

# “In the Human Body”

The logo for "EXPLORE IT" is enclosed in a black rectangular border. The word "EXPLORE" is in a bold, sans-serif font, with the letter "O" highlighted in green, the letter "P" in blue, and the letter "R" in purple. The word "IT" is in a smaller, regular sans-serif font.

## Module 16, Hear the Music

### Prompt:

Hearing is one of the five basic senses. It's how ears turn sound waves (yup, sound moves in waves that we usually can't see) into something that brains can understand.

Music is a sound that many people can hear or feel. Use things from around your house to make your own instruments. What sounds will you make? Something loud or quiet?

Create a few instruments and form a family band!

Note for caregivers: In this activity, you and your child will work together to create instruments. Once created, your child can spend lots of time on their own creating music.

### Materials:

#### Art supplies

- Crayons, markers, or colored pencils
- Scissors
- Glue
- Things to decorate your instruments. Some suggestions: colorful paper, rhinestones, glitter, feathers, stickers

#### For a Rainstick

- Toilet paper or paper towel tubes
- Rice, dried beans, or small beads
- Plain paper or wax paper
- Rubber Bands

#### For a Shaker

- Paper or plastic cups
- Masking tape or duct tape
- Things to put inside the shaker that will make sounds. Some suggestions: paper clips, small beads, rice, dried beans, dried pasta, jingle bells, small coins

### For a Guitar

- Small box or plastic storage container
- Rubber bands

### For Drums

- Wooden spoons
- Pots and pans
- Plastic containers or bowls

## Instructions:

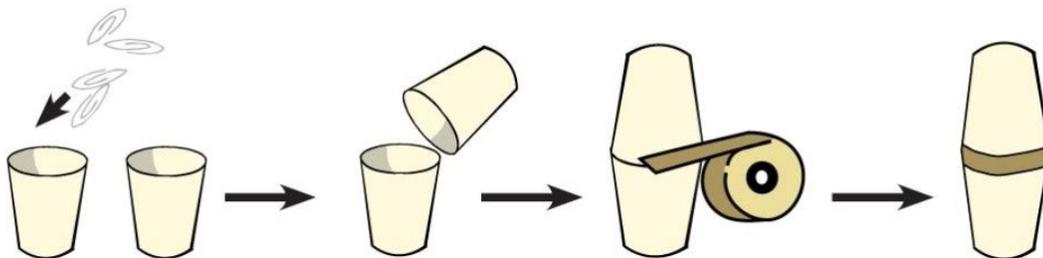
To begin, read the prompt with your child. Help them decide what kinds of instruments they would like to make. Give your child any relevant instructions regarding the use of scissors, glitter, or other art supplies in your home. Follow the instructions below together.

### *Rainstick*

1. Decorate the cardboard tube with any art supplies you have.
2. Cut a small piece of paper that will cover the end of the tube.
3. Attach paper to one end of the tube.
4. Put a handful of rice, beans, or beads inside the tube. Cover the other side of the tube with paper and a rubber band.
5. Flip the instrument around and listen. Talk to your child about the sounds they hear. Add or take away some of the filling you put in the tube. How does the sound change? What happens when they shake it slower? Faster? When they move it slow, does the sound remind them of rain?

### *Shaker*

1. Decorate two cups that are the same size.
2. Put a handful of whatever filling you're using in one of the cups.
3. Place a second cup, face down, on top of the first cup and tape these two cups together.



4. Shake your instrument and listen. Talk to your child about the sounds they hear. Add or

take away some of the filling you have in the cup. How does the sound change?  
Experiment shaking it fast and slow.

5. Make several different shakers with different fillings. Do they sound different? Which one do you like best? Try different types of cups. Do shakers with paper cups sound different than ones with plastic cups?

### *Guitar*

1. Decorate box or plastic storage container. If using a box, one side should be removed or have a small opening (like a tissue box).
2. Stretch rubber bands around the container and show your child how to pluck them like strings on a guitar.
3. Talk to your child about the sounds they hear. Do different size rubber bands make different sounds?

### *Drums*

1. Set up several pots, pans, and plastic containers upside down on the floor. Give your child wooden spoons to use as drumsticks.
2. Invite your child to experiment hitting the pots and pans with their drumsticks. (You might want to put a towel or dishcloth over the pots to muffle the sound!)
3. Talk to them about the sounds they hear. Do different pots or containers make different sounds? Which sounds do they like best?

Set up a space in your home and put on a concert! Create a family band and make music together. Work together to come up with a name for your band, put on costumes, and create a stage. Create a new song together or play a song you all know.

### **Resources:**

1. Check out [BCM Home Edition](#). Page 15 of this resource has information on creating a family band together.
2. Use this video from Boston Children's Museum to follow along a virtual drum circle using things you can find around your home. [Join our virtual drum circle!](#)
3. Need inspiration? Take a look at the instruments made by your *Explore It* guides.



### **Extensions:**

If your child needs more challenges to go along with this activity:

- Everything is a drum! Invite your child to find other things around the house that could work as drums. Cardboard boxes, laundry baskets, or plastic cups all make different sounds.
- Challenge your child to go on a sound hunt around your house. What objects make sounds? A ring of keys? Snaps on a jacket? Plastic bags crinkling? What things make high pitch sounds? Soft pitch sounds?
- Experiment with “feeling” sound. Turn on some music in your house. Can you feel the vibrations it makes? Try different types of music? What sounds make more vibrations?
- Check out this activity from Boston Children’s Museum that uses the same cup shakers from above. [Mystery Sounds • Beyond the Chalkboard](#)
- Check out this activity from Boston Children’s Museum about making a xylophone with

glasses of water. [Glass Xylophones • Beyond the Chalkboard](#)

Together with your child, go to the “In the Human Body” topic on Flipgrid and share their instruments.