

# Pots & Pans Band



## What You Do

**Materials:** variety of pots, pans, and bowls; wooden spoons; plastic spatulas

1. **Show the children the pots, pans, wooden spoons, and plastic spatulas. Explain that you will use the materials to make music together as a band.**

“We have different kinds of pots and pans to make music with today. We are going to form a band and play the pots and pans together.”

2. **Demonstrate how you can use the spoons or spatulas to tap on the pots and pans to make different sounds.**

“Listen to the different sounds you can make. When I use the wooden spoon, it makes a lower sound than when I use the plastic spatula.”

3. **Invite the children to choose their own materials and join you in the band.**

“Which pots or pans would you like to try first? You can test them out to see which sounds you like the most.”

4. **Model different patterns and sounds including different rhythms and tempos.**

“Listen to the pattern that I can make. It goes soft, soft, loud; soft, soft, loud.”

5. **Give children an opportunity to create their own sounds and patterns for as long as they are interested.**

# M80

## Music and Movement

### Primary Objective 23

Demonstrates knowledge of patterns

Related Objectives: 1b, 2c, 3a, 7a, 8a, 11a, 34

### Including All Children

- Offer a variety of materials to make music with.
- Cover the pots and pans with dishcloths or blankets to create a softer sound.
- Wrap foam around the handles of the wooden spoons or plastic spatulas to make them easier to grip.
- Offer items that make sounds when shaken, such as a plastic container with beads inside.
- Model each action as you are describing it.\*\*
- Use the child's name and ensure that you have his full attention before asking him a question.\*\*

## Teaching Sequence

|        |   |
|--------|---|
| YELLOW | <b>As the child bangs on the pots, draw his attention to the natural patterns that he is creating.</b><br>“Ernie, listen to the pattern that you are making. It sounds like <i>bomp</i> [pause], <i>bomp</i> [pause], <i>bomp</i> [pause].” |
| YELLOW | <b>While playing on the pots and pans together, ask the child to follow along with the patterns that you model for her.</b>   |
| GREEN  | “Listen, these two pots make a different sound. I am going to tap on this one and then on that one. Can you tap along with me?”   |
| GREEN  | <b>Challenge the child to copy your patterns while playing on the pots and pans.</b>  |
| BLUE   | “Listen carefully so you can hear the pattern that I am making. Can you copy the pattern that you hear?”  |
| BLUE   | <b>Invite the child to create his own simple pattern. Once he has established his pattern, join in and play the pattern together.</b>   |
| PURPLE | “What pattern did you create with the pots and pans? I hear it; you are doing two fast beats and then one slow beat; fast, fast, slow; fast, fast, slow.”   |
| PURPLE | <b>Encourage the child to create longer, more complex patterns using different rhythms and different pots and pans.</b><br>“Can you make a really long pattern? What would it sound like if we try putting different patterns together?”    |

### Questions to Guide Your Observations

- What patterns of sound did the child recognize, extend, or create? (23)
- How did the child use and share the pots and pans, spoons and spatulas with others? (3a)
- In what ways did the child use her hands to hold and manipulate the spoons or spatulas? (7a)

### Related LearningGames®

- 122. Searching for Sounds

## Objective 34

### Explores musical concepts and expression

Related Objectives: 3a, 4, 7a, 8a, 8b, 12a, 14b, 20b

## What You Do

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### 1. Keep the beat by clapping or patting your lap as you recite the following chant.

Let's play an instrument

We can play together

Let's all play the [drums]

[boom, boom, boom, boom, boom]

### 2. Repeat the chant using new instruments and sounds, e.g., tambourine, tap; guitar, strum; etc.

- Invite the children to be a marching band and march as they play their instruments.
- Ask the children to suggest instruments to play.
- Invite children to create a numerical marching band, e.g., one guitar, two trumpets, three drums, four tambourines, etc.

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