

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	As the child bangs on the pots, draw his attention to the natural patterns that he is creating. “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	While playing on the pots and pans together, ask the child to follow along with the patterns that you model for her.
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	Challenge the child to copy your patterns while playing on the pots and pans.
BLUE	“Listen carefully so you can hear the pattern that I am making. Can you copy the pattern that you hear?”
BLUE	Invite the child to create his own simple pattern. Once he has established his pattern, join in and play the pattern together.
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	Encourage the child to create longer, more complex patterns using different rhythms and different pots and pans. “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

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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