

# ZIN! ZIN! ZIN! A VIOLIN

## ZIN! ZIN! ZIN! A VIOLIN

Book by Lloyd Moss, illustrated by Marjorie

Priceman c 1995

Themes: Music/ Counting

Grade Level: Pre-K - 2

Running Time: 10:00

### SUMMARY

Children are imaginatively introduced to musical groups as ten instruments take their places, one by one, in preparation for a grand orchestral performance.

### OBJECTIVES

- Children will learn about musical instruments.
- Children will develop counting skills.
- Children will explore musical groups.

### BEFORE VIEWING ACTIVITIES

Share the book *Zin! Zin! Zin! A Violin* with children. Then ask:

- What kind of sound does a trombone make? A trumpet? A violin? etc.
  - Which instrument plays gentle music? Loud, brassy music? Soft music? High-pitched music?
  - How many instruments play a solo? A duet? A trio? A full orchestra?
  - What is your favorite musical instrument? Why?
  - What kinds of musical groups have you seen?
- What did you enjoy about the performance?

See if children can recall the ten musical instruments to which they were introduced in the story. Encourage children to discuss the differences and similarities in sound and appearance among the different instruments. Explain how an instrument's size and shape affects the sound it makes.

### AFTER VIEWING ACTIVITIES

Search your school or local library for some popular musical recordings. Play them in the classroom and see if children can identify the instruments playing the sounds they hear. Later, play a variety of instrumentals that include instruments playing solos, duets, trios and orchestrations. Again, encourage children to identify the instruments that are playing the sounds they hear.

Give children an opportunity to explore rhythm band instruments. As children shake a tambourine, bang a drum, hit rhythm sticks together, encourage them to describe the sounds they hear. Have children explore ways of softening or strengthening the sounds. Ask:

- If you could be one of the rhythm band instruments, which would you be? Why?

Discuss the numbers of instruments involved in a solo, duet, quartet, sextet, etc. Then play a musical grouping game. Distribute rhythm band instruments. Ask one child to volunteer to play a solo. Then ask:

- How many more children would I need to create a duet?

Have two children play together. Again, ask:

- How many children would I need for a trio?

Have three children play together. Continue until you have ten children playing the instruments together.

Have children cut pictures of musical instruments from magazines and arrange the pictures in their own creative ways on large sheets of construction paper. Paste them down to make musical collages. Have children take turns describing the instruments in their collages to others in the group. Write down expressive ways the instruments "talk".

### OTHER VIDEOS AND FILMS ABOUT MUSIC AVAILABLE FROM WESTON WOODS INCLUDE:

**KEEPING HOUSE**, by Margaret Mahy, illustrated by Wendy Smith

**LENTIL**, by Robert McCloskey

**MUSICAL MAX**, by Robert Kraus and illustrated by Jose Aruego & Ariane Dewey

**PATRICK**, by Quentin Blake

**REALLY ROSIE**, by Maurice Sendak

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# MUSICAL MAX

## Musical Max

by Robert Kraus, illustrated by Jose Aruego and Ariane Dewey (Simon & Schuster)

Themes: Music

Grade Level: PreK-1

Running Time: 8 minutes, animated

## Summary

This is the story of a young hippo named Max who happens to be very musically inclined. Max could play any instrument-- and did Max love to practice!

Max liked to practice so much that his blowing, plinking, and banging annoyed his father and drove the neighbors to distraction. The only person not bothered by Max's unrelenting practicing was his doting mother.

In time, Max decides to give up practicing. He simply decides he's not in the mood any longer. Much to their surprise, Max's father, and the neighbors, discover that they miss Max's practicing.

The story ends with Max resuming his instrument playing and the delighted neighborhood joining in-- with Max as conductor.

## Objectives

- Children will learn about different musical instruments
- Children will learn to distinguish between the sounds the instruments make
- Children will sharpen their listening skills

## Before Viewing Activities

Share the book *Musical Max* with children.

Then ask:

Of all the musical instruments Max plays in the story, which instrument is your favorite? Do you ever take someone for granted and then that someone goes away or stops doing what he/she used to do? Tell about it. Try a simple listening exercise in the classroom. Have children listen carefully to all the sounds they hear in the classroom. Later, have children describe the different sounds they heard. Then have children close their eyes and listen carefully for sounds once more. After children identify the sounds they heard, ask: Was it harder or easier to hear sounds with your eyes opened or closed? Later, take an outdoor listening walk and have children identify the different sounds they hear.

Talk with children about the different instruments of the orchestra. If possible, provide illustrations or posters that show each of the instruments. See how many of the instruments children can identify. Later, play some orchestral recordings for children in the classroom.

## After Viewing Activities

Invite a musician to the classroom. Have your visitor bring his/her instrument along and share some music with children. Encourage children to ask questions of the visitor. After the musician has left, play some recording of musical pieces that highlight the instrument the musician played.

Provide children with rhythm band instruments that they can use to explore sound. Tap out simple sequences of rhythms and see if children can imitate them with their instruments. Later, include creative movement with your instrument experiments. Have one half of the group play instruments while the other half of the group move to the music. Then switch groups, having the musicians try some creative movement, and the movers becoming musicians!

Play a variety of musical pieces. See if children can identify the instruments that are the sources of the music. As children talk about the instruments, encourage them to also describe the way the sound coming from the instrument makes them feel. Later, ask: If a flute could turn into an animal would it turn into a bird or an elephant? Why do you think so? Continue this line of questioning to help children think about the characteristics of the sounds produced by the instruments.

Other book based films and videos about music are available from Weston Woods. These include:

APT.3 by Ezra Jack Keats

LENTIL by Robert McCloskey

PATRICK by Quentin Blake

REALLY ROSIE by Maurice Sendak

SUHO AND THE WHITE HORSE written by Yuzo Otsuka and illustrated by Suekichi Akaba

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# PATRICK

Patrick  
by Quentin Blake (Walck)  
Themes: Music.Magic  
Grade Level: PreK-2  
Running Time: 7 minutes, animated

## Summary

Patrick is a story told without words of a man who buys a violin from a peddler selling all kinds of wares. This violin proves to be a very special instrument indeed. Each time Patrick plays the violin, wondrous things happen. When Patrick plays by a pond, the fish pop up out of the water displaying rainbow colored bodies. When Patrick plays the instrument in an apple orchard, the trees bloom with colorful fruits, cakes, ice cream, and hot buttered toast!

The story's touching ending occurs when Patrick plays for a sickly tinker and his wife. The violin's music heals the tinker immediately. Patrick, his violin, and the brightly colored animals that Patrick's violin has magically transformed, hop into the tinker's wagon and all happily return to town.

## Objectives

- Children will learn to think creatively in order to imagine a more colorful world
- Children will explore the violin
- Children will investigate the colors of nature

## Before Viewing Activities

Share the book Patrick with children.

Then ask: If you could change something in the world

into beautiful colors the way Patrick did with his violin, what would it be? Why would this be your choice?

Talk with children about the colors of the things around them. Take a walk outdoors and have children look closely at leaves, grass, twigs, concrete sidewalks and steps, the bricks used on the school building, etc. Encourage children to look for as many colors as they can in each of these objects. Then ask: If you could change these objects into any color(s) you wish, what would they be?

Play some violin music for children. After listening to several pieces, have children try to describe the different sounds the instrument makes and discuss the ways the music makes them feel. If possible, invite a musician or your school's music teacher to your classroom to explore the violin and the music it makes with children.

## After Viewing Activities

Provide children with watercolors and brushes. Have them paint pictures of ordinary objects such as houses, trees, flowers, etc. using any and as many colors as they wish. Later, display the paintings on a classroom wall. As children explore the artwork, talk about how they might feel about living in a world where everyday objects were actually the colors in their paintings.

Have children write short stories about extraordinary objects that grow on a very ordinary tree. Offer the following story starter: One day, Michelle sat under a very shady tree to rest. When she looked up she saw ... When finished, allow children to illustrate their stories and display them on a classroom wall or bulletin board.

Try some tie-dyeing to make a colorful cloth for class-

room use. Supply a white cotton sheet. Have children gather the fabric in various places and twist rubber bands around the gathered bundles of cloth. Fill several aluminum pans with various colors of dye. (Provide rubber gloves that children can wear while dyeing the cloth.) Have children take turns dampening each small bundle of cloth and dipping the bundle in the dye. When finished, rinse the cloth until the water is clear. Remove the rubber bands and rinse again. Hang the cloth to dry. Later, use your cloth as a backdrop for plays, a special classroom tablecloth, or a colorful blanket children can spread on the classroom floor and sit on as they listen to lovely violin music!

Other book based films and videos about music and magic are available from Weston Woods. These include:

## Music

APT. 3 by Ezra Jack Keats  
LENTIL by Robert McCloskey  
REALLY ROSIE by Maurice Sendak  
SUHO AND THE WHITE HORSE written by Yuzo Otsuka and illustrated by Suekichi Akaba  
MUSICAL MAX by Ariane Dever and Jose Amego

## Magic

THE AMAZING BONE by William Steig  
THE HAT by Tomi Ungerer  
THE SELKIE GIRL written by Susan Cooper and illustrated by Warwick Hutton  
THE SILVER COW written by Susan Cooper and illustrated by Warwick Hutton  
SYLVESTER AND THE MAGIC PEBBLE by William Steig  
THE WIZARD by Jack Kent

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