

Game On: Using Music Activities to Assess in the Music Classroom

Any Questions? Please email me: mcnaughtons@pcsb.org

Game: **Instrument Charades**

Standards: MU.K.C.1.3, MU.K.F.3.1, MU.1.F.3.1, MU.4.F.3.1, MU.5.F.3.1

Equipment: Charades cards

Process:

- Divide class into at least two teams - Each team must be allowed same number of turns
- Follow basic charades rules – no talking out loud
- For younger student card may be read, but not explained
- Each team may only answer their own card – no stealing answers
- Team with most points win

Assessment: Students should be able to identify instruments and for older grades also understand how they produce sound and/or family

Card Ideas:

K-2: maracas, drum, triangle, tambourine, guitar, ukulele, violin, flute, piano

3-5: also add trumpet, harp, trombone, clarinet, recorder, cello, xylophone, etc.

Game: **Mallet Relay**

Standards: MU.K.F.3.1, MU.1.F.3.1, MU.3.S.3.2, MU.4.F.3.1, MU.5.F.3.1

Equipment: Xylophones, Mallets, Masking tape

Process:

- Mark starting line on floor
- Decide how many teams which dictates how many instruments
- Review the playing task: each student must play, alternating mallets, each bar at least once in an ascending/descending scale
- After finishing the playing task each student must tag in for the next player to start
- You may have students walk or run from starting line to instruments
- Team that has all members complete the task first wins

Assessment: Students demonstrate proper playing technique and/or understanding scales

Game: **Music 7 Up**

Standards: MU.K.F.3.1, MU.1.F.3.1, MU.3.O.1.1, MU.4.F.3.1, MU.5.F.3.1

Equipment: Cards

Process:

- Count number of students participating
- Divide that number in half for card count (more like 10 up)
- Review cards being used
- Good time to introduce a new concept if you want
- Gameplay:
 - Students moving around take a card – teacher does not discuss card
 - Students sitting or lying down have eyes closed
 - Moving students deliver card to receiving students then return to front and sit
 - Receiving student gets 2 guesses to pick their “giver”
 - To give a receiving student the chance to guess the teacher uses vocabulary or symbols. Ex: “Who has the quiet dynamic?”
“I have the piano!”

“Guess who gave you the piano marking”

- If a student guesses correctly they trade places with each other

Assessment: Students identify vocabulary and/or symbols

Card Ideas:

Rhythm, Pitches, Dynamics, Solfege, Tempos, Instruments, Symbols, Clefs, Accidentals, Voicings, etc.

Game: **Music Basketball**

Standards: MU.K.C.1.3, MU.K.F.3.1, MU.1.F.3.1, MU.3.O.1.1, MU.4.F.3.1, MU.5.F.3.1

Equipment: **Version 1:** 2 sets of colored paper Large bin
Masking tape Flashcards
Markers
Version 2: Nerf ball/bouncing ball Basketball net or large bin
Masking tape Timer
Flashcards

Process:

Version 1 –

- Divide class into 2 teams – each team gets a set of flashcards
- For each card answered correctly the team gets to stand closer to the basket
- Each team member gets a piece of paper (2 teams/2 colors)
- Wad up paper and shoot from assigned spot
- Get a count total of papers that land in the “basket” (or bin) - most “baskets” wins

Version 2 –

- Divide class into 2 teams – each team gets a set of flashcards
- Each team will get 30 seconds of free shooting time
- For each card answered correctly add 10 seconds of shooting time
- Someone not playing will have to rebound the ball
- Each team rotates through players shooting baskets till time is up - most “baskets” wins

Assessment: Students identify vocabulary/symbols

Flashcard Ideas:

Rhythms, Pitches, Solfege, Accidentals, Dynamics, Tempos, Instruments, Clefs, Genres

Game: **Music Four Corners**

Standards: MU.K.C.1.3, MU.K.F.3.1, MU.K.O.1.2, MU.K.C.1.4, MU.1.F.3.1, MU.2.C.1.3, MU.3.C.1.3, MU.3.O.1.1, MU.4.C.1.3, MU.4.F.3.1, MU.5.C.1.3, MU.5.F.3.1

Equipment: Cards, Chips (I use wood so I can write on them)

Process:

- Review cards selected
- Place cards in corners
- Gameplay:
 - Count to 3 - allowed to move
 - Ready? -find a corner
 - Freeze -no more movement
 - Chip called -in the corner called then you are out
 - When you end the round is up to you

Assessment: Students identify, classify, compare...

Card Ideas:

Rhythm, Solfege, Pitch notation, Fingerings-recorder/guitar/ukulele, Instrument families, Dynamics, Pictures-instruments/ensembles/voicings/ etc.