student who exited the classroom re-enters.
  5. The rest of the class tries to guide him/her to the hidden tamale by performing various physical activities, with each activity corresponding to a different direction. Students are not allowed to talk.
  6. Once the student locates the hidden "hot tamale", another student is selected to exit the classroom and the "hot tamale" is hidden in another location so that the game can be repeated.

NAME OF ACTIVITY: **I'm A Student and You're a Student Too!**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Standing at desks or in a circle

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EQUIPMENT: None (teacher may decide to use a small ball or bean bag)

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RULES/DIRECTIONS:

1. Students stand in a circle or at desks and march in place.
2. Teacher selects a student to begin the game by either pointing to or tossing a small ball to the student.
3. The student begins with the line "I'm a student and you're a student too if..."
4. The student fills in the end of this statement with something characteristic of them that other students may have in common. Example: "I'm a student and you're a student too if you have on tennis shoes" or "I'm a student and you're a student too if you like to play basketball."
5. All students who share this trait perform an activity such as jumping into the air 3 times or walk to the front of the classroom and switch places with another student that shares the specified characteristic, while all other students continue to march in place.
6. The teacher then selects another student to continue the game.

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VARIATIONS:

1. Instead of using the word student in the working phrase, insert the name of the school's mascot. e.g., "I'm a Pirate and you're a Pirate too if..."

NAME OF ACTIVITY:	<b>Sports on the Move</b>
GRADE LEVEL:	6th- 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Standing at desk
EQUIPMENT:	None
RULES/DIRECTIONS:	<p>Teacher will say a sport and movement and students will repeat that movement for about 30 seconds until a new movement is stated. Examples:</p> <ul style="list-style-type: none"> <li>● Basketball: dribble with fingertips; dribble through legs; dribble around back; jump shot and follow through; bounce pass; chest pass; overhead pass; defensive slide to front and back to start position</li> <li>● Soccer: shot on goal (practice with both feet); inside of foot pass; outside of foot pass; long banana kick; juggle imaginary soccer ball; trap ball with thigh; trap ball with feet</li> <li>● Baseball or softball: swing a bat; windup and pitch; field a ground ball; catch a fly ball; play imaginary catch</li> <li>● Tennis: forehand; backhand; serve; volley</li> <li>● Volleyball: serve, set, dig, spike</li> <li>● Football: quarterback long pass; short pass; catch imaginary ball; kick field goal; punt; catch a punt; block</li> <li>● Golf swing</li> <li>● Drive a NASCAR</li> <li>● Lacrosse</li> <li>● Tae Kwon Do</li> </ul>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Ask students to name the sport and movement.</li> <li>2. Tell students that mental practice and making correct fundamental movements without the equipment can improve performance.</li> </ol>

NAME OF ACTIVITY: **What's My Job?**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Partners standing at desk

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EQUIPMENT: Pencil and paper

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- RULES/DIRECTIONS:
1. Students group into pairs at their desks.
  2. Partners face each other (one facing the board and the other facing the back of the room).
  3. The teacher writes a series of professions on the board which could include:
    - Teacher
    - Basketball Player
    - Hockey Player
    - Airplane Pilot
    - Doctor
    - Fireman
    - Chef
    - Truck Driver
  4. The student facing the board must act out the entire list in 2 minutes while the student facing the back of the classroom attempts to write down which profession his/her partner is acting out.
  5. After the 2 minutes has ended, the students facing the back of the classroom turn around and see if their lists match that on the chalkboard.
  6. Students in each group switch places (the writer becomes the actor and visa versa).

Note: entire game could be played silently

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- VARIATIONS:
1. Create a different list of professions for each group.

NAME OF ACTIVITY: **World's Strongest Student**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Standing at desks

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EQUIPMENT: None

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RULES/DIRECTIONS:

1. Have students imitate activities that competitors in the "World's Strongest Man" competition undertake. Perform each activity for 30 seconds.
  - Chain Drag (walking backwards and pulling)
  - Car Lift
  - Train Push (walking forward and pushing)
  - Anchor Carry (walking forward and pulling)
  - Pole Flip (pretend to toss a small tree trunk as far as you can)
  - Iron Cross (hold arms out to sides holding great weights)
  - Stone Wall (picking up heavy stones from the ground and stacking them on top of a wall)
  - Dead Lift (competitors squat and lift a barrel of rocks with increasing weight.)
2. Repeat the entire sequence.

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VARIATIONS: 1. Teacher may need to explain the activities to the students before the activity starts.

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