



OMSI EARLY LEARNER ACTIVITY: RHYTHM PAINTING

Objective: Dancing to music, while playing with the coffee can drums filled with paint, paper, and beans, children will discover their paintings created by rhythm.

Age Range: 2 & up

CONTENT TOPICS

Force³
Energy³
Music^{2,3}
Art^{2,3}

PROCESS SKILLS

Forming Questions/ Hypothesis
Designing Investigations
Collecting Data
Analyzing & Interpreting Results

¹ Science Process Skills ² Head Start Child Outcomes ³ Oregon Early Childhood Foundations

TIME REQUIRED

Advance Preparation

About 30min

Set Up

About 10min

Activity

About 30min

Clean Up

About 10min

MATERIALS

Required: Golf Balls, Wet Tempura Paint in three colors, Bowls, Spoons, 12"x18" Construction Paper, Butcher Paper, Large Coffee Cans and Lids, Music

ADVANCE PREPARATION

- Collect supplies.
- Cut paper in half, length-wise so it measures 6" x 18".
- Fill bowls with paint & pebbles or beans. Do not mix so that children can see the pebbles or beans. Place a spoon in each bowl.
- Place a piece of paper in each can.
- Place a long piece of butcher paper on the floor. Draw a line length wise to make three sections. On the wall above make a sign for each section (slow, medium, fast).

EXPLANATION

The following is a sample of some scientific explanations behind this subject. For more information see the books in the Discovery Box.

- *By asking the children to guess what will happen to the paper during the different songs, you are asking them to **form a hypothesis**.*
- *Having the children creating different paintings the way that they are **designing their investigations**.*
- *Finally, by placing paintings in the three sections and observing them for patterns the children are **collecting data, and analyzing and interpreting results**.*

INTRODUCING THE ACTIVITY

To introduce the topic, explore the children's knowledge on the subject through open-ended questions.

Ask:

Who has heard the sound that a drum makes?

Has anyone ever played the drums?

Can you make a drumming sound on the table, floor, cabinets, doors? How?

Do:

Have children drum on the table, floor, cabinets, doors. Explain that the sounds that they are making over and over again are called **rhythm**. Turn on a song with a good beat and have the children tap their feet to the music. Explain that they are tapping their feet to the **rhythm or beat** of the song. Listen to a few more songs and see if the children can tap out the **rhythm or beat**.

Explain the project and ask them what they think they will see on the different paintings. Write down the predictions.

ACTIVITY PROCEDURE

1. Have children scoop the paint and pebbles into the can with the paper in it.
2. Put lid on tight.
3. Turn on music and shake cans up and down and all around to the rhythm of the music.
4. After each song (slow, medium, fast) have children place their painting under the appropriate section of butcher paper to dry.
5. Repeat procedure several times with the different tempos of music.
6. After all the paintings are on the floor, have children observe the different sections.

DISCUSSION

To discuss the topic, explore the children's knowledge on the subject through open-ended questions.

Ask:

Does anyone see a difference in the paintings with fast rhythm song and slow rhythm song?

Can you see a pattern?

Why do you think this happened?

How did the slow song make you feel? medium? fast?