

# Musical Instruments

Student: \_\_\_\_\_

Date: \_\_\_\_\_

I want to play...



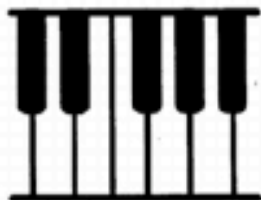
the cymbals.



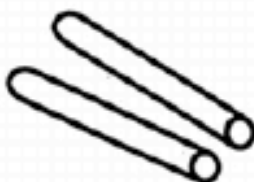
the drum.



the piano.



the rhythm sticks.



the shaker.



the tambourine.



the triangle.



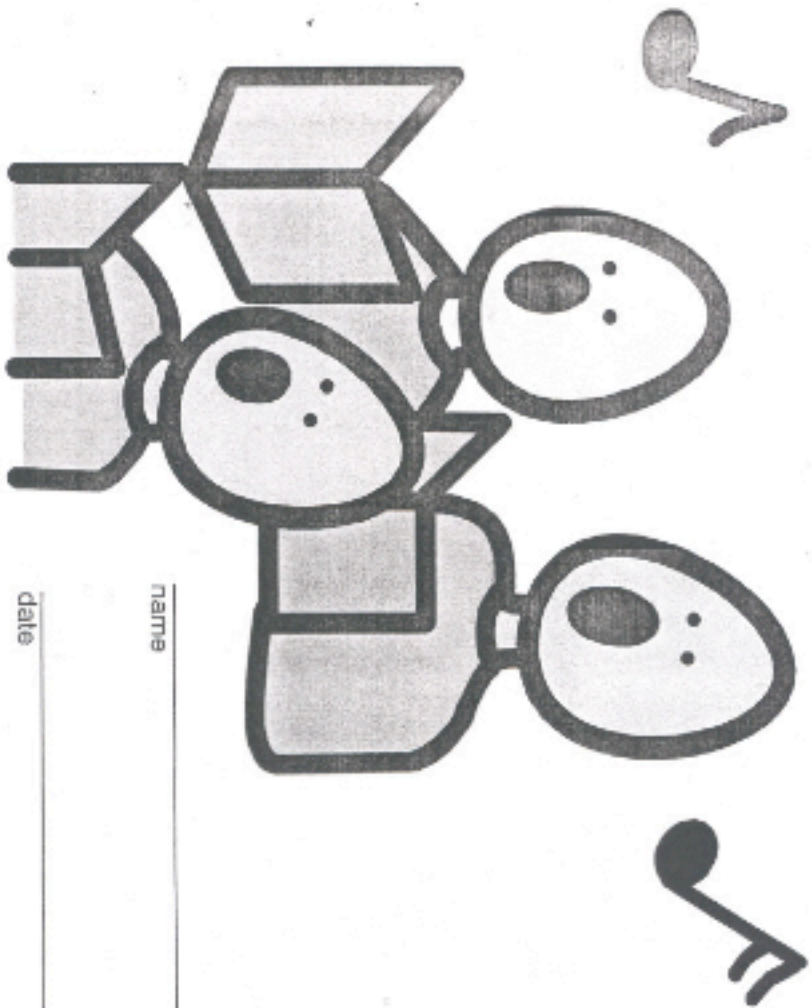
the xylophone.



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<http://www.mayer-johnson.com>

I sang the sound \_\_\_\_\_



name \_\_\_\_\_

date \_\_\_\_\_

**Mayer-Johnson symbols are an excellent tool to use with students who are multiply handicapped and/or extremely challenged in the use of speech. Some of my students point to the symbol or point to a yes or no card on their wheelchair shelf. At times, a speech teacher works collaboratively with the student.**

**The following statement or question may be used;**

**"Point to the instrument you want to play"**

**"Do you want to play the \_\_\_\_\_ ?" (xylophone, bells, shaker etc)**

**After playing the instrument, the teacher can write a description of what the student did and put a reward sticker on it. Students enjoy having their work displayed**

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## **Word Walls**

**Word Walls have become a part of everyone's classroom. Here are some suggestions for *Music Word Walls*. Mayer Johnson symbols or pictures are useful when putting up a word wall on the supply closet that students go to for their instruments. It is good practice to have students with language challenges point to the picture. Encourage students to pronounce the word. A Word Wall related to the creation, practice and performance of music may be placed in the area where students learn and rehearse music.**

## **Supply Closet Word Wall**

<b>drum</b>	<b>rhythm sticks</b>
<b>bells</b>	<b>tambourine</b>
<b>triangle</b>	<b>cymbals</b>
<b>shaker</b>	<b>violin</b>
<b>xylophone</b>	<b>guitar</b>
<b>piano</b>	

## Word Walls for Music Practice and Performance

<b>listen</b>	<b>try</b>		
<b>start</b>	<b>stop</b>	<b>record</b>	
<b>play</b>	<b>practice</b>	<b>notes</b>	<b>lyrics</b>
<b>sing</b>	<b>improvise</b>		
<b>composer</b>	<b>compose</b>	<b>composition</b>	
<b>major</b>	<b>minor</b>	<b>scale</b>	
<b>loud</b>	<b>forte</b>	<b>soft</b>	<b>piano</b>
<b>dynamics</b>	<b>crescendo</b>	<b>decrescendo</b>	
<b>together</b>	<b>ensemble</b>	<b>solo</b>	
<b>instrument</b>	<b>accompany</b>	<b>chords</b>	
<b>beautiful</b>	<b>great</b>		
<b>fast</b>	<b>allegro</b>	<b>slow</b>	<b>lento</b>
<b>melody</b>	<b>harmony</b>		
<b>metronome</b>	<b>rhythm</b>	<b>accurate</b>	
<b>conduct</b>	<b>meter</b>	<b>beat</b>	
<b>legato</b>	<b>staccato</b>		