

## "Centered" on Learning!

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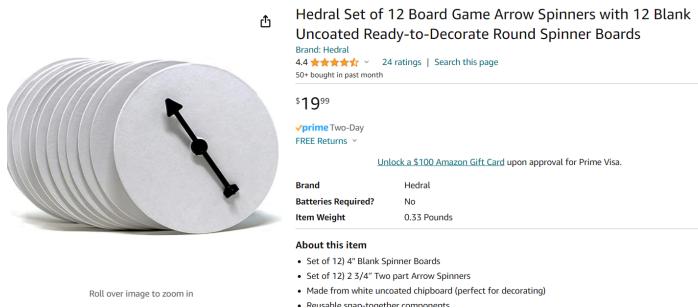
**UPDATED 1/28-**

**Bins from Amazon**



ibune 4 Pack A4 File Portable Project Case, Scrapbook Paper Storage Boxes for 8.5 x 11 Paper, Plastic Storage Box...  
4.4 ★★★★☆ 167 200+ bought in past month

### **ibune 4 pack a4 file portable project case**



### **Spinners**

**Centers are a great way to offer flexibility and allow differentiation in the classroom. Learning while playing and exploring is central to my process.**

**Kindergarten:** Children only spend 5-7 minutes in each group at this age. We practice how to work with a partner and then expand to a group. I do similar activities throughout the year, but change the songs, poems and musical concepts.

- **Melody**
  - Melodic pathways
    - Task Cards with yarn/pipe cleaners
    - Yarn
    - Pipe cleaners
    - Large task cards to follow
  - Musical Concepts
    - Sing known songs-Visual aids for reference
      - Speak, whisper and sing known songs.

- High/Low- lots of possibilities!
  - Call and Response with student leader (They love using puppets!)
- Songtales on chromebooks
  - I like to keep students off computers most of the time, but having one group on chromebooks does allow for a little bit more quiet in the room. Songtales are books that we have sung in class that I record for them to watch. (They usually sing along and love to sync their computers to watch at the same time!)
- **Beat**
  - Beat Buddies
    - Students play beat games in groups with beat buddies (beanie babies)
  - Tracking
    - Using beat buddies or trackers, follow beat while speaking poem
  - Play!
    - Developing skills are age. Allow games with will surprise

### Kindergarten- Melody and Concept

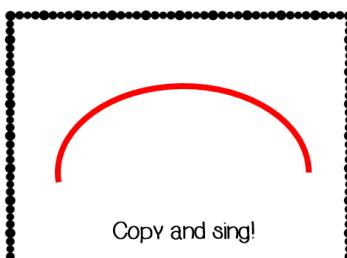
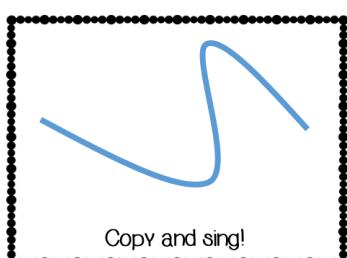
Students can trace with yarn or pipe melody. For concept cards students voice and song and perform in a group.



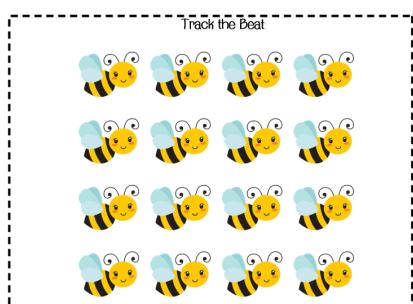
language and social important at this students to create known poems. (They you!)

### task cards

cleaners and sing the place a marker on



### Kindergarten- Tracking the beat



**First Grade:** Students continue with iconic tracking and exploratory singing until mid year when we begin reading and decoding notation. Center expectations have been established and students are able to spend a little more time working independently in their groups.

- **Melody-** We move towards more creation with the use of story cubes and puppets.
  - Story Cubes- Create a story. Have other people in your group add to the story.
  - Songtales- Students take known stories and sing them in a group. They are free to create games to go along with the story.
    - Example: Five Little Ducks/Five Speckled Frogs-I give students ducks and they choose how to sing and act out the story with the ducks/frogs.
  - Continue to work with puppets and longer songs.
  - Spin a song!- Students spin the wheel and sing the song or speak the poem that the spinner lands on. (Be sure to review this before you pass it out!)



Story Cubes

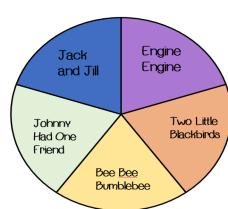


Story blocks



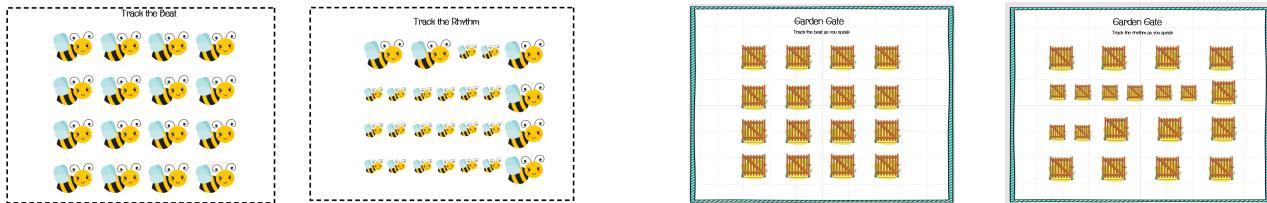
Letter dice

**Spin the Song!**- Using the song wheel students spin to choose a song/poem. They can then perform it how they would like. This is easy to change out with different songs and poems throughout the year! I have one that focuses on beat and one for melody.



**Rhythm/Beat**- We are moving towards reading rhythm, so they will work on beat and rhythm tracking. This is a great time to assess as well! Can the student distinguish between beat/rhythm? They still enjoy using beat buddies with this as well.

- **Rhythm/Beat tracking**- I have popsicle sticks with erasers on the end to help with tracking. Students can choose to use fingers, trackers or a pen if papers are laminated. Games they may play include speaking poems at the same time and keeping a beat. I like to give them a chance to create and practice in as many ways as they can create!



#### Example melody Groupings:

- Group 1- Spin the song
- Group 2- Story Cubes
- Group 3- Musical Concepts
- Group 4- assess with teacher/chrome songs

#### Example rhythm/beat Groupings:

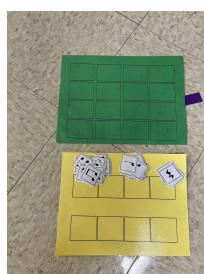
- Group 1- Track the beat/rhythm
- Group 2- Steady Beat spinner with puppets
- Group 3- assess with teacher/chrome beat games

**Music Literacy- Rhythm!**- I use similar centers for rhythm concepts, but add additional rhythms as students learn more notation. If you have a large class, consider only 3-4 activities, but two groups of each. I try to keep groups to 4-5 students at most. This is a great time to pull students who need additional help as well. You can have them in a group and work with them, while other students continue groups. In order to still engage with other groups, I may give a short task to my small group while I check on others. I use "Spin a Rhythm or song" for groups that may finish early. I try to have a range of activities from writing practice to reading.

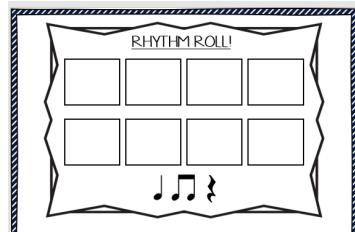
- **Beat boxes**- Students start with 8 beat boxes and use pre-cut rhythms to decode and create. As they progress they have 16 beat rhythm pages. I try to give specific songs

I mark how many are in each group so that I can easily check each year.

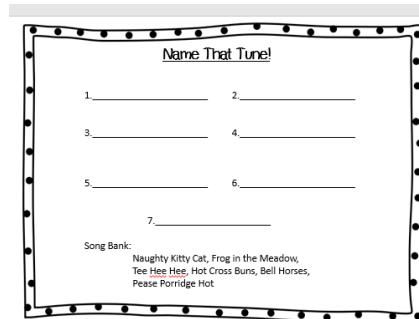
and/or games for students to practice so that they have more focus as they work.



- **Roll a Rhythm-** Using known rhythm patterns students roll a dice and write and speak the rhythm that they have.
  - Additions- Trade papers and read others, combine all patterns and read, one student read forward, one backwards... There are endless options!



- **Name That Tune-** Students decode known songs based on rhythms. I give a song bank to help them with this so that they know their options.



- **Song decode with songs**

them. They can then sing and tap the rhythm, sing the rhythm etc...

**Decode-** Students known songs patterns of prepared for

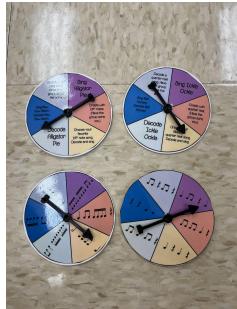


I create my own cards, and have also used Music ala Abbott on TpT.

- **Popsicle Stick Heartbeats**- Even though this is similar to beat boxes, I like to allow the students to “feel” the rhythms. Each student gets a bag with 8 heartbeats and they create rhythms. (For quarter rest, I use an “x”).
- Additions- Sit in a circle and create, walk around and read other students' work, choose the first line of a known song and decode, dictation....



- **Spin A Rhythm**- Spinners with rhythm patterns that students can decode or games to go along with known songs.



#### Example Rhythm Groupings:

- Group 1- Beat Boxes
- Group 2- Name That Tune
- Group 3- Song Decode
- Group 4- Roll a Rhythm
- Group 5- Teacher led/assess

#### Music

#### Example Rhythm Groupings:

- Group 1- Heartbeats
- Group 2- Song reading
- Group 3- Writing practice
- Group 4- Student led dictation
- Group 5- Teacher led/assess

**Literacy- Melody!**- As I did with rhythms, I use similar centers, but add additional solfege and eventually traditional notation as students progress.

- **Trace, Copy, Write**- Students place bingo chips on patterns and practice singing. They can also trace or copy with a marker. I have several options for this as a way to

differentiate within the groups. I group students who are developing with those who have mastered the concept so that they can help each other.

**Decode/Order known songs-** Students have known songs that they can decode and read.

I have created my own, but there are many on TpT as well.

### Example Solfege Groupings:

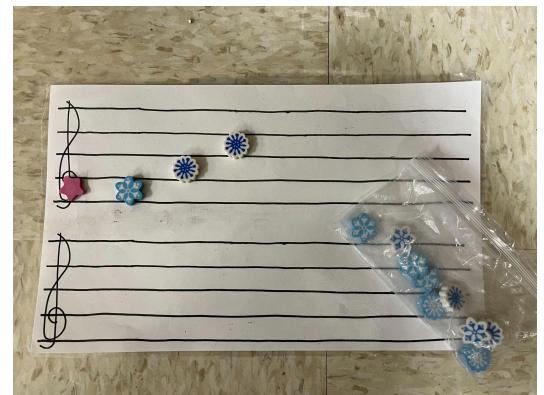
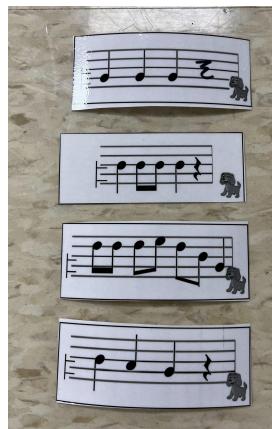
Group 1- Song Sort

Group 2- Copy/Write/Sing

Group 3- Teacher/chromebooks

Group 4- Student led dictation

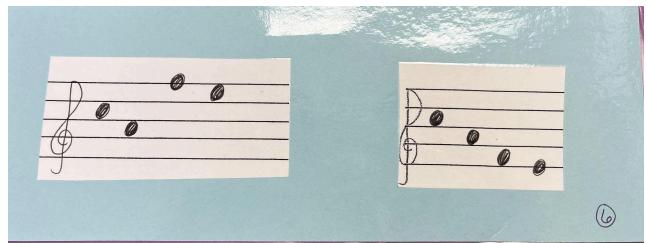
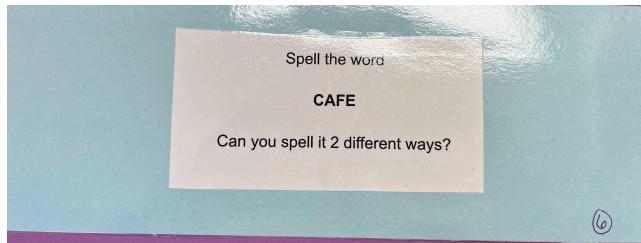
- **Traditional Notation-** Students have cards with words that can be



written in traditional notation.

There are options depending on student ability. Students use music staff with bingo cards or they can use dry erase markers to write out words. They can check their work on the other side.

- If students are still struggling with writing, they can read the notes and then check the other side to see if they were correct.
- Extension ideas: Play notes on Orff instruments



- **Recorders**- Recorders are a great way to work on traditional notation in small groups. Students can use pre written patterns and create a short song. I add xylophones as well for students who are struggling with notes. They can choose to add a bordun or play the notes on the barred instrument.



#### Example Traditional Notation Groupings:

Group 1- Write/decode notation

Group 2- Review known songs (rec or xyl)

Group 3- Teacher led

Group 4- Compose with patterns

