Music and Food: How to Make Musical Instruments Out of Food

Lesson Overview

Lesson Participants: CACFP personnel and school-age child care staff

Type of Lesson: Short face-to-face training session

Time Needed to Conduct the Lesson: 20 minutes

Lesson Description: This lesson focuses on how to incorporate food into making musical instruments.

Lesson Objectives
At the completion of the lesson the participant will be able to:

1. Use food activities to make musical instruments
2. Use food activities to enhance large motor skill development

Get Ready to Train

The format for the CARE Connection lesson plans includes an overview, preparation checklist, lesson-at-a-glance with timeline for conducting the lesson, script, and lists of references and other resources. The instructor will use the script to present the lesson to the participants. Each script gives directions to the instructor—DO, SAY, ASK—to deliver the lesson.

The lesson can be presented in the child care center or family day care home, media center, or classroom.
## Preparation Checklist

**Directions:** Use the Preparation Checklist to get ready for the training session. Keep track of your progress by checking off tasks as they are completed.

<table>
<thead>
<tr>
<th>Done</th>
<th>Lesson Tasks</th>
</tr>
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<tbody>
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### Gather Materials

**Materials Needed:**

- Instructor’s Script
- Chalkboard and chalk, dry erase board and marker or flip chart and marker
- Handout 1: *Benefits of Music Activities*
- Handout 2: *Music and Food* cards
- Pens or pencils (one for each participant)
- Handout 3: *How to Make Musical Instruments Using Food and Food Containers*
- Session Evaluation/Feedback Form (one for each participant)

### Prepare for Lesson

**Before the Training:**

- Make copies of Handouts 1, 2 and 3 (one of each for each participant).
- Make copies of Session Evaluation/Feedback Form (one for each participant). You may use the sample NFSMI evaluation form or develop your own.

**On Training Day:**

- Place pens or pencils on tables (one for each participant).
- Display *Benefits of Music Activities* chart on wall

**On the Instructor’s Table:**

- Instructor’s Script
- Instructor’s copies of Handouts 1, 2 and 3
- *Music and Food* cards
- Session Evaluation/Feedback Forms
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Lesson at a Glance
(20 minutes)

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Task</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute</td>
<td>Introduction and Overview</td>
<td>Introduce topic</td>
<td>• Instructor’s Script</td>
</tr>
</tbody>
</table>
| 14 minutes | Objective 1: Use food activities to make musical instruments  
Objective 2: Use food activities to enhance large motor skill development | Participant review and discussion     | • Handout 1: Benefits of Music Activities  
• Handout 2: Music and Food Cards  
• chart paper  
• marker  
• Handout 3: How to Make Musical Instruments Using Food and Food Containers |
| 2 minutes | Summary and Close                          | Review Key Points                     | • Script                                                                  |
| 3 minutes | Session evaluation/feedback                | Conduct a short evaluation of the lesson. | • Sample evaluation/feedback form or standard form used in your nutrition program |

References

Instructor’s Script

SAY:
Music is a universal language enjoyed by many people, both children and adults. Music comes in various styles and genres and can be created by instruments, voices, and sometimes the human body.

ASK:
What usually happens when young children hear music?

DO:
Allow two volunteers to respond.

SAY:
There are many benefits to including music activities throughout the curriculum.

DO:
Write the four benefits below on chart paper displayed for participants:
   1. Encourages creativity
   2. Enhances coordination
   3. Promotes self-confidence
   4. Children learn to work as a team
Point to each of the benefits on the chart paper as you discuss.

SAY:
1. Each child can contribute to music in his or her own way, allowing for individual creativity.
2. When children play or react to music, the body and the mind coordinate together. The mind hears the music and the body responds through movement.
3. When it comes to music, there is really no right or wrong response. Children can become confident that their responses are acceptable and encouraged.
4. Children learn that by working together, they can create a unique kind of music.

ASK:
Can you think of any other ways in which music activities can benefit children?
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SAY:
Through music activities, children can express their feelings, learn patterns, and use both small and large muscles, promoting motor development. Music promotes reciprocal language, sensory and perceptual skills, both stimulation and relaxations, and cognitive skills including colors, counting, and sequencing.

There are many fun, easy, and inexpensive ways to teach children about music. One way is to use food and food containers.

DO:
Distribute one of the three Music and Food Cards to each group (Handout 2: Music and Food Cards). Divide participants into three groups with at least two participants in each group.

SAY:
Let’s look at the handout for examples of simple instruments that can be created using the food and food containers on the activity cards. As a group, think of at least one musical instrument that could be created using the items on the card.

DO:
Allow participants five minutes to collaborate and then share their ideas with the large group.

DO:
Distribute a copy of Handout 3: How to Make Musical Instruments Using Food to each participant.

SAY:
On the handout, there are multiple activities to complete in both large and small groups. Look closely at the Maracas activity. What are some ways to expand and build on this activity?
Review Key Points to Close Lesson

SAY:
Music plays an important role in the lives of young children. Through music activities, children can express their feelings, learn patterns and use their large muscles, promoting gross motor development.

DO:
Distribute the session evaluation/feedback form.

SAY:
Thank you for participating in the lesson today. Please take a couple of minutes to complete the session evaluation/feedback form. Thank you for your input.
Benefits of Music Activities
Handout 1

1. Encourages creativity
2. Enhances coordination
3. Promotes self-confidence
4. Children learn to work as a team
### Music and Food Card 1

<table>
<thead>
<tr>
<th>Handout 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>two paper plates</td>
</tr>
<tr>
<td>dried beans, dried rice, or unpopped popcorn</td>
</tr>
<tr>
<td>markers</td>
</tr>
<tr>
<td>glitter</td>
</tr>
</tbody>
</table>

### Music and Food Card 2

<table>
<thead>
<tr>
<th>Handout 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>empty milk jugs with tops</td>
</tr>
<tr>
<td>cardboard oatmeal containers</td>
</tr>
<tr>
<td>dried beans</td>
</tr>
<tr>
<td>paper towel or bath tissue</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>tube</td>
</tr>
<tr>
<td>aluminum foil</td>
</tr>
<tr>
<td>small dried beans</td>
</tr>
<tr>
<td>(like lentils)</td>
</tr>
<tr>
<td>construction paper</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Music and Food: How to Make Musical Instruments Using Food
Handout 3

Suggested Music Activities:

**A. Child-directed activity:**
In the music center, replace traditional musical instruments with firm fruits, vegetables, and other food items* that resemble musical instruments. For example: a banana may resemble a microphone or a carrot may resemble a flute. Allow children to freely use the “new instruments” to create music. (*Real foods are preferred, but artificial or plastic food items can be substituted.)

**B. Small group activities:**
Children can make inexpensive musical instruments (with some adult assistance) from food and food containers:

**Maracas:**

*Materials needed:*
- Two paper plates
- Stapler and staples
- Crepe paper streamers
- Dried beans
- Dried rice
- Unpopped popcorn
- Markers or crayons
- Finger paint
- Glitter
- Glue

1. Ask each child to choose and place a handful of dried beans, dried rice, or unpopped popcorn on first paper plate.
2. Staple the second paper plate securely on top of the first.
3. Staple crepe paper streamers around the bottom.
4. Allow children to decorate outside of paper plate with markers, crayons, paint, glitter, etc.

Optional: Use a single plate for each maraca by folding one paper plate in half; have child add the beans, then staple the rim around the top.
Shakers:

Materials needed:
- Empty milk jugs with tops
- Plastic metal coffee cans with plastic lids
- Cardboard oatmeal containers or salt boxes
- Dried beans
- Peas
- Dried rice
- Unpopped popcorn
- Masking or shipping tape
- Markers
- Multi color paper
- Yarn

1. Ask children to choose a container and fill with a handful of dried beans, peas, dried rice, or unpopped popcorn.
2. Replace lid or top and secure with tape to prevent beans from falling out.
3. Children can decorate outside of container with markers, construction paper, yarn, etc.

Rain Sticks:

Materials needed:
- Paper towel tube or bath tissue tube
- Potato chip canister or other long - cardboard tube
- Aluminum foil
- Small dried beans (like lentils)
- Unpopped popcorn
- Dry rice or tiny pasta
- Brown grocery bag paper or construction - paper
- Glue
- Scissors
- Crayons or markers

1. Trace around the end of tube or canister onto a piece of brown or construction paper.
2. Draw a bigger circle (about one-inch larger) around that circle. Draw evenly-spaced spokes between the two circles. Cut around the large circle and on the spoke lines.
3. Put glue on the spokes and glue this cap onto one end of tube.
4. Cut a piece of aluminum foil that is about one and half times the length of the tube and about 6 inches wide. (About 16 inches for a paper towel tube or 8 inches for a bath tissue tube.)
5. Crunch the aluminum foil into two long, thin, snake-like shapes. Then twist each one into a spring shape.
6. Place the aluminum foil springs into tube.
7. Have children pour a handful of dry beans, dry rice, or unpopped popcorn into tube. The tube should only be about 1/10 full.
8. Let children experiment to see how different amounts and different types of seeds and beans change the sound.
9. Make another cap from brown or construction paper (the same as the first three steps) and cap the other end of the tube.

**Drums:**  
*Materials needed:*  
Coffee cans with plastic lids, cardboard oatmeal containers or salt boxes  
Long, firm vegetables or fruits (such as carrot, zucchini, celery stick, etc.)  
Hard bread sticks  
Construction paper, markers, crayons, finger paint

1. Have children decorate can or container using construction paper, markers, crayons, paint, etc.
2. Replace lid.
3. Children can beat their new drums with any long, firm vegetable or bread stick that they choose.

**C. Large group activity- Nutrition Music Parade:**  
While enhancing large motor skills, this activity will help in the development of rhythm and in the recognition of patterns.

1. Tell children we are going to have a music parade where everyone gets to play his or her own instrument.
2. Place a variety of food musical instruments (from those created above) and other food items that can be used to create music on a table.
3. Let each child choose an instrument to play.
4. While playing a variety of children’s songs, children will march around the classroom, down the hall and/or outside playing their musical instruments.