

Musical Olympics Camp

Lesson Plan by Joy Morin from ColorInMyPiano.com

Dear Teacher,

Thank you for downloading the Musical Olympics Camp lesson plan, a 15-page pdf containing directions and materials for planning your own Musical Olympics Camp for your students.

This camp was designed with 6- to 12-year-old students in mind, for a 4-day camp that meets outdoors for two hours each day. This camp is appropriate for students at a variety of levels: from students with no musical background, to students who can play their instrument at a late-elementary level. However, many of the games can be adjusted if you wish to include more advanced students. In any case, you will need an even number of campers (6-10 is ideal) so you can divide the students into two teams that will compete throughout the week.

My goal for the students of this camp is for them to get to know each other, learn cooperation and teamwork, and just to have a blast while learning and reinforcing basic musical concepts. The games in this camp are designed to be fun, involve lots of running/movement, and require teamwork. Many of the games involve water, so you may wish to ask students to wear swimsuits under their clothes.

To help you plan your own Musical Olympics Camp, game descriptions and instructions are detailed in this pdf. Blanks are provided by each game description, to allow you to choose which activities to use each day. The key at the bottom of this page shows which concepts are reinforced in each game, which you may find helpful when determining the order of the games throughout the camp. I recommend using post-it notes to bookmark the day's games, so you can easily turn to the directions you need throughout the day. You will want to plan for each game/activity to require about 15-20 minutes of time, which includes the time you will need to dismantle and setup each game. For my camp, I also planned for a 10-15 minute break for snack time, which I scheduled halfway through the day. I strongly recommend recruiting a camp helper (or two). Your helper can be your significant other, a fellow teacher, friend, or one of your high-school students.

This pdf also contains a few other handy sheets: for listing your campers in their teams, creating a list of needed camp materials, and tracking each team's points throughout the camp. Some of the required game materials that must be assembled (such as the alphabet flags and the spinners) are available for pdf download at ColorInMyPiano.com.

On the last day of camp, I recommend re-playing the campers' favorite games from the week and inviting the parents to bring their lawn chairs to watch. The last 15 minutes of camp can be reserved for the Olympic Awards Ceremony, where the winning team is awarded the gold trophy and campers are awarded medals for individual achievements.

Visit colorinmypiano.com/2012/06/18/2012-musical-olympics-camp-day-1/ to read a series of blog posts with photos and more details describing the author's success with the Musical Olympics Camp.

Happy teaching!

Joy Morin

ColorInMyPiano.com

KEY



= games involving water.



= games involving the musical alphabet.



= games involving rhythm.



= games involving the piano keys.




= games involving identifying notes on the staff.

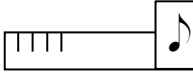
Musical Olympics Camp

GAMES & ACTIVITIES

Day ____, Game # ____

ICE BREAKER GAME: **What Note Am I?** – for getting to know each other and reviewing rhythm values (both notes and rests). 

Materials:

- ☐ headbands, each with a note/rest on it, enough for all players.
 - To make, buy a sheet of posterboard and cut 28-inch by 2-inch strips (makes 11 headbands). Cut notches so they are adjustable, like this: 
 - Print out (or draw by hand) some Simple Rhythm Value Cards onto cardstock paper. Cut out and attach a note value to each headband. Having more than one of each note/rest is a good idea, so students cannot determine theirs based on the process of elimination.

Directions:

- Put a headband on the players, without allowing them to see which note is on their own headband. Instruct players not to tell anyone what is on that person's headband!
- The goal is to find out what note is on your own headband. Players must mingle among each other, asking only yes-or-no questions. Players may ask someone only one question, and then they must move on to another person.
- Examples of questions to ask: Do I have a stem? Is my note-head filled in? Do I have a flag? Am I a rest? Am I worth 2 beats? Am I a quarter note?
- The first player to figure out their note is the winner! That players may say, "I'm a half rest!" to announce their success, and then continue mingling to help answer other players' questions. Gameplay is over when all players have figured out their notes. Mix up the headbands and play another round if desired.
- (This is not a team game; no points are awarded.)

Game Credit: Joy Morin (ColorInMyPiano.com)

Day ____, Game # ____

ACTIVITY: **Make team flags** – for building a sense of teamwork and cooperation.

Materials:

- ☐ Crayola fabric markers
- ☐ white cotton fabric, cut into two pieces roughly 11x18 inches.
- ☐ 2 dowel rods, at least 24 inches in length
- ☐ sewing machine (or a bottle Fray Check seam sealant and a staple gun)
- ☐ a table with newspapers, for students
- ☐ pictures of various flags from around the world (optional)
- ☐ templates of music notes, clefs, the Olympics rings, piano keys, etc. (optional)

Directions:

- Setup: Beforehand, cut a large rectangle flag for each team out of the cotton material. Finish the edges with a sewing machine or using the no-fray solution.
- Ask teams to brainstorm what their team name will be. Then allow each team to decorate their flag using the fabric markers. If possible, show them some examples

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of various flags from around the world. You can also provide them with templates of music symbols to place under the fabric and trace.

- After camp is over for the day, heat-set the flags following the instructions on the markers' box. Finally, attach the flag to the dowel rod. On the following days of camp, allow the teams to proudly carry their flag around during activities or stake it in the ground nearby.

Day ____, Game # ____

GAME: **Musical Alphabet Noodle Relay** – for learning the musical alphabet forwards and backwards. **A B C**

Materials:


- ☐ 2 sets of A-G flags
- ☐ cones
- ☐ 2 pool noodles

Directions:

- Setup: stake the A-G flags at the opposite end of the field for each team. Put a cone at the starting line for each team.
- Explain relay directions to teams: First team member puts pool noodle between legs, runs down to the flags, picks up the "A" flag, runs back, drops flag, and picks up another team member. If all team members are already on the noodle, everyone must get off except one player. Continue until all flags are brought back in order A-G. Optional: repeat going backwards G-A.
- The fastest team to complete the relay is the winner.

Game Credit: Sheryl Welles (<http://sherylwelles.blogspot.com/2011/07/camp-happenings.html>)

Day ____, Game # ____

GAME: **Rhythm Value Relay** – for reviewing names of the various notes/rests and the number of beats they are worth. 

Materials:

- ☐ 2 hula-hoops
- ☐ 2 balls to bounce
- ☐ 2 identical jump ropes (kid-sized)
- ☐ 2 pieces of sidewalk chalk
- ☐ 2 cones, to mark where to start

Directions:

- Setup: (You will need sidewalk or pavement nearby for this game.) Prepare the area for the relay. Put the cones, the hula-hoops, and the balls at the starting point. Place the pieces of chalk on the sidewalk.
- The first team member of each team will go through the hula-hoop, bounce the ball down to the sidewalk, draw a whole note, turn around, yell "Whole note! Four beats!," pick up the jump rope, and use it to get back to the team and tag the next team member. (Students will always travel using either the ball or the jump rope, depending on what is at each station when it is their turn.) The second member of each team must do the same thing as the first team member, except that the whole note must be changed into a half note by adding a stem (and shouting, "Half note! Two beats!"). The third members of each team must make the half note into a quarter note by filling in the half note, and the fourth team member must make the

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quarter note into an eighth note by adding a flag. If there are more than four team members, they can start again with a new whole note.

- The fastest team to have each their team members complete the relay is the winner.

Game Credit: Sheryl Welles (<http://sherylwelles.blogspot.com/2010/05/note-id-relay.html>)

Day ____, Game # ____

GAME: **Water Balloon Staff/Keyboard Toss** – for reviewing the names of the piano keys or the identifying notes on the staff.



Materials:

- ☐ a staff or keyboard chalked on the sidewalk (or spray painted in the grass).
- ☐ filled water balloons
- ☐ spinner with the letters A-G

Directions:

- All but one player must stand on the piano keys or lines/spaces of the staff. Call out various letters (or use a spinner with the letters A-G. If you do not have enough players to stand on all the notes, re-spin as needed.). The player who is up must throw a water balloon at the corresponding piano key or staff line/space – splashing everyone in the process! Alternate between players from each team.
- Each correct answer earns a point for that student's team.

Game Credit: Ana Smith (<http://inpursuit-ana.blogspot.com/2012/01/water-balloon-staff.html>)

Day ____, Game # ____

GAME: **Rhythm Bean Bag Toss** – for reviewing the number of beats various notes/rests are worth.



Materials:

- ☐ beanbags
- ☐ 4-8 buckets, each labeled with a rhythm value (notes/rests)
- ☐ cones, to mark where to toss from
- ☐ stopwatch

Directions:

- Setup: Prepare the buckets in a line, with the short rhythm values nearest and the longer ones further away. Set out the beanbags, and a cone.
- This is a timed game where members of each team alternate playing (unless you prepare two sets of buckets, and have your camp helper watch the other team for you). Instruct team members to take turns, each tossing one beanbag on their turn. The goal is to see how many points the team can accumulate in a 2-4 minutes (give everyone 2-3 turns). Points are earned for each team according to the number of beats the rhythm value is worth when a beanbag is successfully thrown into a bucket – but only if the player calls out correct number of beats that note is worth. (It will be fun to watch! Some students will strategize to aim for the highest rhythm values, which are the furthest away. Others will choose the closer buckets because it is more likely they will make it.) The instructor (and perhaps a camp volunteer) should watch carefully to keep track of which buckets the beanbags land in and whether the team members have shouted the correct number of beats.

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- Optional: If students are having a good time, you may wish to do another round or two. Change things up by moving the buckets out of order, into a circle or S shape.

Game Credit: Joy Morin (ColorInMyPiano.com)

Day ____, Game # ____

GAME: **Musical Alphabet Ball Toss** – for reviewing the musical alphabet.

Materials:

- ☐ soft plex bells (\$15 at Wal-Mart) each with a letter (A-G) written on them with permanent marker
- ☐ two hula-hoops
- ☐ cones for each team, to mark where to throw from

Directions:

- Setup: set up a cone for each team to make where to throw from, and place each hula-hoop on the ground a throw's length away from the cone.
- This can be an individual event or a team event. Individuals are given 15 tries to get all 7 letters of the musical alphabet in the hula-hoop. For team play, teams race to see who gets all 7 letters in the hoop first.

Game Credit: based on Sheryl Welles' game

(<http://sherylwelles.blogspot.com/2011/07/roadtrip-usa.html>)

Day ____, Game # ____

GAME: **Rhythm Ring Toss** – for reviewing rhythm values.



Materials:

- ☐ 2 matching sets of flags/signs (that can be staked in the ground) of various rests/notes
- ☐ rings (to toss over the flags; make sure you have plenty for both teams to use)
- ☐ 2 cones

Directions:

- Setup: Stake the rhythm flags in the ground for each team. Use the cones to mark the spot from which the players are to toss. Divide the rings in half and give to each team.
- Teams are racing to see who will be first to circle all their flags with the correct number of rings, to correspond with the number of beats each rhythm value shown on the flag receives. If they accidentally put too many rings over a flag, all the rings on that flag are removed. Each player gets one toss, and then must go to the back of the line.
- The team who gets all the rings done correctly first earns a point.
- Advanced Version: Students toss rings over the signs in order to build measures of rhythm. Each measure they successfully build earns their team a point. Make signs or cards with time signatures, so they must randomly select a time signature before they start building measures.

Game Credit: inspired by Sheryl Welles' game

(<http://sherylwelles.blogspot.com/2011/07/roadtrip-usa.html>)

Day ____, Game # ____

GAME: **Musical Alphabet Shooting Gallery** – for reciting the musical alphabet forwards and backwards, naming of the piano keys, or identifying notes on the staff.



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Materials:

- ☐ a set of piano key naming cards and/or staff note identification flashcards.
- ☐ 2 sets of 7 pop cans, labeled A-G.
- ☐ 2 water shooters (the kind used by the pool)
- ☐ 2 buckets of water, for refilling squirt guns
- ☐ 2 cones, to mark where to shoot from
- ☐ 2 sawhorses

Directions:

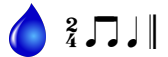
- Setup: Line up the cans (not in order) along the top of each sawhorse. Prepare the buckets of water, water shooters, and cones for each team.
- Ask each team to line up behind their cone. Hold up a flashcard for the first members from each team. Those two players must race to knock over the correct can from the sawhorse using their water shooter in order to answer the flashcard. The first to knock over the right can earns a point for their team. Continue gameplay for a set amount of time or until all the flashcards have been used. Having a team helper or two is a good idea for helping put the cans back up between players.

Game Credit: based on Sheryl Welles' game

(<http://sherylwelles.blogspot.com/2011/07/roadtrip-usa.html>)

Day ____, Game # ____

GAME: **Water Rhythm Relay** – for reviewing the number of beats the various notes/rests are worth.



Materials:

- ☐ 2 sets of rhythm values cards (notes and rests, in no particular order)
- ☐ 8 sponges or water bomb balls
- ☐ 2 buckets of water
- ☐ 2 identical empty buckets
- ☐ 12-inch ruler, for measuring how much water is in the buckets

Directions:

- Setup: Put 4 sponges in each bucket of water. Set up the buckets of water at one end of the yard, and the empty ones on the other end.
- Give each team a set of flashcards. The first team member of each team must grab the same number of sponges as the number of beats that the note/rest on the first card from the stack of flashcards is worth, run over to the empty bucket, squeeze out as much water as they can into the empty bucket, run back, and tag the next team member. If a team member grabs the incorrect number of sponges according to what their card's note/rest is worth, they lose the turn and they must tag the next team member to correctly complete that same card.
- When the first team gets through all their flashcards, gameplay is over and that team wins. However, the team with the most water in their bucket is also a winner. The winners are often the same team, but sometimes you will end up with a tie.
- Optional: If students are having a good time, you may wish to do another round or two.
- Variation: instead of sponges, you may wish to use a couple of small containers, with 3 or 4 small holes punched through the bottom (so that water slowly leaks out). Unlike with the sponges, students must then go back and forth from the water

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bucket to the empty bucket to bring however many cups of water they need according to the beats the note/rest on the flashcard is worth.

Game Credit: Joy Morin (ColorInMyPiano.com)

Day ____, Game # ____

GAME: **Spell-A-Keyboard (outdoor version)** – reinforces the names of the piano keys.



Materials:

- ☐ 2 keyboards drawn with chalk on the sidewalk (or spray painted in the grass).
- ☐ 2 identical sets of flashcards of words that are spelled only using the letters of the musical alphabet. With young students, use only three- or four- letter words; with more advanced students, use four or more letter words.
- ☐ at least 8 beanbags (more if you wish to use words that have more than four letters)
- ☐ cones

Directions:

- Setup: Using the sidewalk chalk, draw a large keyboard for each team on the cement (at least one octave of keys). Give each team a pile of beanbags and use the cones to make where team members should toss from.
- Team members must take turns tossing the beanbags onto the correct piano keys in order to spell the words on the flashcards. (Note: Unless you have drawn a very large keyboard for each team, players are not required to spell the letters in order from left to right.) If a student misses the right key, they may pick up that beanbag, go back behind the cone, and try again. After each team member successfully spells the word, they must tag the next team member.
- When a team gets through their stack of flashcards, gameplay is over and that team is the winner.
- Variation: Instead of using the beanbags, have team members stand on the piano keys they need in order to spell each word.

Game Credit: Joy Morin (ColorInMyPiano.com)

Day ____, Game # ____

GAME: **Build-A-Measure Beanbag Toss** – for reviewing the number of beats various notes/rests are worth, and how to build measures in various time signatures.



Materials:

- ☐ beanbags
- ☐ a tarp with holes cut out, each labeled with a rhythm value
- ☐ a cone, to mark where to toss from
- ☐ stopwatch

Directions:

- Setup: Prepare the tarp over a clothesline, a pile of beanbags, and a cone.
- The goal of this game is to see how quickly teams can build measures of rhythm in the announced time signature. Choose which team will go first. Instruct team members to take turns tossing one beanbag on their turn. When a player successfully tosses a beanbag through a hole, it counts toward their measure. Players continue taking turns tossing until they have a complete measure of rhythm. If they go accidentally overfill the measure, they must start over. The instructor

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should watch to keep track of which holes the beanbags go through, and write down what notes/rests are in the measures so far for the teams to see.

- Teams receive a point for each measure they build. The team with the most measures after 4-5 minutes of gameplay is the winner.
- Playing 2 or 3 rounds of this game is recommended.

Game Credit: Joy Morin (ColorInMyPiano.com)

Day ____, Game # ____

GAME: **Flashcard Splash Game** – teaches or reviews concepts for whatever flashcards you use.



Materials:

- ☐ an assortment of flashcards, identifying notes/rests, piano keys, notes on the staff, or other musical terms. (Optional: Laminate the flashcards to protect from water.)
- ☐ a bucket of water
- ☐ sponges, water balloons, squirt guns, water shooters, etc.

Directions:

- All students line up, so that every other person is from opposite teams. Hold up a flashcard for the first player of each team to see, and ask them to answer the flashcard. The students who answers it correctly first earns a point for their team, as well as the privilege of taking a sponge (or other water-related “weapon”) and throwing it a member of the opposite team (or you may choose for it to be the team leader, teacher, or a camp volunteer).
- Teams earn points for how many flashcards they identify correctly within 5 minutes.
- Variation: For a somewhat less competitive version, alternate posing a flashcard to each team instead of having players race to answer it first. This may be more appropriate if you have a group of students with a wide range of levels/ages.

Game Credit: based on Sheryl Welles’ game

(<http://sherylwelles.blogspot.com/2011/07/camp-happenings.html>)

Day ____, Game # ____

1:40 GAME: **Water Piñata Piano Relay** – for naming piano keys.



Materials:

- ☐ 14 filled water balloons, plus a few extras
- ☐ black permanent marker
- ☐ 14 6-inch pieces of string (yarn is not strong enough)
- ☐ a clothesline
- ☐ 2 plastic bats or cardboard mailing tubes
- ☐ a staff or keyboard chalked on the sidewalk (or spray painted in the grass)
- ☐ 14 bean bags
- ☐ 4 cones

Directions:

- Setup: This relay has three stations: the start (prepare a couple of cones and 2 piles of beanbags), the keyboard area (draw a one-octave keyboard for each team on the cement and place 2 cones about 4 feet back), and the clothesline area. For the clothesline area: Ahead of time, fill the balloons with water and tie one end of the pieces of string to each balloon. Store the balloons in a large container like a cooler

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until it is time for gameplay. Using the marker, draw A-G on each set of balloons. When it is time for gameplay, tie the 14 water balloons to the clothesline (not in order) using the strings. (Have the extra balloons ready in case any of them pop inadvertently.) Place the plastic bats on the ground nearby.

- For this relay, team members start by balancing a beanbag on their head and running over to the keyboard. If they drop the beanbag, they must go back to the starting point and try again. At the keyboard, they must toss the beanbag onto the “A” piano key (if they miss the whole keyboard they must try again), then run over to the clothesline, pick up a plastic bat, and find/burst the water balloon piñata that has an “A” on it. After the balloon bursts, they must run back to the starting point to tag the next team member. Subsequent players must toss their beanbag onto the piano keys B-G in order (and pop the corresponding water piñata).
- The first team to complete the relay (have all the piano keys covered with a bean bag and all the water piñatas popped) is the winner!
- Variations: To make this game more advanced, you could consider adding another station to the relay, where students must grab a flashcard from the ground with a note on the staff that also corresponds to the piano key their beanbag landed on.

Game Credit: Joy Morin (ColorInMyPiano.com)

Day ____, Game # ____

GAME: **Rhythm Memory Slalom** – for clapping notated rhythms.



Materials:

- ☐ a set of cards with simple one- or two-measure rhythm examples
- ☐ 4-8 cones to slalom through

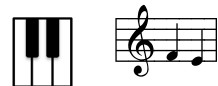
Directions:

- Setup: Use the cones to mark a starting area, and another station across the yard.
- Ask students to line up so that every-other student is a member of the opposite team. Hold up a card to the first student in line and ask them to clap the rhythm (you may allow two tries if you wish). If it is clapped correctly, give them a “thumbs-up” to signal them to slalom through the cones to the other end of the yard. There, they must clap the rhythm again by memory (you may allow two tries if you wish), and slalom back to tag the next player.
- Teams get points for how many rhythms they clap correctly by memory during 5 minutes of gameplay.

Game Credit: Joy Morin (ColorInMyPiano.com)

Day ____, Game # ____

GAME: **Slalom Terminology**– for reviewing notes/terminology learned all week.



Materials:

- ☐ 2 identical sets of musical flashcards (could be anything: naming rhythm values, naming notes on the staff, naming piano keys, defining musical terms, etc.)
- ☐ 8-10 cones

Directions:

- Setup: make a line of cones. Spread the term cards on the ground at the end of the line of cones.

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- Note: If you want both teams racing at the same time, you'll need two identical sets of flashcards, and two lines of cones to slalom through. You will just need to watch carefully to track points for each team. Otherwise, you can have one runner at a time, and alternate players from each team. Then you will only need one set of cards and one line of 4 or 5 cones.
- Give the teams a definition. Then they must slalom (weave) through the cones to where the cards are, pick up the correct term for the definition, and slalom back with the card.
- If the teams are racing, players earn points for their team by being the fastest player to bring back the correct answer card. Otherwise, players earn points for their team simply for each correct answer.
- Variations: Instead of musical terms, you could use piano key flashcards or notes on the staff. You would call out a letter, and students would have to find a flashcard with that piano key or note.

Game Credit: Sheryl Welles (<http://sherylwelles.blogspot.com/2010/08/music-olympics-some-more-pictures.html>)

Day ____, Game # ____

GAME: **Staff Twister Toss** – identifying notes on the staff.



Materials:

- ☐ a staff drawn with chalk on the sidewalk (or spray painted in the grass).
- ☐ 2 beanbags
- ☐ 2 cones

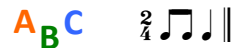
Directions:

- Setup: Using the chalk, draw a grand staff on the cement for each team. Use the cones to mark where players should toss from.
- Instruct the first team member of each team to toss the beanbag onto the staff. If they miss the staff, they must retrieve the beanbag and try again. Once they have verbally (and correctly) identified the name of the line or space on which the beanbag landed, they may tag the next player. It will be helpful to have a camp volunteer helping, so that someone is watching each team to make sure players correctly identify notes.
- Teams get points for every correctly identified note within a set time period (3-5 minutes, depending on the size of the teams).

Game Credit: Joy Morin (ColorInMyPiano.com), although many teachers have created similar versions.

Day ____, Game # ____

GAME: **Musical Beach Volleyball** – identifying notes on the staff.



Materials:

- ☐ beach volleyball, with six musical tasks written on it with permanent marker
- ☐ a badminton net or a clothesline

Directions:

- Setup: Draw six musical tasks on the beach volleyball. Examples: stomp 6 steady beats on the ground; draw 4 half notes in the air, make the 7 letters of the musical

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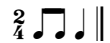
alphabet using your arms, bend over and touch your toes for 4 slow beats, tiptoe 8 eighth notes, recite the 7 letters of the musical alphabet backwards.

- Players of each team stand on either side of the net. Just like in normal volleyball, players must hit the ball back and forth, trying to avoid letting the ball touch the ground on their team's side of the net. If the ball touches the ground, the team whose fault it was must do the action on the volleyball (whichever action is on top when it lands) and the other team gets a point.

Game Credit: Joy Morin (ColorInMyPiano.com)

Day ____, Game # ____

GAME: **Ultimate Rhythm Relay** – identifying notes/rests and their values.



Materials:

- ☐ 2 beach balls with musical tasks written on them (see Musical Volleyball game)
- ☐ 8+ beanbags
- ☐ 2 sets of 3-5 buckets labeled with notes/rests
- ☐ rhythm value flags that match the labels on the buckets
- ☐ rings for tossing over the flags
- ☐ lots of cones

Directions:

- Setup: Use cones to mark the starting line for each team. Place the beach volleyballs and the beanbags on the ground nearby. At the second station of the relay, setup the buckets in a column for each team, making the greater rhythm values furthest away. With cones, mark a line where students should stand to toss the beanbags. Setup a line of cones leading up to the third station for students to slalom through. At the third station, stake the rhythm value flags in the ground in one large area (no need to make separate flags for each team). Place the rings on the ground nearby and mark a line where students should stand to toss the rings.
- Directions: students start by tossing the beach volleyball in the air, and doing the musical task that is on the top when the ball lands on the ground. Then, they pick up a beanbag, balance it on any part of their body (without using hands), run over to the buckets, and then use their beanbag to toss until they successfully get it into a bucket. Then, they must slalom to the ring toss area, and toss rings until they get a ring over the flag that matches the note/ring they got in the beanbag toss area. Once they have done that, they can run back to the start to tag the next team member!
- Team members earn points for their team according to the note or rest they toss at the beanbag station. For example, students who toss the quarter rest earn one point, and student who toss the whole note earn four points. Teams are also racing to send all the members of their team through the relay in the shortest time, to earn bonus points.

Game Credit: Joy Morin (ColorInMyPiano.com), although many teachers have created similar versions.

Day ____, Game # ____

GAME: **Build-A-Piano-Interval Challenge** – building intervals on the keyboard.



Materials:

- ☐ 2 keyboards drawn with chalk on the sidewalk (or spray painted in the grass).

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- ☐ 2 spinners of the musical alphabet (or 2 musical alphabet dice).
- ☐ 2 spinners of the intervals unison through 5th (or 2 interval dice).
- ☐ stopwatch

Directions:

- Setup: Using the chalk, draw the keyboards (minimum one octave) on the cement for each team.
- Give each team an alphabet spinner and an interval spinner. Teams are racing to build as many intervals as they can. Teams start by spinning the alphabet spinner, and having a team member stand on that piano key. Then, they must spin the interval spinner, and have another team member stand on correct piano key in order to create the spun interval. Ask your camp helper help you track points for each team as they build intervals.
- Teams earn a point for each interval they build within 5 minutes. Periodically, you may wish to pause gameplay in order to instruct teams to swap roles (so the spinners have a turn building intervals, and vice versa).

Game Credit: Joy Morin (ColorInMyPiano.com).

Day ____, Game # ____

ACTIVITY: **Awards Ceremony** – award medals to students for individual achievements, and announce the final point totals for each team. Award the winning team a large, paper trophy, and take pictures of the teams and individual students. Optional: Hand out participation certificates and “What We Learned At Camp” cards.

Musical Olympics Camp

TEAMS

Directions: Divide the registered students into two teams, keeping them as equal as possible in terms of student's ages and abilities. Identify a possible team leader for each team (but allow students confirm this choice on the first day of camp). When students choose their team names on the first day of camp, write them in the top row below.

| Team 1: | Team 2: |
|---------|---------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Musical Olympics Camp

SUPPLIES TO BUY

[illegible]

SUPPLIES TO GATHER

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

THINGS TO MAKE

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □

FOOD TO BUY

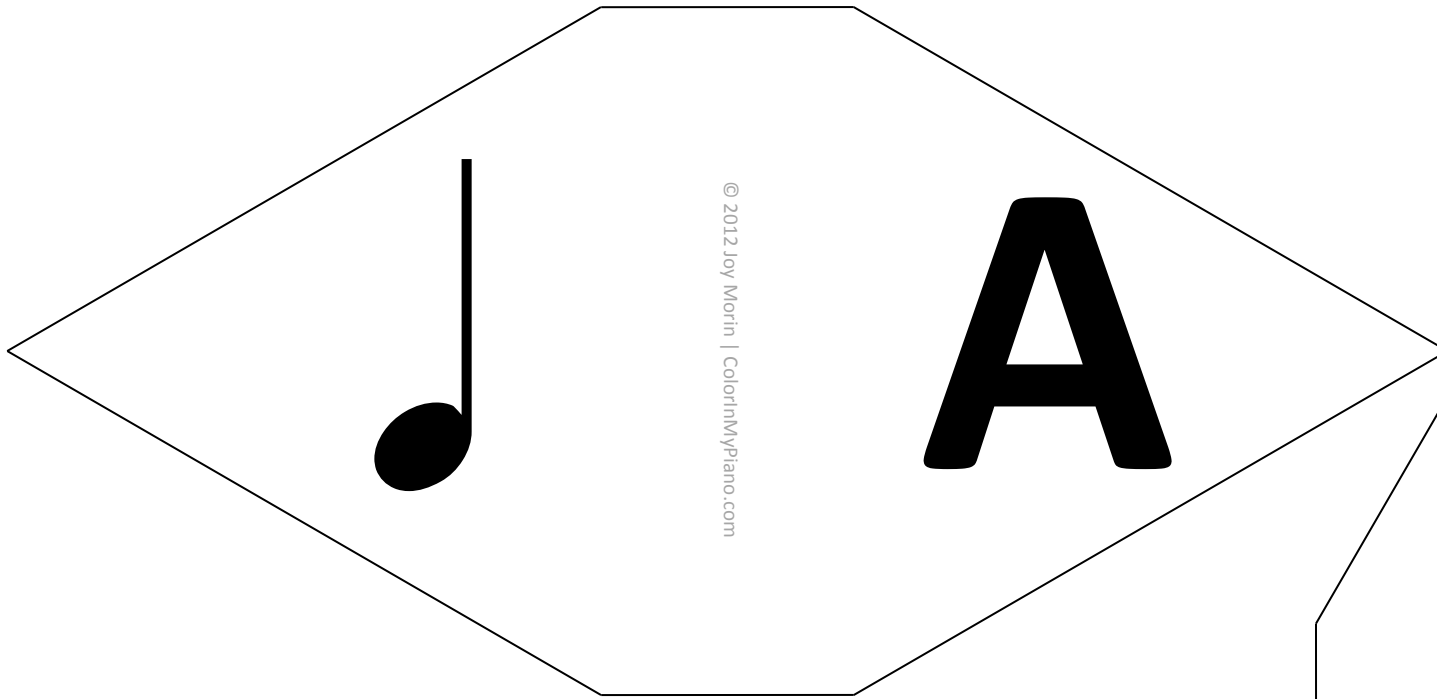
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Musical Olympics Camp

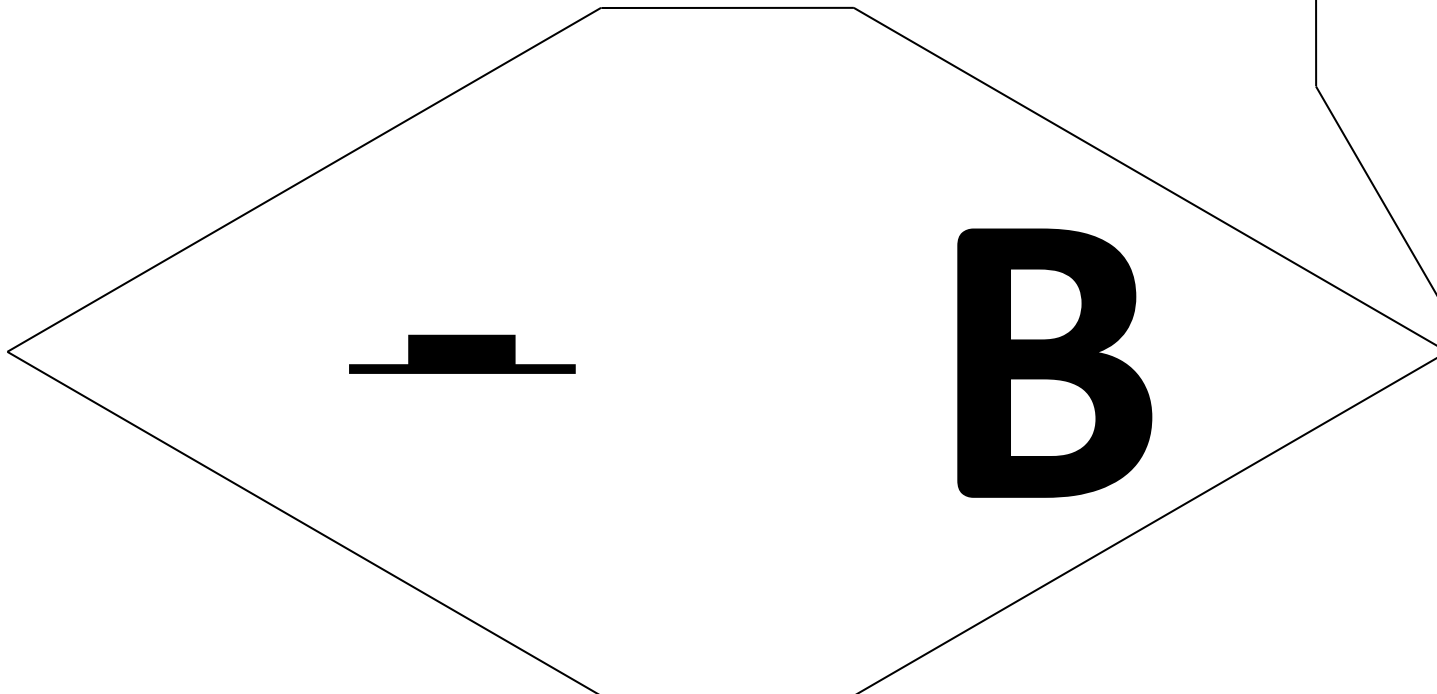
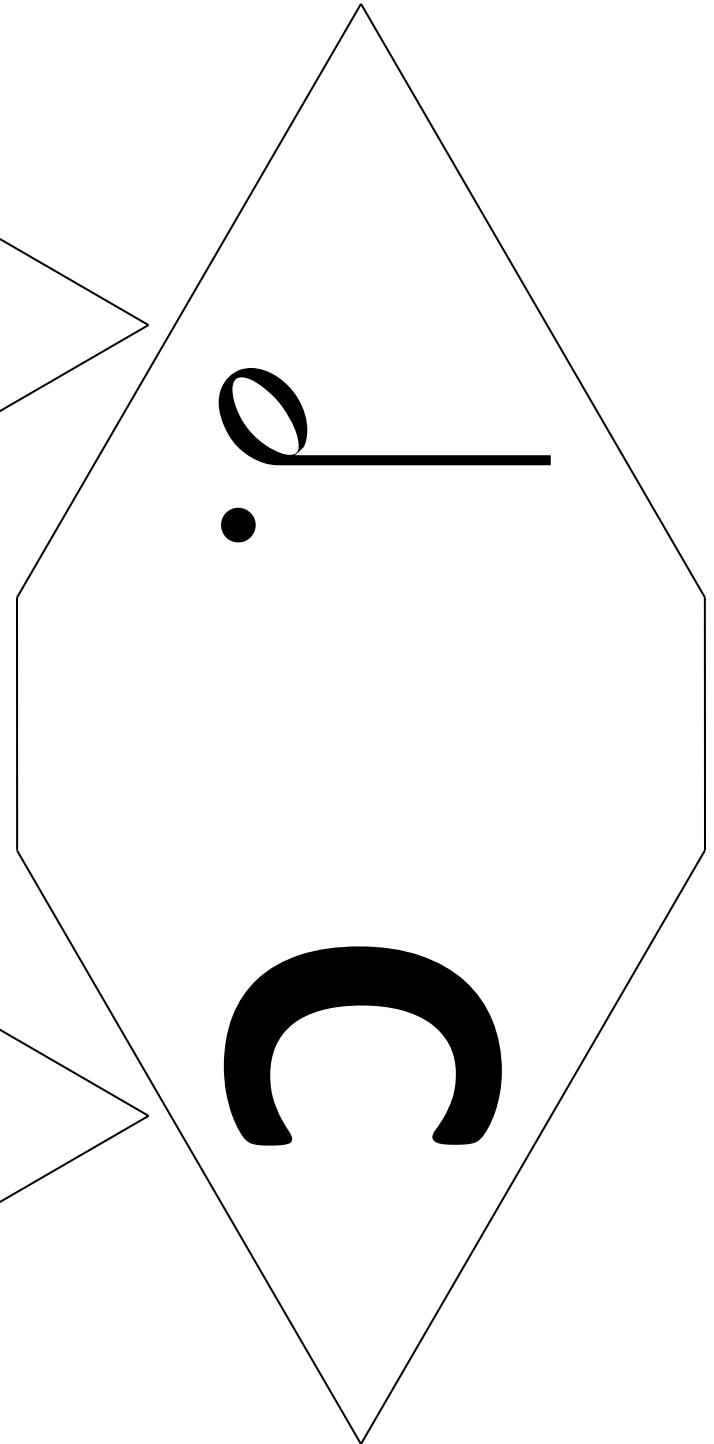
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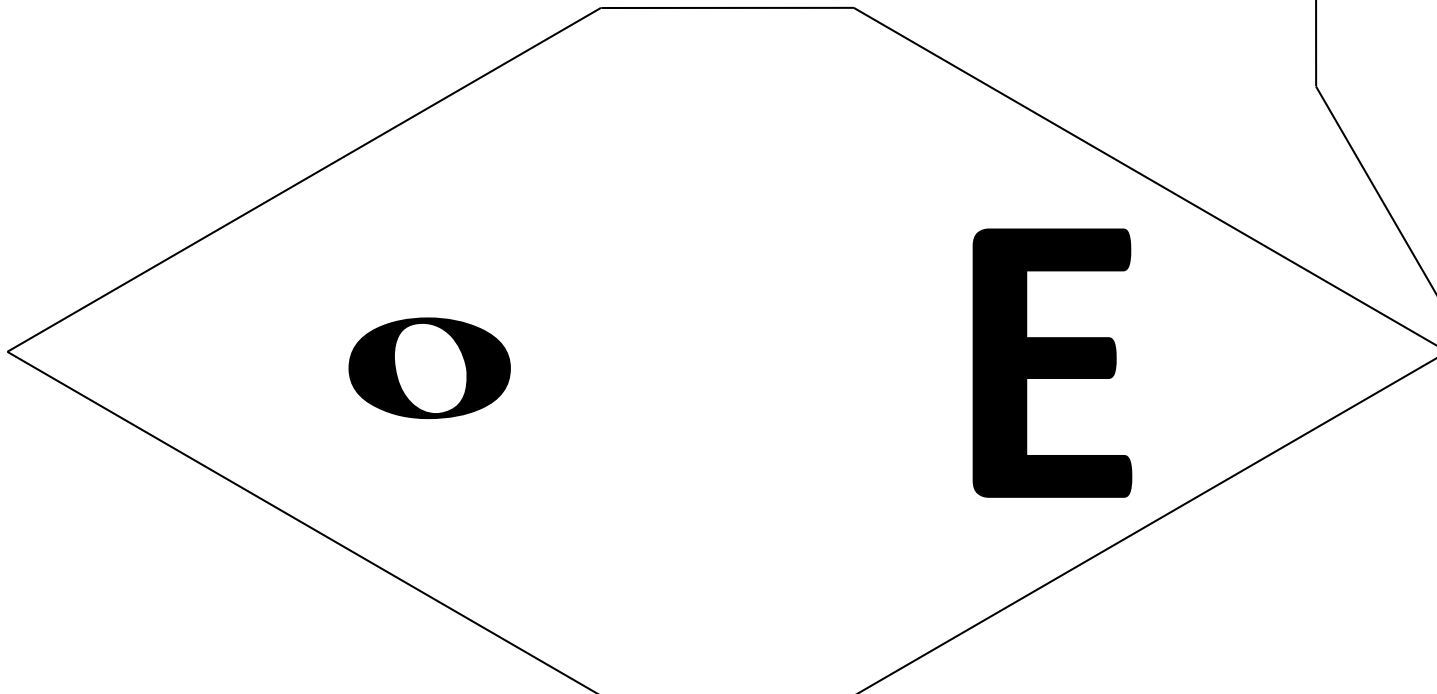
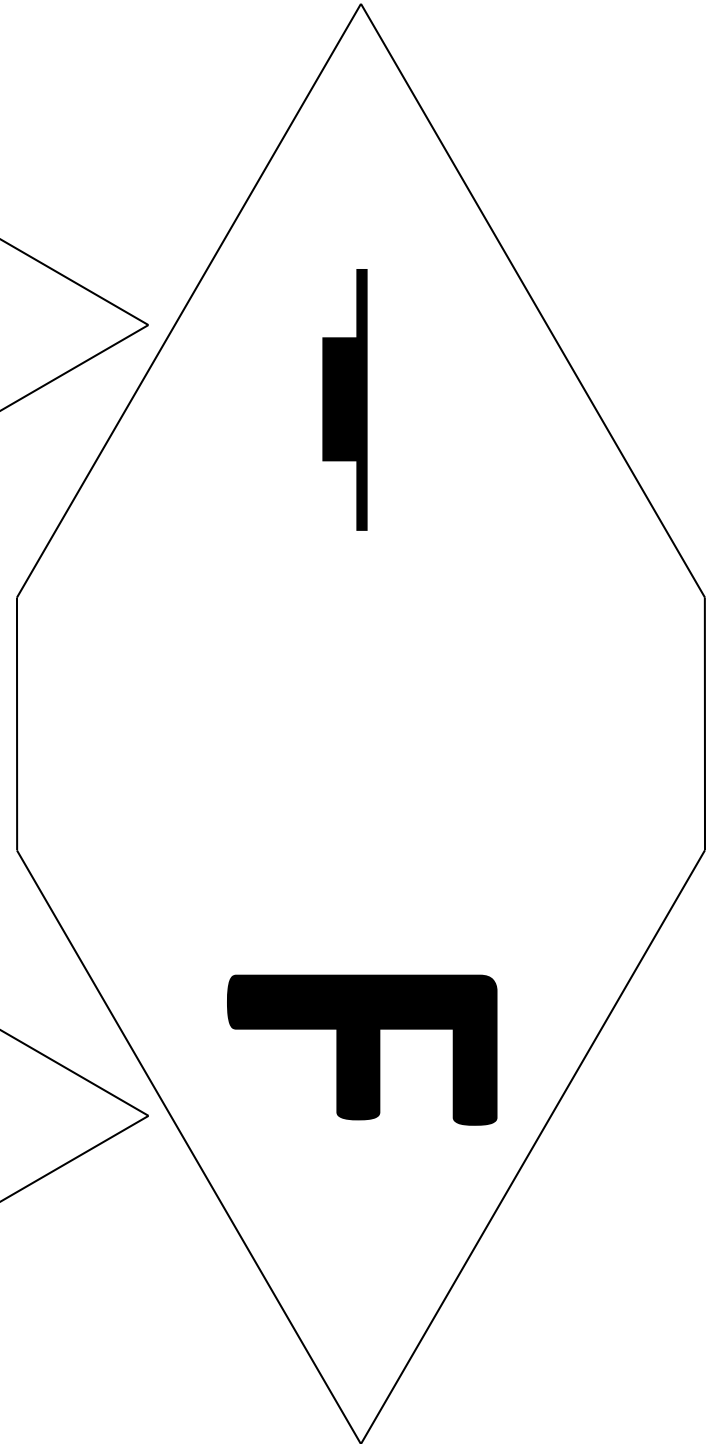
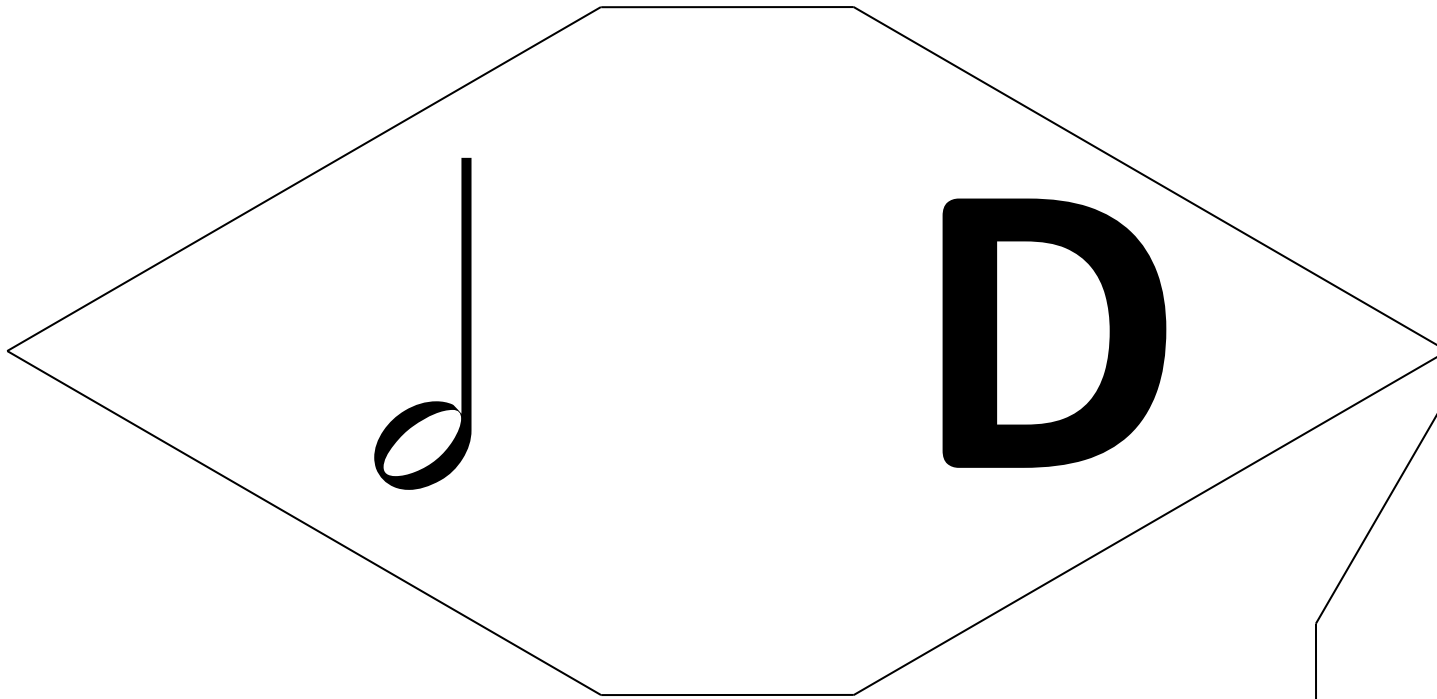
DAY ____

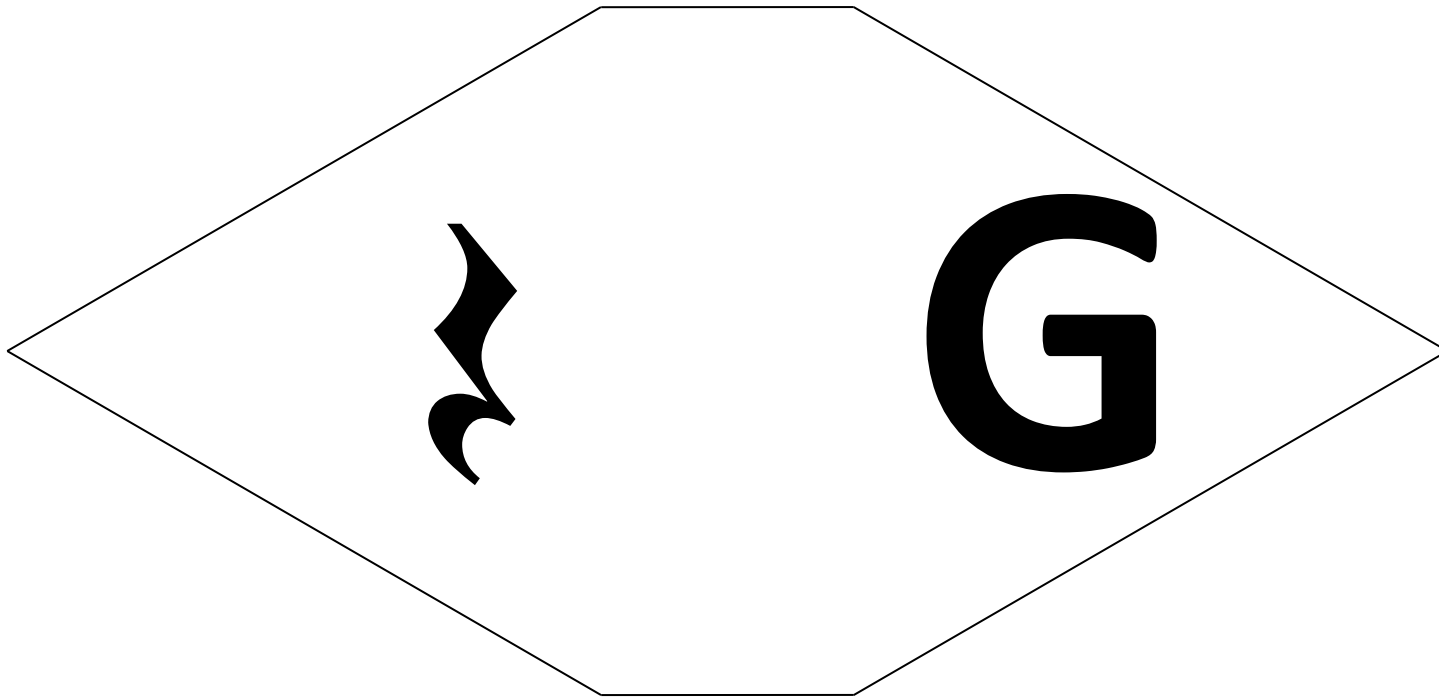
| TEAM 1: | | | | TEAM 2: | | | |
|----------------------|--|--|--|----------------------|--|--|--|
| GAME: | | | | | | | |
| Winner? Yes No | | | | Winner? Yes No | | | |
| Points: | | | | Points: | | | |
| RUNNING TOTAL: | | | | RUNNING TOTAL: | | | |
| GAME: | | | | | | | |
| Winner? Yes No | | | | Winner? Yes No | | | |
| Points: | | | | Points: | | | |
| RUNNING TOTAL: | | | | RUNNING TOTAL: | | | |
| GAME: | | | | | | | |
| Winner? Yes No | | | | Winner? Yes No | | | |
| Points: | | | | Points: | | | |
| RUNNING TOTAL: | | | | RUNNING TOTAL: | | | |
| GAME: | | | | | | | |
| Winner? Yes No | | | | Winner? Yes No | | | |
| Points: | | | | Points: | | | |
| RUNNING TOTAL: | | | | RUNNING TOTAL: | | | |
| GAME: | | | | | | | |
| Winner? Yes No | | | | Winner? Yes No | | | |
| Points: | | | | Points: | | | |
| RUNNING TOTAL: | | | | RUNNING TOTAL: | | | |



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A

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B

C

D

E

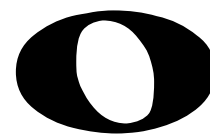
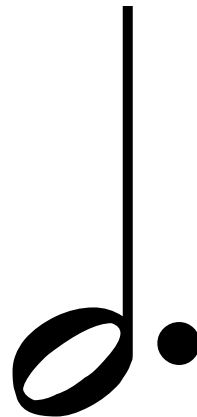
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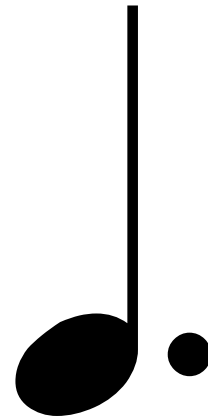
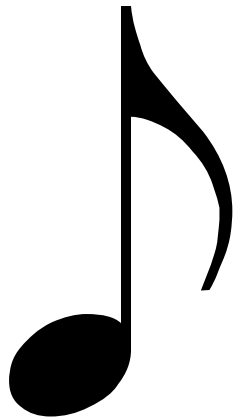
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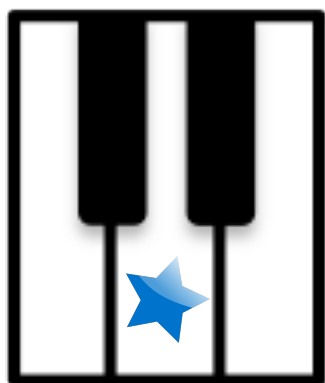
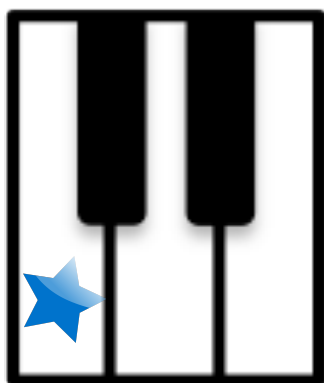
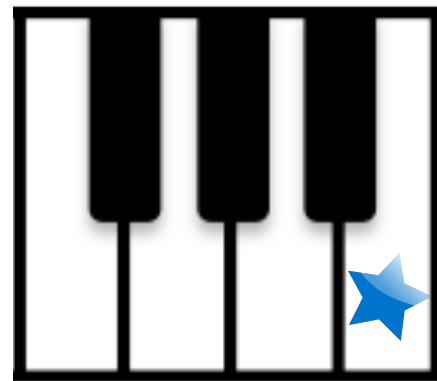
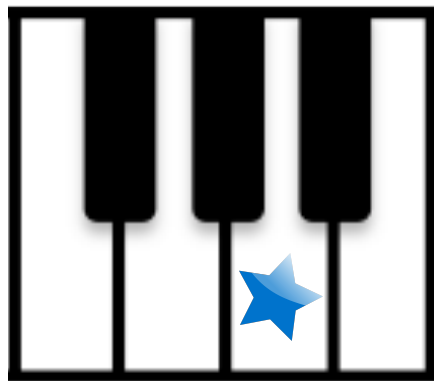
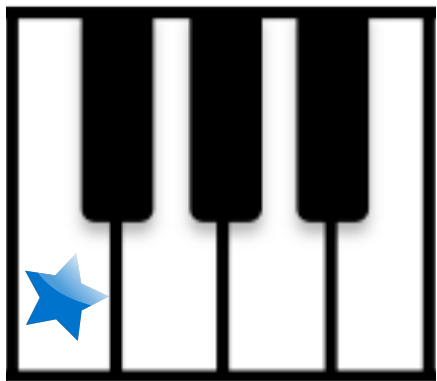
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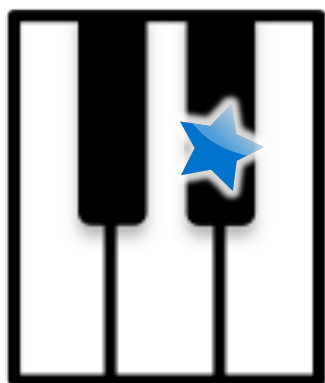
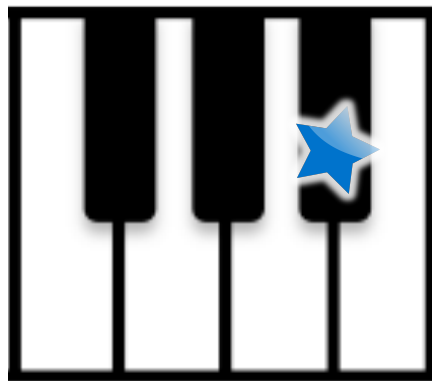


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Piano Key



Flashcards

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Flashcards

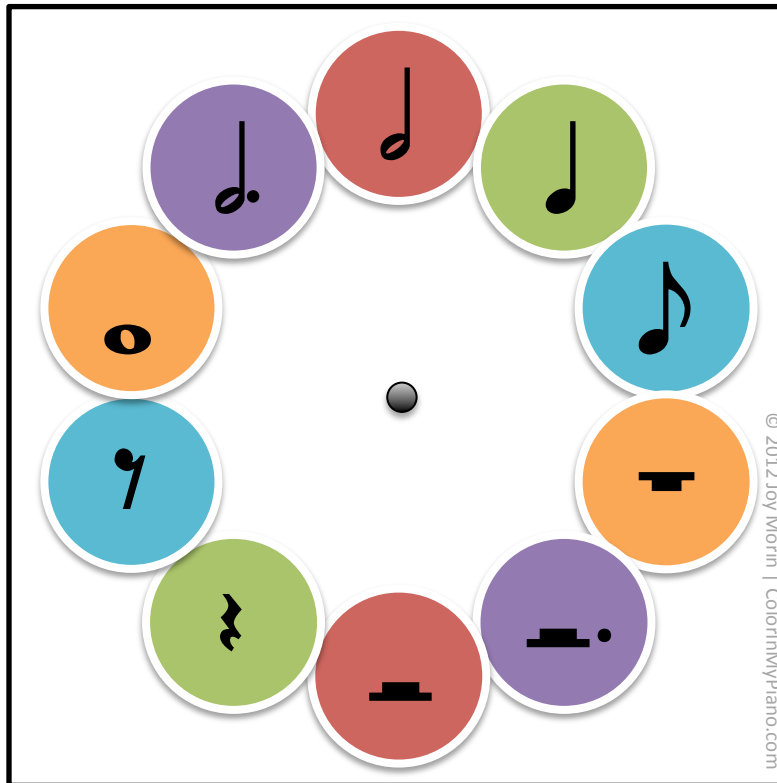
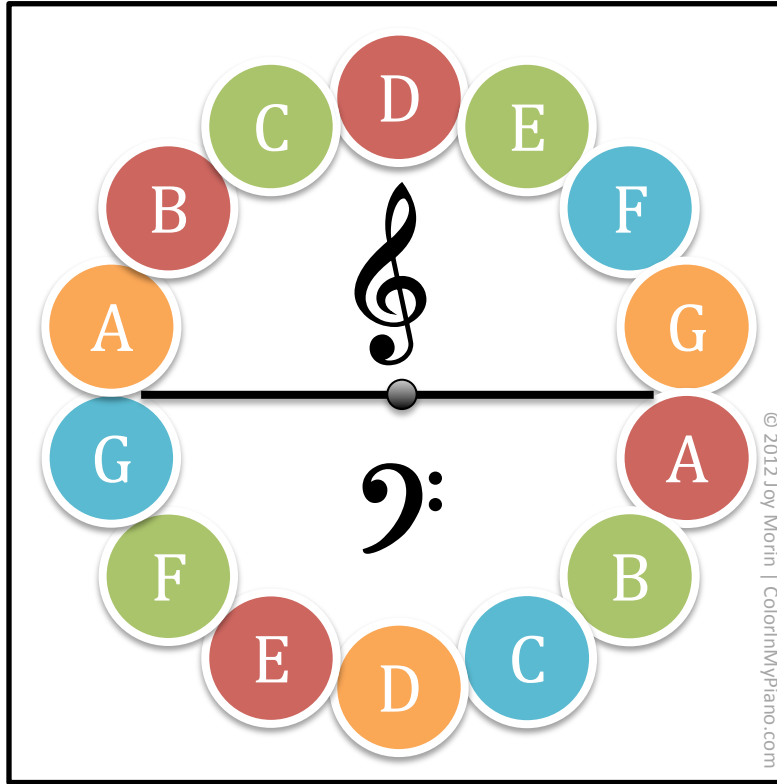
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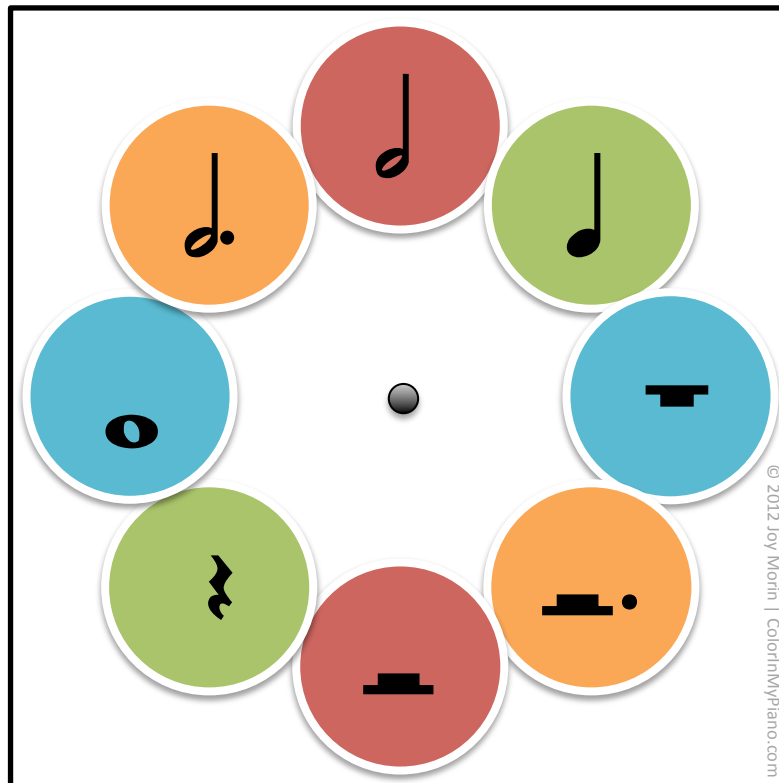
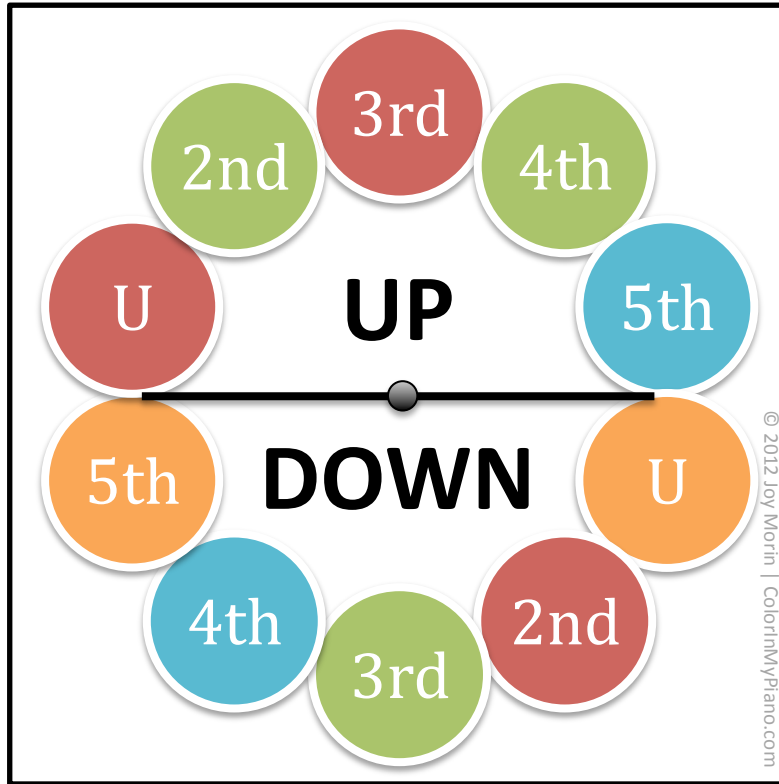
Piano Key



Flashcards

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BAD

ACE

BAG

ADD

BED

AGE

BEE

BAA

EBB

BEG

EGG

CAB

FAD

DAB

FED

DAD

AGED

FEE

BABE

GAB

BEAD

GAG

BEEF

ACED

DEED

CAFE

EDGE

CAGE

FACE

DEAD

FADE

DEAF

CAGED

FEED

DECAF

GAGE

EBBED

ADDED

EDGED

BADGE

BAGGED

EGGED

BEADED

FACED

BEEFED

FADED

BEGGED

BADGED

DEFACE

CABBED

FACADE

DABBED

GABBED

DECADE

GAGGED

DEEDED

BAGGAGE

CABBAGE

DEFACED

FEEDBAG

Game Ideas for Musical Alphabet Word Cards

- Ask the student to spell each word on the piano or on a silent keyboard by covering the right keys with glass gems (pennies, buttons, etc.).
- Give student a blank staff printed on paper. Using pennies or bingo chips that fit on the staff, ask the student to “spell” the word from a flashcard on the staff.