

Tap and Shake My Tambourine



P17 Connecting With Music and Movement

Primary Objective: 7
Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

Related Objectives: 1b, 2c, 6, 11d, 34

What You Do

Background: Young children are often fascinated by the different ways that objects can be used to make sounds. In this activity, children develop their coordination and hand control as they make sounds by manipulating tambourines.

Materials: tambourines

- 1. Introduce a tambourine by shaking, banging, and tapping it to make different sounds.**
“This is a tambourine. Shake, shake, shake. Do you hear the sound?”
- 2. Provide each child with a tambourine. Allow the children to shake, tap, and bang their tambourines to make music.**
“You are banging that tambourine! I hear the sound you’re making.”
- 3. As the children play with their tambourines, describe what they are doing and model different ways to make sounds.**
“Rico, you are clapping two tambourines together. Hmm, I think I will shake mine high in the air.”
- 4. Allow children to use the tambourines for as long as they are interested.**
“It looks like we are all done with the tambourines for today. I am going to put them away, but we can play with them again another day.”

Including All Children

- Provide a variety of tambourines that are easy to grasp and manipulate.
- Invite children to use arms or feet to tap the tambourine.
- Demonstrate the movements as you explain the activity.**

Teaching Sequence

RED	While the child sits on your lap or lies on a soft surface, gently tap a tambourine on his foot or shake a tambourine over him. “Shake, shake the tambourine.”
RED	Assist the child with holding and shaking a tambourine in different positions. Encourage her to bang the tambourine on different surfaces and pass it between her hands. “Here is a tambourine for you, Lina. Bang, bang! It is loud when you bang it on the floor. Can you tap it on my hand?”
ORANGE	While the child plays with a tambourine, observe how he manipulates it with his hands. Describe his actions to him. “Heath, you are turning the tambourine around and around. I like the sound it makes when you do that.”
YELLOW	
YELLOW	Model different ways to use a tambourine. Ask the child to try to copy your actions. “I am going to play my tambourine with one finger. Can you do what I am doing?”
GREEN	Invite the child to experiment with new ways to use her hands to play the tambourine. “I see you are tapping it with your whole hand. How else can you use your hand to play it? Now you’re using your smallest finger to make a sound on the tambourine.”

See *The Creative Curriculum® for Infants, Toddlers & Twos, Volume 3: Objectives for Development & Learning* for the progression of development beyond the green colored band for this objective and dimension.

Questions to Guide Your Observations

- How did the child grasp and manipulate the tambourine? (7a)
- In what ways did the child use his body to make music with the instrument? (6)
- Did the child experiment with the instrument to make sounds? If so, how? (11d)

Additional Ideas

- This activity can be done with any percussion instrument.

Related LearningGames®

- 24. Dropping Objects

Objective 1

Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 1a, 2a, 2c, 5, 6, 8a, 8b, 11a

What You Do

1. Write the following words on index cards: *twist, wiggle, shake, sink, rise, bend, and stretch*.
2. Play lively instrumental music at a low to medium volume.
3. Say, “Look down and see where you standing. Let’s see if we can stay in our spot as we move.” **Call out the words from the index cards and demonstrate the movements, e.g., “Let’s shake! Let’s wiggle!”**
4. Change the sequence of the movements and repeat the instructions.

- Shorten the sequence for young toddlers, e.g., do three movements, and then run around in a circle.
- Encourage children to lead the group with their own sequences.
- Repeat the activity, but vary the tempo of the music, e.g., fast, slow.
- Encourage children to work with a partner and mirror each other's movements.
- Hold infants securely in your arms as you perform the movements.

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