



Making Music Lesson Plan | PINKALICIOUS & PETERRIFIC®

Children learn about different types of musical instruments and the sounds they make in this PINKALICIOUS & PETERRIFIC® lesson plan. They explore different music genres, especially the blues; acquire new music vocabulary; and discover instruments made from unusual materials. PINKALICIOUS & PETERRIFIC® video excerpts inspire students to use their imagination to create their own class marching band, write an original blues song, and make homemade musical instruments.

Lesson Summary

In this lesson, children experience the joy of music by watching several PINKALICIOUS & PETERRIFIC® video excerpts. From an episode called Invisible Band, they learn about different instruments and the sounds they make. While watching an excerpt from an episode called Peter's Blues, they are introduced to the blues genre. Finally, they watch a live-action video in which artist and musician Ken Butler introduces his "hybrid" musical instruments, made from existing or "found" objects. During the lesson, children listen to different kinds of music, organize a class marching band, explore songwriting to create their own blues song, and make their own instruments. See [Get Smart with the Arts!](#) for more information about how music and the arts can enhance children's cognitive, social, emotional, and academic skills.

Time Allotment

Three or more class periods

Learning Objectives

- Students will learn about musical instruments and the sounds they make.
- Students will create their own musical instruments.
- Students will experiment with making music and writing songs.

Prep for Teachers

You probably already use music in your classroom in a variety of ways. For this lesson, you will need access to different kinds of music and a device to play the music on. To add to

your own collection, check your school or public library for CDs or streaming services that you can use.

If actual instruments are not available to help familiarize children with the sounds they make, use books (see [Recommended Reading List](#)), invite area musicians (and/or family members who play) to visit, or ask the local middle or high school band to demonstrate their instruments. You may want to set up a display of pictures of instruments for reference as well as a collection of books about music and musical instruments for browsing.

Listening to different types of music, much like listening to a wide variety of stories, encourages creativity, self-confidence, and curiosity. Learning about instruments expands children's knowledge and vocabulary. Creating their own musical instruments builds children's abilities to explore and experiment. Music and movement are also activities that help children feel part of the group. When making music together, children learn to work together as a team and feel a sense of accomplishment when they present the final product.

You may want to continue this lesson throughout the week, giving students plenty of time to listen to and learn about music before they do the activities.

Supplies

Materials

- Various kinds of music (e.g., jazz, reggae, hip-hop, rock 'n' roll, country, classical, opera, marching band); music from other countries and cultures
- Blues songs by a range of artists
- Device for playing recordings or streaming music
- Various musical instruments (if possible, include harmonica, glockenspiel, tuba, trombone, and recorder as well as percussion, such as hand drums, shaker eggs, and rhythm sticks)
- Pictures of musical instruments (optional)
- Materials for making musical instruments, if doing the activity in class
- Drawing supplies and books about music and musicians (optional)

Handouts

For Teacher

- [Get Smart with the Arts!](#)
- [Recommended Reading List](#)

For Students

- [Make Your Own Instrument!](#)
- [Mood Music](#)

Multimedia Resources

Best Marching Band | PINKALICIOUS & PETERRIFIC®

Singing the Blues | PINKALICIOUS & PETERRIFIC®

Musical Instrument Maker | PINKALICIOUS & PETERRIFIC®

Introductory Activity

- Ask children what kind of music they and their families like to listen to. They may suggest titles, artists, or descriptions (fast, slow, loud). Children may also know traditional music that is sung or played at home. Encourage them to share their knowledge. Point out that there are many, many different kinds of music and instruments that are played all over the world.
- Share some key words to help categorize the kinds of music children are likely to know: *rock, hip-hop, folk, jazz, classical, country, reggae*. You may want to write the words on the board or a word wall.

Learning Activities

Part One: Marching Band

1. Before watching the Making Music video excerpt

- Play as many different musical genres as you can. Make a class chart of children's favorites. Introduce children to as many instruments as you can find. If possible, have them try them out. Help students describe the sounds by providing them with music vocabulary such as *dynamics* (loud, quiet), *pitch* (high, low), and *tempo* (fast, slow). Try to include the instruments that students will hear about in the video (glockenspiel, tuba, trombone, recorder).
- Introduce marching band music by playing some examples, such as songs by John Philip Sousa or Henry Fillmore. Ask children, *How does this music make you feel? What kinds of movements could you do to this music?* Ask students to experiment by moving to the music.
- Have students stand up and clap along with the music. Then have them march in place, keeping time with the beat. Model how a marching band might look by marching, lifting your knees high with each step. Then have children try it at their desks (or in a circle).
- Tell children that now they are going to watch a video excerpt: [Making Music | PINKALICIOUS & PETERRIFIC®](#). For those not familiar with the television series, explain that Pinkalicious is a girl who loves to use her imagination to make all kinds of art, including music. Her brother, Peter, loves to join in and bring his own fun ideas, as do their friends. (You may want to preview the words *invisible* and *imaginary* to be sure children understand the concepts.)

2. While watching the video excerpt

- Ask students to listen for the names of the instruments that the characters in the excerpt pretend to play.

3. After watching the video excerpt

- To check for understanding, ask students to recount what happened in the video. Correct any misunderstandings.
- Review with students the instruments that the characters talked about and played in the video: recorder, rock guitar, glockenspiel, tuba, trombone. What sounds did each instrument make?
- Ask students what they thought of the “invisible band” that Pinkalicious and her friends created. Why did they call it invisible? How did it sound?

4. Class Marching Band: Activity

- Discuss with children how to create a class marching band. What imaginary instruments will they need? What do the instruments look and sound like? What marching route will they take?
- Invite children to march around the room in a line, counting off to help keep the tempo: 1, 2, 3, 4. (If necessary, have children practice moving according to directional commands, such as “Forward!,” “Back!,” and so on.)
- Have children choose an imaginary instrument of their own to play. (Make sure there is plenty of variety.) Choose one of your own or lead the group with an actual instrument, such as a shaker, small drum, or maracas.
- Demonstrate what it would look like to play the instrument, as the characters did in the video.
- When the children have had a chance to practice their “instruments,” have them line up and begin marching!
- When the march is over, congratulate the class on their performance.

Part Two: The Blues

1. Watch the [Singing the Blues | PINKALICIOUS & PETERRIFIC®](#) video excerpt

- After watching, discuss what happened in the excerpt. How was Peter feeling? What instrument does Dad play when he sings the blues?
- Dad says, “When you’ve got the blues, sometimes it helps to play the blues.... It’s a kind of music that helps you express your feelings when you’re sad.” Ask children why they think that playing the blues helped make Peter feel a little bit better. What are some of the ways to tell if you are feeling sad? (You may want to remind children that naming a feeling is often the first step to feeling better.) What are some other things that you can do when you’re feeling that way?

2. Talk about the way that certain colors sometimes represent certain feelings, such as blue for sadness. Ask children what colors might represent the following emotions: happy, angry, afraid.

3. Tell the class that they are going to make up their own version of the blues, just like Peter does in the video.

- Discuss the ways in which songwriters come up with the words to a song, called lyrics. Songs, like poems, have sections, called verses or stanzas.

4. Watch the video excerpt again. Note that in blues songs, the lyrics follow a certain pattern. Sometimes the words repeat, as in the first two lines of Dad’s song. Sometimes the words at the end rhyme (sad, bad).

5. Write out the words to Dad’s song on chart paper:

Woke up this morning, I was feeling so sad.

Said I woke up this morning, I was feeling so sad.

Wish I knew why I’m feeling so bad.

Oh I got the blues, the feeling-blue blues.

6. Ask volunteers for topics that they might feel sad about, such as not being able to play outside because of the weather, misplacing a favorite toy or stuffed animal, or when your friend is busy and can’t play. As a class, decide what the blues song will be about.

7. On chart paper, write down the opening two lines of the song, using the same ones as Dad did. On the third line, add the situation (“I can’t play outside today”) and end with naming the kind of blues the song was about (“I’ve got the rainy day blues.”).

8. Sing the song together. Did it help to chase away the blues? Remind children that when they’re feeling sad, making up a blues song about it might just help them feel better.

Part Three: Musical Instruments

1. Watch the [Musical Instrument Maker | PINKALICIOUS & PETERRIFIC®](#) video, featuring Ken Butler.

- After children watch the video, ask them to recall some of the instruments they saw in the video. What instruments were they? What kinds of sounds did they make? (If children have difficulty remembering, you may want to play the video again.)
- Discuss the word *hybrid* and the definition that Ken gives: *Something that’s made from existing things that are put together to make something new.* What were some of the instruments made from?

2. Ken’s “urban grand piano” imitates the noisy sounds and atmosphere of the city.

- Revisit some of the instruments you may have listened to or looked at. What setting or thing does the sounds that those instruments make remind students of? For instance, a flute may sound like a bird flying or cymbals may sound like thunder.

3. With the class, brainstorm some ideas for hybrid instruments they’d like to make—realistic or fantastical. You may want to distribute paper and drawing materials so children can create pictures of their ideas.

4. If you are doing the [Make Your Own Instrument! handout](#) in class, you may want to do the activity now. If you are sending the handout home, you may want to preview it with students. Discuss how the instruments that students can make are also kind of hybrid instruments.

Home-School Connection

- Send home the essay [Get Smart with the Arts!](#) so that families can support what children are learning. If you have a class website or newsletter, you may want to share with families what you've been doing and talking about in class. Encourage them to continue the conversation at home.
- Send home the [Mood Music handout](#). This activity will help families use music to help children express and talk about their feelings.
- In class or as a take-home assignment, distribute the [Make Your Own Instrument! handout](#). If you choose to send the instructions home, encourage children to bring in their shakers when they are finished.

Culminating Activity

- After the Marching Band activity, settle children down by reading a book about music (see [Recommended Reading List](#)) or listening to some quiet, calming tunes.
- After the Singing the Blues activity, have children draw a picture about the blues. It can be a mood picture, a representation of the situation they sang about, or their own interpretation of the blues. Invite them to explain their drawings and talk about why they chose particular colors and images.
- Play the PINKALICIOUS & PETERRIFIC® online game, [Pinka-Perfect Band](#). The game encourages children to try different instruments, hear their sounds, and join with the characters to play a tune.

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<https://www.pbslearningmedia.org/resource/pinka18-arts-band-lp/making-music-lesson-plan-pinkalicious-peterrific/>

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