

Educator Guide: Music from Found Objects

This guide provides step-by-step instructions for conducting the *Music from found objects* experiment. The goal is to help students to explore creativity and turn everyday sounds from found objects into music thus developing listening skills, rhythm and an understanding of how different materials produce different sounds.

1. Course Objectives;

By the end of this lesson, educators will:

- Demonstrate how to create simple rhythms, patterns, and soundscapes using everyday materials.
- Encourage creativity, exploration, and self-expression through musical activities.
- Foster collaboration and teamwork among students during group music-making activities.
- Teach basic musical concepts such as tempo, dynamics, rhythm, and timbre through hands-on experiences.

2. Learning Outcomes

By the end of the experiment, students should be able to:

- Identify and select everyday objects that can produce different sounds.
- Create simple rhythmic patterns and melodies using found objects.
- Develop listening skills and an appreciation for different textures and timbres in sound.
- Collaborate with others to perform creative musical pieces.

3. Materials Checklist

- Found objects (e.g., wooden spoons, empty cans, rubber bands, plastic bottles, etc.)

4. Icebreaker Preliminary Questions Session

Facilitating a common ground between students and teacher to introduce the topic of the lesson.

Teachers ask “thought provoking” questions and students are encouraged to ask their “curiosity questions”, to make kids excited or expectant about class.

- Have you ever made a beat by clapping or tapping? Show us!
- Can you make music with your footsteps?

Encourage students to give their perspective on what they know on Music from found objects.

Present a “story” that serves as an example of introduction to the topic - a story that merges science and folklore - can be dynamically spread along the experiment.

Story:

The Sound Inside and Around Me

Mia loved listening to the sounds around her—the birds, the wind, and her mom’s sewing machine. But she wondered, What sound do I make inside? One evening, Mia sat quietly and heard a soft thump-thump—it was her heart! Then she noticed the tap-tap-tap of her fingers. She realized there were all kinds of sounds inside her! The next day, Mia shared her secret with her friends. They closed their eyes and listened carefully, hearing the beat of their hearts and the rhythm of their feet. Together, they made a magical song from the sounds inside them. Mia remembered how musicians made music from things like old cans and broken toys. She smiled, knowing that music was everywhere—inside them and all around them.

5. Experimental Setup

- Introduction to Sound (5 mins)

Show examples of a few found objects, tapping them to demonstrate different sounds. For example, tapping a spoon on a table makes a high sound, while tapping a pan makes a low sound.

- Explore Found Objects (10-15 mins)

Create Stations for different types of sounds: percussion (wooden sticks), string (rubber bands), wind (bottles or straws), and "shakers" (boxes with rice or beans inside).

Let the students explore each station for a few minutes. Encourage them to tap, shake, pluck, and experiment.

- Create a Rhythm Pattern (10-15 mins)

Ask: "Can you make a rhythm with the objects you found?"

Give them a simple rhythm pattern to start with, such as: Tap-Tap-Clap-Tap, (or “Boom-Boom-Tss-Boom” using found objects.) Can they change it to make it faster or slower? Can they add pauses or changes in sound?

- Compose and Perform (10-15 mins)

Let students combine their rhythms with friends to make a group "found object song." They can use different objects for each part (shakers for the intro, tapping spoons for the middle, etc.).

Performance time: Let them perform their rhythm for the class! They can also come up with a fun name for their song (e.g., "The Kitchen Band" or "The Wild Drum Circle").

What to Expect - What kids should focus on:

- Encourage them to listen carefully to the different sounds objects make (tapping, scraping, shaking, blowing).
- Focus on the idea that anything can be an instrument.
- They should try out many ways to play an object — not just hitting it!
- It's about discovering new sounds, not "right" or "wrong" ways.
- Help them create simple beats or sound patterns.

Additional References or Material:

<https://youtu.be/HUyaSpLO3wU?si=sy1a1tH7vCQfds42>

6. Facilitation Tips

- Model attentive listening: "Close your eyes and listen carefully — what do you hear?"
- Celebrate different sounds, not just loud ones.
- Group objects by similar sounds (e.g., tapping sounds, shaking sounds). This helps them hear how sounds can fit together.
- Introducing simple rhythms. Clap simple patterns and have them echo it back using their objects.
- Encourage Creativity. Ask: "Can you invent a new way to play your object?" (like rolling, rubbing, layering sounds).

7. Class Conclusion and Takeaway

As “assessment evaluation” kids can be divided in groups, given time and space and asked to come out with a “skit” summarizing what they learned.

Ask kids to come up with a story themselves about the topic of the lesson.

8. Instructor's Theoretical Background

- Constructivist learning theory (Piaget, Vygotsky), where children learn best by actively engaging with materials and building their own understanding.
- Orff Schulwerk and Musical Play principles, which emphasize improvisation, exploration, and the use of accessible, everyday materials for making music.
- Found object music activities develop: Musical Awareness (hearing differences in sound), Creativity and Expression (improvising rhythms and songs), Motor Skills (handling objects to create intentional sounds) and Social Collaboration (making music together in a group).

9. Illustration

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