



University
of Regina



Conservatory of
Performing Arts

Phone (Student Services): [306-585-5748](tel:306-585-5748)

E-mail: creative.camp@uregina.ca

Website: www.uregina.ca/cce/conservatory

Facebook: <https://www.facebook.com/uofr.conservatory/>

Music Lesson Plans

Developed and Compiled by Erika Folnović & Jennifer Taylor



Make music without an instrument! All you need is your mouth.

Read the Article:

<https://www.cbc.ca/kidscbc2/the-feed/make-music-with-your-mouth-the-art-of-beatboxing>

Watch the Video:

<https://www.cbc.ca/kidscbc2/the-feed/learn-how-to-beatbox>

Guided Learning:

- The video taught you 3 ways to make sounds with your mouth, but what other sounds can you make with your mouth that sound like a drum or other instrument?
- Practice making the three sounds from the video (the kick drum “buh,” the snare drum “pff,” and the closed hi-hat “tuhsuh”). See if you can combine them like the beatboxer in the video.
- Use a cell phone or computer to record yourself beatboxing.
- Write lyrics for a rap or spoken word poem to say over top of your recorded beat.





Make music with everyday objects in your home like the members of Stomp.

Watch Videos:

https://www.youtube.com/channel/UCD-dhyrx_DPcncSx7sVQIVA

Guided Learning:

- Find a collection of 5-10 everyday objects in your home you can make sound with like in the stomp video. Lay those “instruments” in front of you.
- Write a short song to play with your new instruments.
- If you and your child don’t know how to write music notation, that is okay! Develop your own writing system with your child to notate what to play using coloured markers. Use a specific colour to refer to each instrument. Use short dashes to represent shorter sounds and long dashes to represent sustained sounds. Use “x” marks to show when no instrument will be played. Write your coloured dots/dashes/x’s from left to right just like written language.
- As an extension use a music looping app (ex: Loopy on iOS \$3.99 or Looper on Google Play free) to record and isolate sounds from each instrument to create layered sounds.



Listen and learn about JS Bach's "Concerto for Two Violins, String and Continuo in D Minor, BWV 1043."

Watch the Video:

<https://www.youtube.com/watch?v=ILKJcsET-NM>

Guided Learning:

- Find a full guide on the Manitoba Chamber Orchestra website here, suitable for older students or adults: <https://www.themco.ca/bach-double-violin-concerto-bwv-1043/>.

For Younger Students:

- While you are listening to the piece, ask your child to draw what they are feeling or thinking about when they listen to the piece. If the music changes and they feel differently, ask them to start a new drawing. When the music finishes look at the drawings and ask them what they drew and to explain their art. Why did you choose this colour? How come you have a [blank] in your picture?
- Ask them to use describing words to explain the piece of music. Was it fast or slow? Was it empty or full? Was it chaotic or peaceful? Was it different throughout the piece or did it stay the same?
- Ask them if the music made them think of anything. Example: Have you heard a similar piece of music before? Did you go to any concerts that feature these instruments? When do you think this piece was written?
- Tell them about the composer from the resource guide above. Get them to write a letter to Bach with questions they have for why he wrote it or to tell Bach how they felt about the piece of music. What was your favourite part or instrument? How did the piece make you feel? Why did he write it for two violins instead of one?





Learn the basics of how to read music notation and explore more about how to write music notation.

Watch the Video & View Learning Resources:

<https://ed.ted.com/lessons/how-to-read-music-tim-hansen>

Guided Learning:

- First watch the TED-Ed lesson from Tim Hansen to get a crash course in the foundations of how music is written: <https://www.youtube.com/watch?v=ZN41d7Txcq0>

For Beginners:

- Head to this website to learn more in details about the different basics of music theory: <https://www.musictheory.net/lessons>. Try learning a new topic each day!
- Try some of the exercises and quizzes on the website, too, once you have learned some of the basics: <https://www.musictheory.net/exercises>.

For More Advanced Music Students:

- As a musician it is important to not only know how to read music but understanding and comprehending what we hear. We can do this training through what is called ear training. You can do some basic ear training on EarBeater: <https://www.earbeater.com/online-ear-training/#/>





Learn a different approach to visualizing rhythmic patterns using “the wheel method” as taught by educator John Varney.

Watch the Video & View Learning Resources:

<https://ed.ted.com/lessons/a-different-way-to-visualize-rhythm-john-varney>

Guided Learning:

- Watch the 5:22 video on YouTube: <https://youtu.be/2UphAzryVpY>
- Cut out circles from cereal box cardboard or other paper. Use a lid from a yogurt or ice cream container as a template.
- Create 2 or 3 circular layers in your circle like the video, from smaller lids of containers you have in your home.
- Use stickers or marker dots to create the rhythm pattern using the blue (main beat), red (off beat), and white/yellow (secondary beat) dots in the video.
- Copy and divide your circle in the suggested patterns from the video to emulate the different patterns from the various musical genres. Divide your circles into sections of 2's (2, 4, 6) or 3's (3, 6, 9). This is a great way to incorporate math into your music lesson!
- Use instruments around your home to play the new rhythm OR if you do not have instruments, try using pots and pans from your kitchen!
- Extension: use a music looping app (ex: Loopy on iOS \$3.99 or Looper on Google Play free) to record the rhythms to create layered and repeating patterns.



Mon, May 4 is Music Monday across Canada! Join in with [Coalition Canada](#) in a day-long broadcast of live music performances and activities.

Register and Find the Livestream Links:

<https://coalitioncanada.ca/musicmonday/en/home-2020-online/...>

Guided Learning:

- Head to the Coalition Canada website to register to take part in the festivities and to access resources on Canadian jazz pianist Oscar Peterson’s “Hymn to Freedom.” Register here: <https://coalitioncanada.ca/musi.../getinvolved/registration/>
- Watch Oscar Peterson perform “Hymn to Freedom” in Denmark in 1964 on YouTube: <https://www.youtube.com/watch?v=tCrrZ1NnCuM>
- Learn more about the life of Oscar Peterson and why he was inducted into the Canadian Music Hall of Fame in 1978: <https://canadianmusichalloffame.ca/inductee/oscar-peterson/>



Make your own shekere from materials around the house!

Visit the Website for the Tutorial:

http://www.dariamusic.com/make_Shekere.php

Guided Learning:

- Which country did the shekere originate in?
- Create your shekere using containers, beads, and/or other objects as suggested by the tutorial.
- Play the rhythm of your favourite song using your home made shekere. Could your family guess the song?
- Have a family member play the rhythm of a song on the shekere. Could you guess the song?
- Create your own rhythm with your new instrument! Add lyrics if you like.
- Extension: Are you able to make any of the other instruments on the website? There are tutorials for instruments like a cajón and more: <http://www.dariamusic.com/cajon.php>. Create a family band!





Could you imagine your favourite movie without any music? Today's lesson will show how important music is when it comes to setting the mood to a movie. Watch these clips to see how different music changes the way you feel about a scene.

Watch the Video:

<https://www.youtube.com/watch?v=iSkJFs7myn0>

Guided Learning:

- Watch this clip to see how the beginning of The Lion King would look with different music playing during the opening scene: <https://www.youtube.com/watch?v=ecYggLml89c>
 - How did the different music make you feel?
 - In each example, write down how the music sounded to you. (ex. Silly, scary, angry, etc.)
- Think back to your favourite movie. Would you change the background music?
- What other forms of media use background music?
- Do a fun activity like go for a walk, draw a picture, or make up your own dance.
 - What kind of background music would be playing during your activity?





Make your own flute or trombone!

Watch the Video:

<https://www.youtube.com/watch?v=8zrsx8V8XwQ>

Guided Learning:

- Can you play a song that you know? Songs to try:
 - Mary had a Little Lamb – Use this video as a guide for how to hold your fingers!
<https://www.youtube.com/watch?v=Z1XfslOWXzI>
 - Twinkle Twinkle Little Star
<https://www.youtube.com/watch?v=dNEuHa1bfbc>
- The flute and trombone video mentions reed instruments. Watch this video to see how a clarinet reed is made: <https://www.youtube.com/watch?v=uX5OYFx5eWA>
- Watch another video to see how a clarinet is made:
<https://www.youtube.com/watch?v=bqdtNBPIVfM>
- Reed instruments fall under the woodwind family. Learn more about instrument families:
<https://www.youtube.com/watch?v=WencysIK76o>
 - Based on the description in this video, do you know any other instruments that might use a reed?





There are so many sounds that we hear every day, and we even use sound to communicate. Sound is important to our everyday lives, and this lesson will explain how sounds are made, and the science behind sound.

For Beginner Students: <https://www.youtube.com/watch?v=3-xKZKxXuu0>

For Advanced Students: <https://www.youtube.com/watch?v=XDsk6tZX55g>

Guided Learning:

- Some instruments look like bent tubes, and some have strings. How do these instruments make sound? <https://www.factmonster.com/dk/encyclopedia/arts-and-entertainment/musical-instruments>
- Though this next video is mostly about brass instruments, there are brief explanations about how other instruments produce sound!
<https://www.youtube.com/watch?v=IYHfiQ4R7Bs>
- Some sounds seem to last longer than others. For example, if you were to tap on a pot, the sound might last longer than if you tapped on a table. Using your own belongings, tap on them to find a long, and a short sound.
 - What object made the longest sound?
 - What object made the shortest sound?
 - Think about the objects that made the longest and shortest sound. What are they made out of? Ex. Did a metal pot make a longer sound than a wood table?
- Based on the videos you watched which sound (long or short) vibrates faster?
- Can music be a science lesson? Why, or why not?





Musical Term: Dynamics

Music would be boring, or even strange, if it was all played at the same volume. Learn how musicians know how to change the volume of how they're playing.

Watch the Video:

<https://www.youtube.com/watch?v=uQklolQIZ0I>

Guided Learning:

- Using things around the house learn about volume.
 - Look at the objects around you. Some are loud, and some are quiet. What makes a forte sound, and what makes a piano sound?
 - The word “crescendo” means to go from a soft sound, to a loud sound. Try this effect by tapping on a table gently, and slightly harder to make the sound grow louder. You can always try this by tapping on different objects, such as pots or containers.
- Listen to the famous 1st movement of Beethoven’s 5th Symphony:
<https://www.youtube.com/watch?v=22wEhOdfAfA>
 - When were the players using the piano dynamic and forte dynamic?
 - Did you hear any crescendos, or decrescendos?
 - What did you notice about the conductor’s actions during the forte dynamic? How about the piano dynamic?
- Watch this video to see how conductors move to show the band how to play:
<https://www.youtube.com/watch?v=xcR1-WhjZys>



Writing music is a lot harder than it looks, but there are fun guides to help you learn how to read and write your own sheet music! Today's activity involves a brief guide on how to learn sheet music, as well as an interactive game that gives you the opportunity to write a song!

How to Read Sheet Music: <https://www.musicnotes.com/now/tips/how-to-read-sheet-music/>

Guided Learning:

- Draw these parts of sheet music, and label them:
 - Staff
 - Treble clef
 - Three different notes using two different note values. Ex. Write a B note, a D note, and a G note, making two of them quarter notes, and one a half note.
 - A time signature
- Close to the bottom of the page, there is a link for free sheet music for Mary Had A Little Lamb. If you can download it, use it for the next activity!
- Try the interactive game on this page, titled "Compose Your Own Music":
www.classicsforkids.com/games.html
 - Think about the feeling that you want your music to have. Maybe you want a happy song, or a sad song. Don't worry if there's a note that you don't like the sound of. You can erase anything that you make if it doesn't sound right to you.
 - Once you have finished composing your masterpiece, play it for someone in your household. Ask them how your piece of music makes them feel.
 - Write some song lyrics to go with your song! Music can be about anything you want; your favourite book, a pet, a family member, the comfiest spot in the house, the best dessert you ever had... The possibilities are endless!
 - Play around with the notes until you hear something familiar. Ex. Try using all quarter notes, using the notes E-D-C-D-E-E-E; what song does this sound like?
 - If you picked up the sheet music terms quickly, try the advanced interactive game!





Some instruments don't seem to fall into any musical category (Woodwind, brass, percussion, and string). One of these instruments is the Theremin! Learn about the Theremin and how it works.

Watch the Video:

<https://www.youtube.com/watch?v=-QgTF8p-284>

Physics of the Theremin: <https://www.youtube.com/watch?v=KDG15-iTJLw>

Quick Theremin facts: <https://kids.kiddle.co/Theremin>

Guided Learning:

- Listen closely to the first YouTube video.
 - Did the Theremin sound like any other instrument that you know?
 - Have you heard the Theremin in a song that you know? Here's one of the most popular Theremin songs: <https://www.youtube.com/watch?v=hdjL8WXjIGI>
- There are 4 common categories for musical instruments (Woodwind, brass, percussion, and string). But thanks to technology, we now have electronic instruments!
 - Do you know of any electronic instruments? Ask a member of your household for help if you feel stuck. Write down every electronic instrument that you can think of.
 - Canada has a history of taking part in electronic instruments! For advanced learners, check out this link to explain the Canadian involvement in electronic instruments, as well as electronic music:
<https://thecanadianencyclopedia.ca/article/electronic-musical-instruments-emc>
 - One of the first electronic instruments made in Canada was Hugh Le Caine's Sackbut. Click this link to learn more about the Sackbut:
<https://ingeniumcanada.org/artifact/hugh-le-caine-electronic-sackbut-synthesizer>
 - Listen to this original Hugh Le Caine electronic composition titled "Dripsody":
<https://www.youtube.com/watch?v=zvHSvSBwFYM>



Music doesn't just get you active and dancing; Music also gets almost every part of your brain working, and learning to play an instrument can help you in all areas of your life!

Read the Article:

<https://www.ucf.edu/pegasus/your-brain-on-music/>

Watch the Video:

<https://www.youtube.com/watch?v=R0JKCYZ8hng>

Guided Learning:

- After reading the article, ask your child these questions:
 - Were you surprised that so many parts of the brain are involved in listening to music and playing music?
 - Write down the different parts of the brain listed in the article. What is unique about the visual part of the brain? How does that relate to listening to music?
 - What fact about how music can affect you interested you the most?
 - One fact is that music can make you stronger. What song would you listen to while you are exercising to get yourself strong?
- After watching the video, ask your child these questions:
 - What is the difference in brain activity between listening to music and playing music?
 - Listen to a song that you enjoy. The video that you watched says that your brain is able to pick apart the different instruments in a song. Can you focus on one instrument that is playing?
 - While focusing on one instrument, was there something about the song that you had never noticed before? What was it?





Music does not always need to be serious. Weird Al Yankovic is a musician who became famous by making parodies of famous songs.

What is a Parody?

<https://examples.yourdictionary.com/examples-of-parody.html>

Who is Weird Al?

<https://www.weirdal.com/archives/biography-2/>

Guided Learning:

- Have you ever heard of Weird Al?
 - If you have, what is your favourite Weird Al song?
 - Ask your parents if they know who Weird Al is.
 - What is your parent's favourite Weird Al song?
 - Check out some of these Weird Al parodies:
 - Eat It – Parody of Michael Jackson's "Beat It":
<https://www.youtube.com/watch?v=E8Nv5hWd-Js>
 - I Love Rocky Road – Parody of Joan Jett's "I Love Rock and Roll":
<https://www.youtube.com/watch?v=fHu-35W4QW8>
 - Yoda – Parody of The Kinks' "Lola":
<https://www.youtube.com/watch?v=zdu8l1gWqk4>
 - Handy – Parody of Iggy Azalea's "Fancy":
https://www.youtube.com/watch?v=DCkIGIL_i0o
**Note: "Handy" contains a line that could be suggestive, but is in reference to stripping paint.
- Write your own musical parody!
 - Start by picking a song that you really enjoy. Pay attention to if the song has parts that rhyme, or ask an adult to help you look up the lyrics if you are not sure what they are.
 - Pick a subject that you want your parody to be about. Weird Al usually uses different foods as his subject, but let your imagination run wild! Your parody can be about an animal, a movie, or your favourite activity, just to name a few subjects.
 - Start writing! Writing a song does not have to be perfect on the first try. Keep your parody somewhere safe, and you can continue to add to it. Some of our best ideas occur when we're busy with another task.
 - Perform your parody for friends or family





You might be familiar with orchestral instruments: violins, cellos, trumpets, flutes, oboes, tympani's, etc. What about some of these strange instruments?

- Less Common Instruments: <https://www.youtube.com/watch?v=v62YjjV-Roo>
- Piccolo: <https://www.britannica.com/art/piccolo>
- Bass Flute: <https://www.britannica.com/art/bass-flute>
- Subcontrabass Flute: <http://www.kingmaflutes.com/mySite/subcontra.html>
- Piccolo/A flat Clarinet: <http://jennyclarinet.com/2016/11/all-about-the-a-flat-clarinet/>
- Subcontrabass Saxophone: <https://www.classicfm.com/discover-music/instruments/saxophone/features/subcontrabass-saxophone-soprillo-jazz/>
- Piccolo Trumpet: <https://www.normans.co.uk/blog/2017/07/different-types-of-trumpet/>
- Bass Trumpet: http://dbpedia.org/page/Bass_trumpet
- Contrabass French Horn: <https://www.classicfm.com/discover-music/latest/contrabass-french-horn/>
- Contrabass Trombone: <https://kids.kiddle.co/Trombone>
- Big Carl the Tuba: <https://www.nytimes.com/2014/09/27/nyregion/its-a-giant-its-a-novelty-its-a-tuba-named-big-carl.html>

Guided Learning:

- Have you heard of any of the instruments in the video?
 - Where did you hear about them?
 - Which less common instrument would you be interested in playing? Why?
- These instruments made a ton of cool sounds!
 - Which instrument sounded the best and worst?
 - Think about the sound of each instrument. What kind of song would you hear that instrument playing in? Would it be a happy song, or a sad song? A fast song or a slow song?
- The instrument names are all the same, but with similar prefix words.
 - What does the word Contrabass mean? Check out entry number 2: <https://www.merriam-webster.com/dictionary/contrabass>
 - What does the word Piccolo mean? Check out entry number 1: <https://www.merriam-webster.com/dictionary/piccolo>
 - Based on the way that the instruments look, what do you think Subcontrabass means?
- Big Carl; what a funny name for an instrument! Do you think the name Big Carl suits the tuba in the video? Try giving each instrument a funny name! Why did you choose the names that you did?

