

FOUND OBJECT PERCUSSION

Collect, Categorize, Compose

LESSON/ACTIVITY PLAN

OBJECTIVES:

1. Students identify timbre of various found-object instruments, thus sharpening listening skills and the ability to distinguish, recognize, and categorize a wide variety of sounds.
2. Students compose found-object rondos, demonstrating knowledge of a number of fundamental music concepts, including structure/form.
3. Students perform or present their compositions.

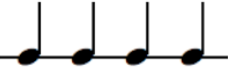
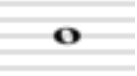
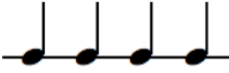


ACTIVITIES:

1. Find as much junk as you can. Raid the recycling bins at school; bring stuff from home. Make sure your junk represents a wide variety of materials. Some good stuff: empty yogurt tubs with lids, metal coffee cans or soup cans or any kind of corrugated tin, pencils, rubber bands, cereal boxes, spiral notebooks, wooden spoons.
2. Explore, explore, explore! Tapping on an overturned yogurt container like a drum is a pretty straightforward way to make a sound. Find out how many more ways you can make sound. Try filling it with various objects and shaking it. Compare the difference in sound between a shaking a container full of pennies and a container full of rubber bands or cotton balls (they are *really* quiet, but you can still hear them.) Using pencils, tap in different spots on the container to discover different sounds on the same object.
3. Sort objects according to sound. Decide on categories, such as “Metal”, “Wood,” “Plastic,” and “Paper.” Label a box or Rubbermaid tub with each category name and store your Found-Object Percussion instruments accordingly. Be prepared for some good discussion: should cardboard be included in “Paper,” or should there be a separate category for it? The answer isn’t as important as the discussion.
4. Use the Found-Object Percussion instruments to accompany classroom songs.

5. If you do a lot of rhythmic echoing with clap backs, try using found-object percussion instruments instead. If you divide the found objects evenly among different types of sounds, keep one of each kind yourself. Alternate playing rhythms on different kinds of sounds and ask students to echo only when you play on their type of sound (metal, wood, etc.). This not only builds rhythmic skills but sharpens students' sound discrimination skills.

6. Practice subdivision! Ask "Wood" sounds to play steady quarter notes. While they maintain the pulse, ask "Metal" sounds to put two sounds into each beat (eighth notes) or to play on the "one" and "three" (half notes). Extend all the way from whole notes to sixteenth notes if appropriate. Another extension: layer various rhythmic ostinatos, each pattern played by a different kind of sound. Switch ostinatos between different kinds of objects and comment on the difference in sound and texture.

7. Compose! Organize sounds to help teach or reinforce structure form. For example, here's a "Found-Object Rondo":

A	B	A	C	A
METAL	WOOD	METAL	PLASTIC	METAL
				

OUTCOME:

Students integrate foundational rhythmic skills and timbre awareness to create their own compositions.

STANDARDS:

1. K–3. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 0.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. K–3. 1. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 0.1.2.3.1. Read and notate music using a system of notation such as solfege, numbers or symbols.
3. K–3. 2. Artistic Process: Create or Make. 1. Create or make in a variety of context in the arts area using the artistic foundations. Music. 1. Improvise or compose to express musical ideas using the voice or an instrument.
4. K–3. 3. Artistic Process: Perform or Present. 1. Perform or present in a variety of contexts in the arts area using the artistic foundations. Music. 0.3.1.3.1. Sing and play a varied repertoire that includes simple rhythms and melodies.
5. Grades 4–5. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 4.1.1.3.1. & 4.1.1.3.2. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts. 2. Describe how the elements and their related concepts such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music.
6. Grades 4–5. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 4.1.2.3.1. Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef, and time signatures.
7. Grades 4–5. 3. Artistic Process: Perform or Present. 1. Perform or present in a variety of contexts in the arts area using the artistic foundations. Music. 4.3.1.3.1. Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.
8. Grades 6–8. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 6.1.1.3.1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
9. Grades 6–8. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 6.1.2.3.1. Read and notate music using standard notation such as dotted rhythms, clefts, mixed meters and multipart scores, with or without the use of notation software.
10. Grades 6–8. 3. Artistic Process: Perform or Present. 1. Perform or present in a variety of context in the arts area using the artistic foundations. Music. 6.3.1.3.1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.



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