Ethan's Music Room

Coloring and Activity Sheets
These coloring and activity pages for Ethan’s Music Room were created by our Student Design Team. The students, working off their own knowledge and research of what makes an engaging, interactive activity for children, created dynamic and easy-to-follow instruction sheets for parents, guardians, and educators to facilitate music-based learning through fun activities.

Each activity page corresponds to a specific episode of Ethan’s Music Room. When completing activities, facilitators should first watch the corresponding episodes with the child, helping to continue the learning after the credits have rolled. By offering a linked experience, children will be able to better understand the musical concepts Ethan explains in each episode by experiencing them through doing.

By fostering learning through the arts, these pages are meant to help children find their creativity and build problem-solving skills.
Musician’s Name: Connect the Dots!
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Musician’s Instruments Word Search

Name: Thunder Noises

Materials:
• Metal pots or pans
• Wooden spoons
• Flashlight

Directions:
1. Bang wooden spoons on pots and pans to make thunder noises.
2. Turn flashlight on and off to create lightning.

Question:
What are some other noises that bring music into our daily lives?

This activity corresponds to Episode 1 - “It’s All About Music”
Music is all around us. Sometimes, music can be found in our daily lives. Ethan tells us that music can be a lion’s roar, a creak of a closet door, or an alarm clock ringing in the morning. Now it’s your turn to find the music!

**Materials:**
- A notebook
- Markers, colored pencils, or crayons
- A pen or pencil

**Directions:**
1. Decorate your music journal.
2. Pay attention to the sounds that you hear throughout the day. As you hear them, write them down in your music journal!
3. Share all the sounds you heard that day. Which sounds reminded you of music? Which sounds were your favorite?

**Question:** Are there any sounds that you heard that you never thought of as music until now? What other sounds could be music?
Beat is an important topic in *Ethan’s Music Room*. It tells musicians how long to hold a note on their instruments. A common way to practice beats is clapping them out. This game is a fun way to practice and create your own beats with friends!

**Directions:**
1. Sit in a circle.
2. Pick one person to be ‘the drummer.’
3. The drummer will clap out a beat.
4. The person next to them will have to mimic this beat. If the next person gets it right, they clap out a different beat. If they get it wrong, it moves to the next person.

**Question:**
What did you notice when creating beats with others? Were many of them similar, or different?
Largo and allegro are terms used for the tempo, or speed, of music. Largo means slow and allegro means fast.

In *Ethan’s Music Room*, when the kids wanted to change the tempo of Ethan’s song, they ran in place at the speed that they wanted the music to go.

In this activity, largo and allegro can change the tempo of dancing!

**Materials:**
- Music

**Directions:**
1. Turn on music.
2. Spread out so everyone has space to dance.
3. One person acts as the “conductor.”
4. When they call out allegro, everyone should dance fast.
5. When they call out largo, everyone should dance slowly.
6. Keep playing until the song is over. Whoever is the last person to stop dancing becomes the next conductor!
This game is a fun, musical twist on the game “Red Light, Green Light.” Instead of using the traffic light symbols, this activity uses words musicians use to speed up or slow down the tempo!

**Directions:**
1. Find an open space where there is plenty of room to run.
2. One person will be the Conductor.
3. The Conductor stands at one end of the space, and everyone else should line up on the other side. They are the Orchestra.
4. The Conductor will call out “largo,” “allegro,” or “rest.” The Orchestra follows the directions of the Conductor.
5. The first person to reach the Conductor is the winner, and they get to be the next Conductor.

**Largo** means that everyone should walk towards the conductor.
**Allegro** means they should run towards the conductor.
A **rest** in music is a pause where nothing is played. In this game, it means that the runners stop.
In *Ethan’s Music Room*, Ethan explains the relation between pitch and scales. This activity uses spoons to make an instrument and explore the concept of pitch.

**Materials:**
- Multiple different sized spoons
- A ruler
- String or yarn
- Tape

**Directions:**
1. Tie your string or yarn around the handle of the spoons. Use tape to hold the string in place. Leave one untied.
2. Space out the spoons on the ruler. Tie the loose ends of the string around the ruler.
3. Hold your new instrument up in the air by the ruler, letting the spoons hang down.
4. Use your untied spoon to hit each hanging spoon.

**Question:**
Do you hear differences between big spoons and little spoons when you hit them? What happens when you hit two hanging spoons at once?
In *Ethan’s Music Room*, Ethan explains the relation between pitch and scales. This activity uses jars and water to create instruments with different pitches.

**Materials:**
- 4 to 6 jars
- Water
- A spoon or pencil

**Directions:**
1. Fill the jars up with different amounts of water.
2. Use the spoon or pencil to softly hit the jars.
3. Observe how the varying amounts of water create different pitches.

**Question:**
Do you hear a higher pitch if the jar is almost full or almost empty? What about a lower pitch?
In Ethan’s Music Room, Ethan explains that pitch is what helps us tell a high note from a low note. This activity lets you explore how string musicians play different pitches.

**Materials:**
- A plastic cup or container
- A you-sized length of string
- A popsicle stick
- Scissors

**Directions:**
1. Have an adult poke a hole through the bottom of the plastic container.
2. Tie one end of your string around the middle of the popsicle stick.
3. Flip the container upside-down.
4. Pull the untied end of the string through the inside of your container. (The popsicle stick should keep the string from going through the hole.)
5. Hold the string at the top with your fingers and gently hold the cup between your feet.
6. Pull the string tight.
7. Pluck the string to play!

**Question:**
Can you make different noises by pulling the string tighter or letting it loose, or by plucking the string near your hand or closer to the cup? Try it!
When musicians come together to play instruments together, it’s called a band. There are many kinds of bands.

In this activity, with the help of a couple of friends, you can create your own band. All you need is music!

**Materials:**
- Markers
- Notecards

**Directions:**
1. Turn on your favorite song.
2. Pick out the instruments that you hear. Write them down on a notecard.
3. Have each person in your group pick a notecard.
4. Have everyone describe how they will “play” their instruments.
5. Start the song over.
6. Pretend that you are playing your instruments.
7. Jam to the music with your air band!
You don’t need to have a bunch of instruments to create an orchestra! With these simple instrument ideas, you can have an array of magnificent music-makers in no time! Then, gather some friends and play music!

**Materials:**
- Anything that makes music
- A group of friends
- An audience (optional)

**Directions:**
Using all your homemade instruments, assemble an orchestra with some friends.

If your instruments are portable, you can even have a marching band!
Instruments come in all shapes and sizes. Each instrument has its own unique sound. For thousands of years, humans have been creating instruments. Now it’s your turn! Invent a new instrument of your own!

**Directions:**
In the space below, draw your own instrument. Be sure to add colors and decorate it! Describe what it sounds like. Does it make high sounds, or low sounds? Is it quiet or loud? What kind of band would your instrument be in?

Maybe your design will become a real instrument in the future!
A melody is a set of notes that is frequently repeated in a song. You probably know a lot of melodies. Most nursery rhymes are made of melodies. In this activity, familiar melodies are used for a game of musical charades.

**Directions:**
1. One person will hum their favorite nursery rhyme.
2. The rest of the group will try to name the song.
3. The person who guesses the correct song first gets to be the next person to hum a melody.
A key is a set of notes that makes up a scale. Major scales are in a key that seems more upbeat and happy. Minor scales are in a key that seems more sad or dark. Music can convey all types of moods and emotions. This activity will let the feelings you draw from a song become art!

**Directions:**
Turn on music and draw or paint what the music sounds like to you.

Put it down on paper, and in no time, you’ll have a musical masterpiece!

**Questions:**
What emotions does the song give you?
What does it remind you of?
How does it make you feel?
is composed and conducted by:

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