

What is Music?



Read



Music Is... by Brandon Stosuy

Listen



Various Selections

Explore



Materials Needed:

- *Music is...*
- Alexa
- Scarves
- Paper and crayons

→ Mood Music: Using the scarves, have the children dance to different selections of music. Ask Alexa to play a minute or two of the following:

- ❖ Barber's Adagio for Strings (slow/sad)
- ❖ Vivaldi's 4 Seasons, 1st movement (happy)
- ❖ Russian Dance, Nutcracker Suite (fast)
- ❖ 1812 Overture Finale (hard/loud/fast)

- After listening to the excerpts of the different music selections, students can vote on which piece they'd like to listen to in its entirety.
- Listen again to (students' choice). Close your eyes and use your imagination.
- Draw what you see when you hear the music.

Share



Bring the students back together to share their experiences. Encourage the students to share their drawings. Ask guided questions:

- ❖ What do you think music is?
- ❖ How does music make you feel?
- ❖ What did you like about the music we heard today?
- ❖ What's your favorite kind of music to listen to?

Extension

- Online Games:
 - ❖ Daniel Tiger's Spin and Sing (PBS)
 - ❖ Daniel Tiger's Feel the Music
- Video:
 - ❖ [Pinkalicious & Peterrific: Music to Me](#) (3:26)
 - ❖ [M is for Music](#) (1:00)
 - ❖ Music Works Wonders dvd from kit 1:15-4:20 "That's Music"
- Apps:
 - ❖ PBS KIDS Party App

Dynamics?

Read



Too Much Noise by Ann McGovern

Listen



Haydn's *Surprise Symphony*, 2nd movement
Beethoven's *Symphony No. 5*, 1st movement

Explore



Materials Needed:

- Shakers
- Alexa
- *Too Much Noise* by Ann McGovern

- Talk about the difference between loud and soft. Using the shakers, have the students demonstrate shaking softly and loudly.
- Introduce the vocabulary words *crescendo* (to gradually get louder) and *decrescendo* (to gradually get softer). Have the students demonstrate with their shakers.
- Ask Alexa to play **Haydn's Surprise Symphony, 2nd Movement**. Have the students listen carefully for the changes in volume in the piece.
- Play a game with loud and soft. Ask Alexa to play **Beethoven's Symphony No. 5, 1st movement**. Listening to the first 1:24 of the piece, have the students use their arm movements to show whether the music is soft, loud, or changing volume.
 - ❖ Arms wide apart indicates volume is very loud
 - ❖ Arms close together indicates volume is very soft
 - ❖ Arms gradually moving apart indicates volume is getting louder (*crescendo*)
 - ❖ Arms gradually moving closer together indicates volume is getting softer (*decrescendo*)

Share



Bring the students back together to share their experiences. Ask questions like:

- ❖ What can music do or be like?
- ❖ What does *crescendo* mean? Can you show me what the symbol looks like?
- ❖ What did you like about the music we listened to?

Extension

Online Games: → [Identify Loud and Soft sounds with this Homemade Game](#)

Dynamics Spinner Game. Here are a few ways to play:

- ❖ Spin, then play steady beats on rhythm instruments with the appropriate dynamics.
- ❖ Spin, then sing a simple tune with appropriate dynamics.
- ❖ SPINNER CHARADES: Divide into 2 teams. Teams take turns spinning (where the other team cannot see what is spun); then the whole team acts out the dynamics WITHOUT

SOUND through movement, facial expressions, or gestures for the other team to guess. (This can be played individually, but kids may be more comfortable acting it out together.)

SESAME STREET

Identify Soft and Loud Sounds in this Homemade Game

Listen to the sounds around you and play a sorting game.

Materials

- ☐ Index cards
- ☐ Crayons or markers

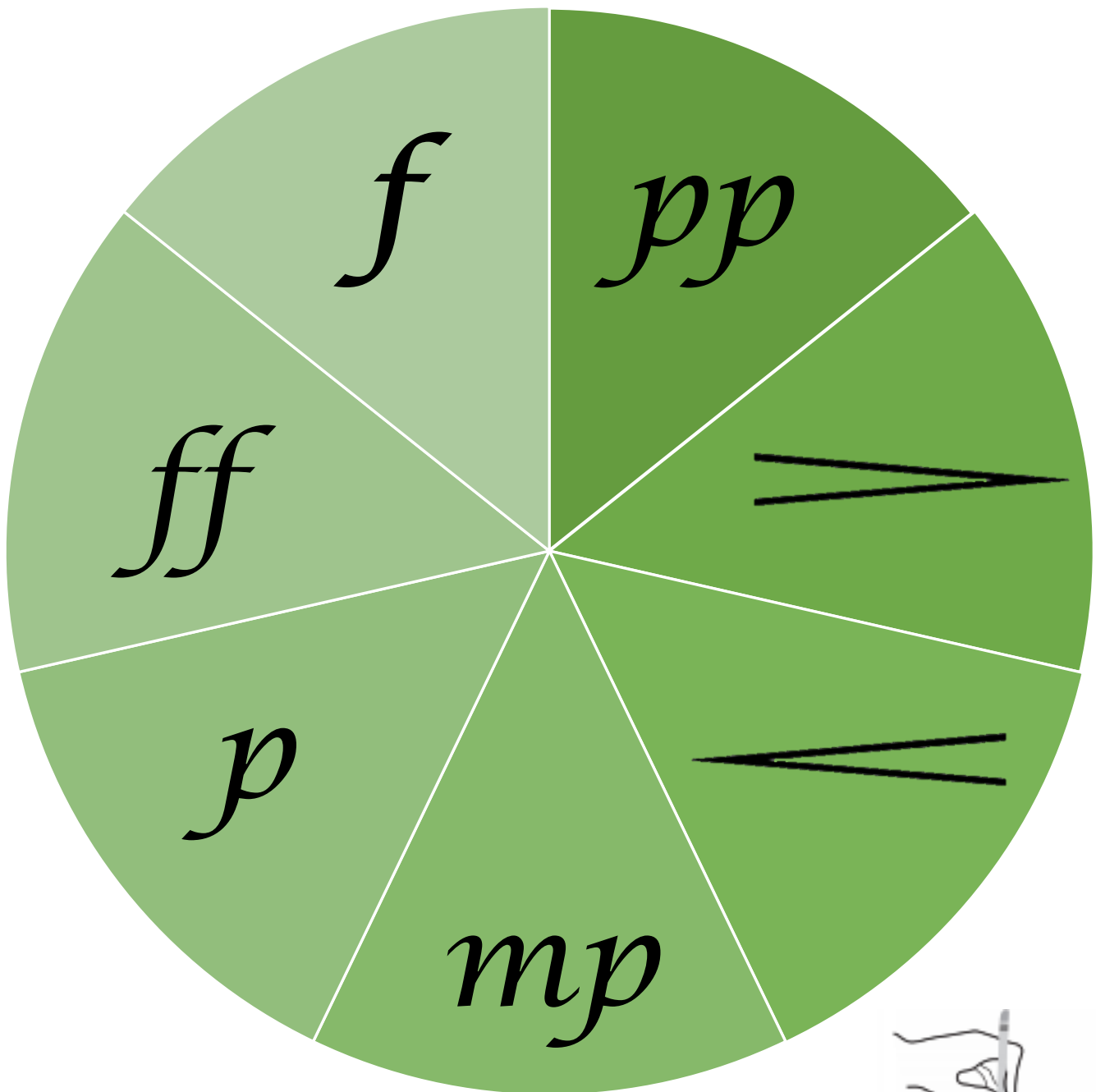
Directions



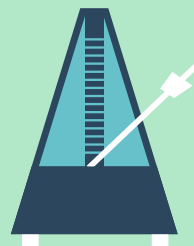
- 1** Walk around your neighborhood and keep your ears open listening for loud and soft sounds such as sirens and leaves blowing in the wind. With your child, think of animals that can make loud sounds, soft sounds, or both. What sound does it make
- 2** When you get home, make a list together of the different sounds that you heard.
- 3** On the index cards, help your child draw a picture of each thing that she heard.
- 4** Spread out the index cards face-up on the floor and together, sort them into two piles: one for things that make soft noises and one for things that make loud noises.
- 5** Mix them up and play again!

Dynamics Spinner

- Hold the point of a pencil through the opening of a paper clip to make a spinner on this page.
- Take turns spinning the paper clip to play a dynamics game of charades and/or rhythm!



Rhythm



Read



Max Found Two Sticks by Brian Pinkney

Listen



John Adams short ride is a fast machine

Explore



"Sound Symphonies"

Materials: Metronome, rhythm sticks, shakers, hands, feet

Materials Needed:

- Alexa
- *Max Found Two Sticks* by Brian Pinkney
- Metronome
- Conductor's wand
- Shakers
- Rhythm sticks, other percussion instruments from kit

Take out the **conductor's wand**. Explain to the children that the conductor is the person who keeps the steady beat for the orchestra.

Show the children the **metronome**. Explain that the metronome will keep a steady beat and that you can set it to different tempos (speeds). Have the children clap along to the beat as you select different tempos for the quarter note.

Give each of the children a **rhythm instrument** (shakers, rhythm sticks, blocks, etc.) Set the metronome to 80, found in the Andante range. Have them practice different rhythms:

- Quarter note: boom, boom
- Eighth note: ta ta ta ta
- Quarter note followed by eighth notes: boom, ta ta

After practicing these rhythms as a large group, break students into groups to make their own rhythmic compositions using a combination of the rhythms practiced, plus ones of their own! Metronome will be used to keep the pace in each group, and can be adjusted.

Share



Each group of students will perform their composition for the class.

Extension

- Online Games:
 - ◆ [Peg + Cat: Music Maker](#)
 - ◆ [Match the Rhythm](#)
- Video:
 - ◆ [Pinkalicious & Peterrific: The Invisible Marching Band](#) (1:41)
 - ◆ Clip from Music Works Wonders dvd in kit 6:55-9:05
- Apps:
 - ◆ Sesame Street Makes Music

Meet the Orchestra



Read



88 Instruments by Chris Barton

Listen



Brittens: *Young Person's Guide to the Orchestra*
Sergei Prokofiev: *Peter and the Wolf*

Explore



Materials Needed:

- Musical Instrument Puzzle
- Alexa
- *88 Instruments* by Chris Barton
- Pictures of instrument families and individual instruments within each family
- Scarves
- Paper, pencils, crayons

- Introduce each "family" of musical instruments and show a picture of what each one looks like and describe what they sound like.
- Ask Alexa to play selections featuring different families of musical instruments:
 - ❖ Brass
 - ❖ Strings
 - ❖ Woodwind
 - ❖ Percussion
- Once you have introduced the different instruments to the children and the sounds that they make, play a game with the instruments and their sounds. Divide the children into instrument families by using the colored scarves (**red**: strings; **blue**: percussion; **yellow**: brass; **green**: woodwinds). Start to play music, and have the children wave their scarves around. When the music stops, name a particular instrument. If that is NOT in your instrument family, you have to FREEZE. (ex. Violin – everyone BUT the red scarves would freeze).
- After several rounds, give the children a writing prompt. "If I could play any instrument, I would choose _____ because _____."

Share



Students will share drawings and thoughts with the class.

Extension

→ Online Games:

- ◆ [Daniel Tiger's Music Shop](#)
- ◆ [Sesame Street: Monster Music](#)
- ◆ [Pinkie Perfect Band \(PBS\)](#)
- ◆ [CITH Sounda-pa-looza](#)
- ◆ [Instrument Frenzy NY Phil](#)
- ◆ [Instruments of the Orchestra](#)

→ Videos:

- ◆ [Peg + Cat: Part of the Band](#) (1:46)
- ◆ Music All Around (from Music Works Wonders DVD included in kit)

→ Apps:

- ◆ PBS KIDS Party App (free)
- ◆ The Young Person's Guide to the Orchestra (free)
- ◆ My First Classical Music App (\$3.99)