

# Instrument FUN for EVERYONE

Instrumental Play-alongs for the  
Elementary Music Classroom

Compiled by Carol Huffman Dickerson, Allison Blumenthal,  
Mary Ruth Marshall, Paula W. Farrar, and Terry D. Taylor

Edited by Carol Huffman Dickerson

The enclosed Enhanced CD contains audio files and PDF files.  
The CD can be played in a regular CD player or through your computer.



The CD icon indicates a track number on the CD for the recordings.  
The arrow and video icons indicate downloadable PDF and video  
resources provided on the Enhanced CD.

## Peake Music PUBLISHING

a division of  CELEBRATING GRACE

© 2021 Peake Music Publishing,  
a division of Celebrating Grace, Inc.  
All rights reserved.

Visit Peake Music Publishing online at [www.peakemusic.com](http://www.peakemusic.com).

# Contents

<b>INTRODUCTION</b>	3
<b>GRADES K–1</b>	
Beatin' and Boomin'	4
<b>GRADES K–2</b>	
Rhythm Instrument Fun	6
<b>GRADES K–3</b>	
<i>"William Tell"</i> Rhythms	8
<b>GRADES K–5</b>	
<i>"Trepak"</i> Play-along	11
<b>GRADES 2–5</b>	
Accompany a Classic	13
Follow the Beat Map	15
Jelly Bach Jars	17
Rondo Rhythms	19
<b>GRADES 3–5</b>	
Drumming with Friends	21
Play a Bach Prelude	23
<i>"Zimbole"</i>	25



# Introduction

*Instrument Fun for Everyone* is an exciting collection of instrumental and body percussion play-along activities designed for K-5 elementary students. Filled with music ranging from classical to folk to electronic beat track, these activities are sure to be winners with your students. These play-along activities will help improve students' music-reading skills, promote unity through working together in ensemble settings, and also provide performance opportunities.

The *Instrument Fun for Everyone* book and materials on the enhanced CD are completely reproducible. Print as many of the materials as you need to serve your classroom.

The book includes detailed teaching steps for each play-along activity, and the enhanced CD contains musical tracks as well as colorful visuals to assist with teaching.

Crafted with careful attention to age-appropriate musical concepts, we hope this resource will provide ample opportunity for your students to read, play, create, and experience the joy of music together.

## Visuals

All visuals are available to you in a PDF format for digital display or print. Visuals come in a variety of sizes, including single-page (8.5" by 11"), large-scale, and multipage formats. Over-sized visuals are offered two ways: as a single, large-scale visual (for digital display or to have professionally printed) and as a multipage document containing individual 8.5" by 11" pages for DIY printing and assembly.

- Single-page visual format:
- Over-sized visual—large-scale and multipage formats:



For digital display, use a PDF reader to show visuals individually or embed PDFs of visuals in the presentation software of your choice.

## Alternate Options for Classroom Instruments

Alternate Options for Classroom Instruments	
<b>Rhythm Sticks</b>	<i>Unsharpened pencils or dowel rods</i>
<b>Drums</b>	<i>Empty oatmeal or coffee canisters; plastic buckets</i>
<b>Shakers</b>	<i>Small plastic bottles or plastic eggs filled with sand, birdseed, or aquarium gravel</i>
<b>Bells</b>	<i>Keys on a key ring</i>

# “William Tell” Rhythms

## A Rhythm Instrument and Body Percussion Activity

Students will use rhythm sticks or body percussion to play along with the “William Tell Overture,” by Gioachino Rossini while learning about the origin of this exciting piece of music.

### Materials:

- Track 3
- William Tell Rhythms–Sticks Chart, pages 1 and 2
- William Tell Rhythms–Body Percussion Chart, pages 1 and 2
- Pairs of rhythm sticks, chopsticks, or lummi sticks
- Pointer

### Introduce the “William Tell Overture.”

- Tell students the music they are going to hear is called the “William Tell Overture.”
  - The Overture was written by Italian composer Gioachino Rossini in the 1800s.
  - It was written to introduce an opera called *Guillaume Tell*. (*Guillaume* is the French version of *William*.)
  - The opera was based on a legend about a Swiss hero, William Tell, who was an expert at shooting a bow and arrow. In this story, William shot an arrow through an apple on his son’s head.

### Practice the rhythms of each section.

- Distribute a pair of sticks to each child. Have students keep sticks in resting position (e.g., held down by their sides or in their laps) until time to play.
- Display William Tell Rhythms–Sticks Chart, pages 1 and 2.
- Point out there are four boxes in each section. Explain each box represents one beat.
- Point to each box in Section A, and echo speak the rhythm while pointing to each box. Demonstrate the patterns on the sticks, then have students echo play on their sticks, and return their sticks to a resting position.



Tap the top of both sticks on the floor.



Cross sticks and click together in the air.



**William Tell Rhythms**

FORM: Fanfare ABCAD Ending

**Fanfare**

8x

**A**

8x

**B**

8x

**C**

4x

**A**

8x

**D**

8x

**Ending**

7x

2x

1x

click & roll



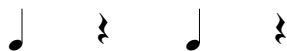
- Demonstrate the Section B pattern:



With sticks perpendicular to the floor, tap bottom of sticks on the floor.



With sticks perpendicular to the floor, tap sticks together long ways.



- Demonstrate the Section C pattern. Point out that the rhythm is the same as the Section B pattern.



Move sticks to the left.



Move sticks to the right.



- Demonstrate the Section D pattern.



Tap left stick on the floor.



Tap right stick on the floor.



- Demonstrate the three Ending patterns.
  - Perform the motions from Section A in this order seven times: *tap-click-tap-click*
  - Perform the motions from Section B two times.
  - On the last measure, click the sticks together then immediately raise them up and out into a "victory" sign, holding for four beats.

### Explain the form.

- Point to the Fanfare section. Ask students what they think the ears mean. (listen)
- Ask students what the 6x means. (Listen for six measures.)

### Teaching Tip

Explain that each group of four boxes represents one measure.

- Go through the form:
  - Fanfare: Listen for six measures
  - Section A: Play the pattern eight times
  - Section B: Play the pattern eight times
  - Section C: Play the pattern four times
  - Repeat Section A: Play the pattern eight times
  - Section D: Play the pattern eight times
  - Ending: Play the first pattern seven times, the second pattern two times, and the third pattern once, ending with the "victory" sign.

- Have students practice playing each section the number of times indicated on the chart with “finger” sticks.
- Repeat, playing rhythm sticks.
- Play Track 3, and have students play along to the “William Tell Overture” as you point to the chart.

### Play along with body percussion.

- Display William Tell Rhythms–Body Percussion Chart, pages 1 and 2.
- Demonstrate the body percussion patterns:

A:



B:



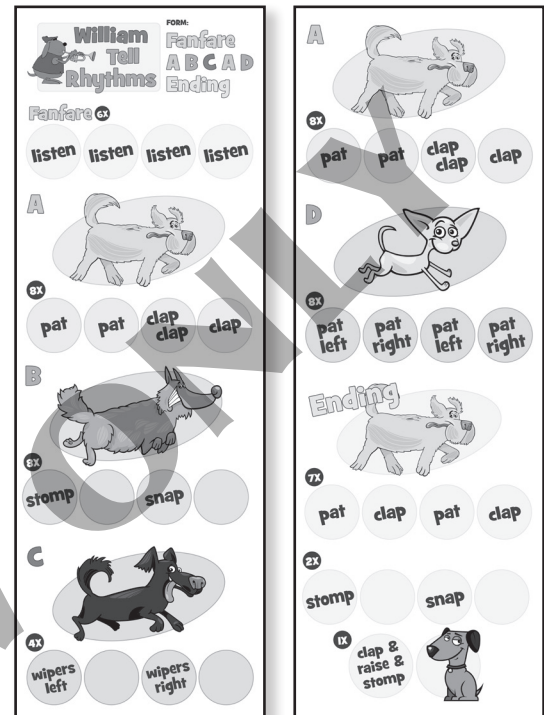
C:



D:



Ending:

- On the last measure, clap once then immediately raise arms up and out into a “victory” sign for three beats, stomping on beat four.
- Ask children which two motions, while keeping the steady beat, do not make a sound. (wipers, raise)
- Play Track 3, and have students play body percussion along to “William Tell Overture” as you point to the chart.



# Accompany a Classic

## A Boomwhacker® or Bell Play-along to a Bach Classic

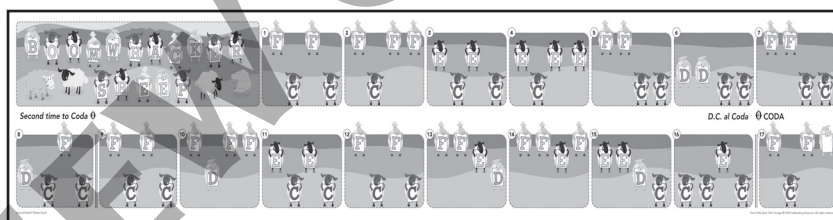
Students will follow iconic notation and a musical road map while playing Boomwhackers or bells, as well as learn some interesting facts about Johann Sebastian Bach and his beautiful piece "Sheep May Safely Graze."

### Materials:

- Track 5
- Boomwhacker Sheep Accompaniment Chart [↓](#)
- "Sheep May Safely Graze" Bell Chart [↓](#)
- Low C, D, E, F, G, A, B, B $\flat$  (opt.) and High C Boomwhackers, resonator bells, or desk bells

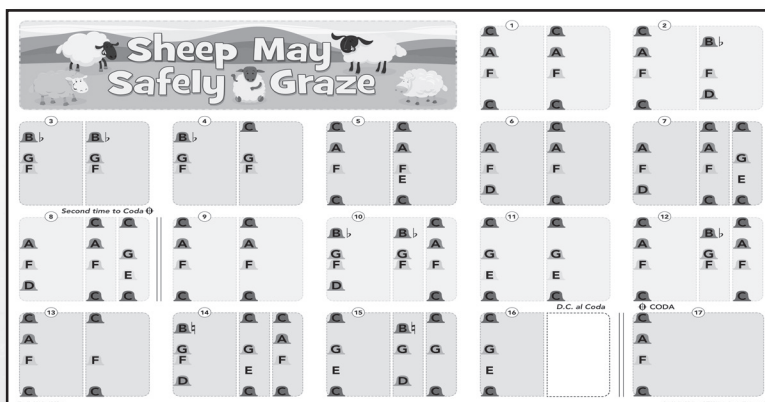
### Teach the Boomwhacker accompaniment.

- Display the Boomwhacker Sheep Accompaniment Chart.
- Point out and explain the road map signs:
  - *D.C. al Coda*—go back to the beginning
  - Second time to  $\oplus$ —skip to the *Coda* after playing that measure the second time
  - $\oplus$ —indicates the *Coda* or ending section
- Have students pat a steady quarter-note beat as you point to the chart, guiding them through the road map.
- Assign a color/pitch to each student.
- Point through the chart to a steady beat, and have students pat when you point to their color.
- Distribute Boomwhackers, giving students the color they were assigned.
- Refer to the chart and have students play only when you point to their color.
- Play Track 5. Lead students to play the accompaniment with Boomwhackers, following the chart.



### Teach the bell accompaniment.

- Display the "Sheep May Safely Graze" Bell Chart.
- Review the road map signs as they appear on the chart.
- Have students pat a steady half-note beat as you guide them through the road map.



## Teaching Tip

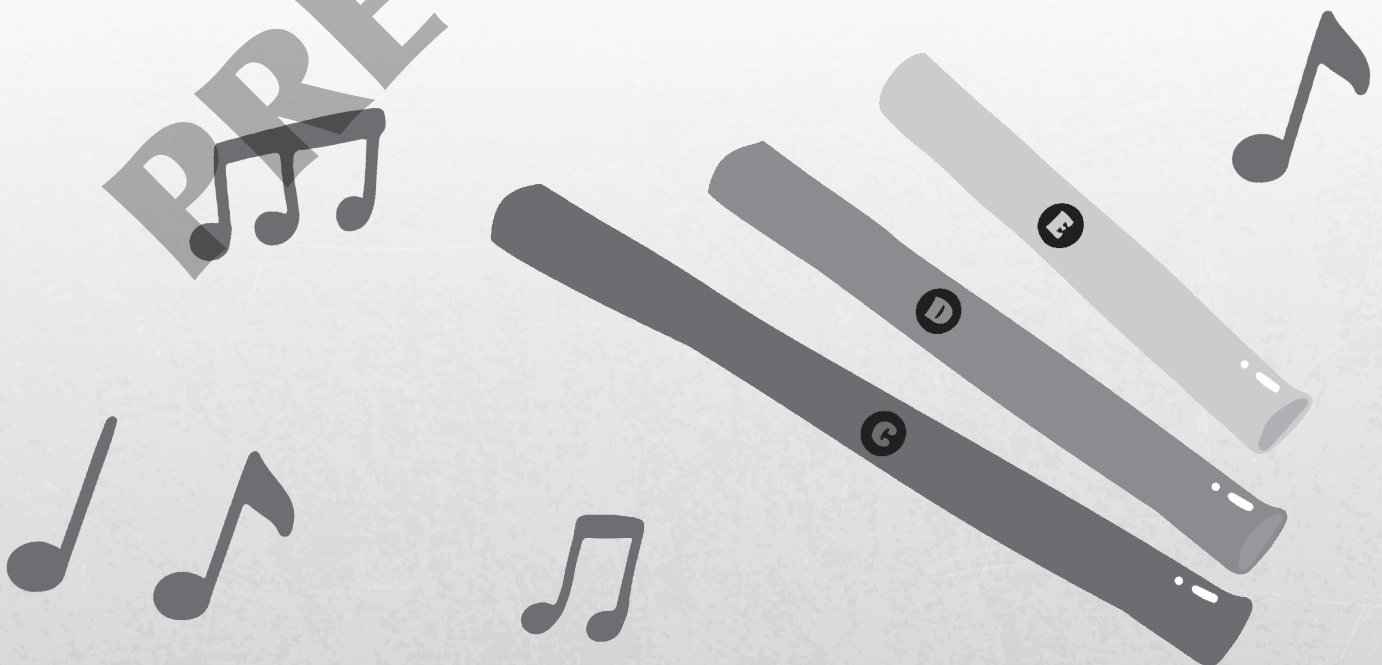
Most measures contain two half notes. Measure 7 and those like it contain a half note and two quarter notes. The blank space in measure 16 represents a half rest.

- Assign a color/pitch to each student. (B $\flat$  is optional)
- Point to the chart and have students pat only when you point to their color.
- Distribute bells, giving students the color they were assigned.
- Refer to the chart and have students play only when you point to their color.
- Play Track 5. Lead students to play their bells, following the chart.

## Make a Music History Connection

"Sheep May Safely Graze" is part of a larger work called a *cantata*. This *cantata* is referred to as Bach's "Hunting Cantata." Bach wrote the *cantata* to commemorate the birthday of Duke Christian of Sachsen-Weissenfels. Bach wrote the following flattering text about the Duke in the song: *"Sheep may safely graze where a caring shepherd guards them. Where a regent reigns well, we may have security and peace and things that let a country prosper."*

PREVIEW ONLY





# Follow the Beat Map

## A Rhythm Instrument and Musical Road Map Activity

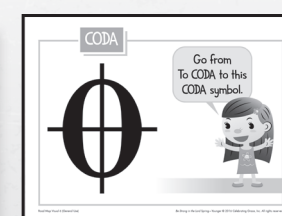
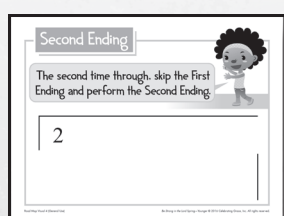
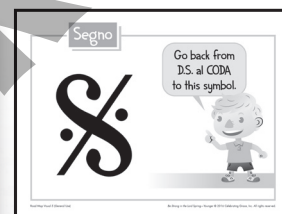
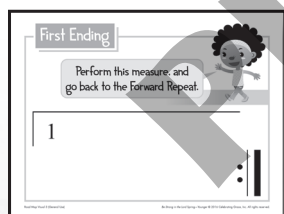
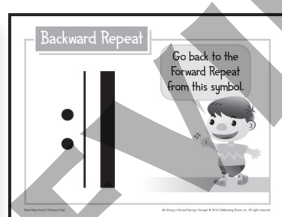
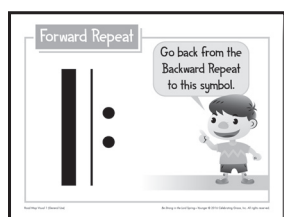
Students will play rhythm instruments on the steady beat while following musical road signs on a beat map.

### Materials:

- Track 6
- Follow the Beat Map Chart
- Road Map Visuals 1-6
- Drums, tone blocks, tambourines, and maracas

### Teach or review musical road map signs.

- Display Road Map Visuals. Have students name each symbol and read its function or explain the function in their own words.
- Display the Follow the Beat Map Chart. Have students find each road map sign on the chart.



**FOLLOW THE BEAT MAP**

4/4

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000

### **Practice Follow the Beat Map Chart.**

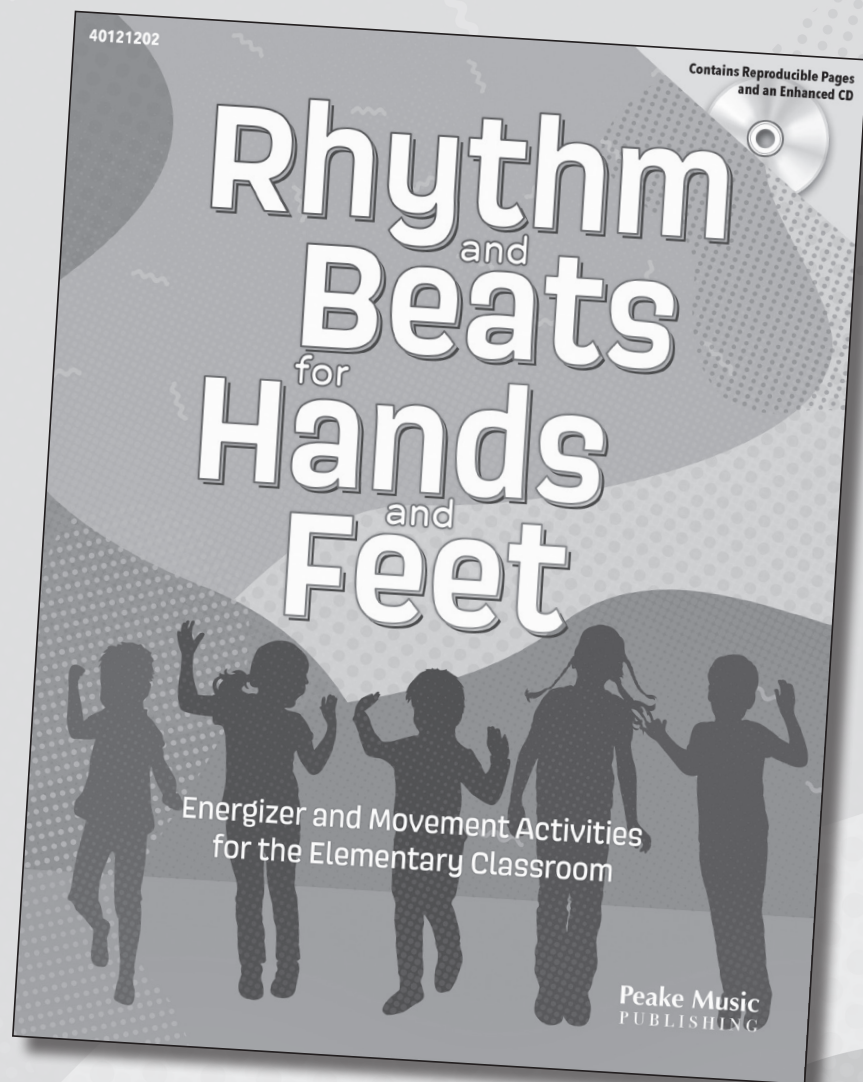
- Have students pat or clap a slow, steady beat as you point to each space on the Beat Map Chart, following the road signs.
- Play Track 6 and repeat, pointing to each space as students pat or clap and follow the road signs. (NOTE: There is a four-beat click at the beginning.)

### **Play the Follow the Beat Map Chart.**

- Divide children into four groups.
- Distribute instruments by group.
- Track the Beat Map, and have students play only when their instrument is pictured.
- Play Track 6, and have students play their instruments where indicated as you point and follow the road signs on the Beat Map.







Keep your students engaged in learning with the movement-filled activities and steady-beat energizers included in *Rhythm and Beats for Hands and Feet* from Peake Music Publishing. Designed for elementary students in grades K-5, this collection offers activities that are perfect warm-ups, transitions, brain-breaks, and energizers sure to inspire your students to move in creative, musical ways.

This reproducible book includes detailed teaching steps for each movement activity with helpful charts and bonus activity extension ideas. Also included are colorful visuals to assist with teaching, memory, movement, and form, with an array of premium musical tracks ranging from classical favorites and traditional folk songs to quirky new compositions and electronic beat tracks.

Curated with careful attention to age-appropriate musical and kinesthetic concepts, *Rhythm and Beats for Hands and Feet* is sure to provide ample opportunity for you and your students to move, express, create, learn, and experience the joy of music together.