

# Opposites Attract

For PreK & Kindergarten

NEW



## Lesson 1 — Exploring Quiet and Loud

### Objective

Students will understand and demonstrate the difference between loud and quiet. They will listen to Symphony No. 2, Mvt. 4 by Johannes Brahms and be able to identify loud and quiet in the music. They will use movement to express these qualities kinesthetically.

### Suggested Materials

- A classroom instrument if available (not required)
- Recording of Brahms' *Symphony No. 2, Movement 4: Allegro con spirito* (audio links can be found at [youtube.com/user/BfloPhilharmonic](https://www.youtube.com/user/BfloPhilharmonic))

### New York State Arts Standards

MU:Re7.2.PKa      MU:Re7.2.Ka  
MU:Re8.1.PKa      MU:Re8.1.Ka  
MU:Cn10.1.PKc      MU:Cn10.1.Kc

### Common Core Learning Standards for ELA & Literacy

Reading, CCR 1, 2 and 7  
Speaking & Listening, CCR 1, 2, and 4  
Language, CCR 1, 3, 5 and 6

### Procedure

- 1) Prepare to play a melody or a rhythm for the students by clapping, singing, or using an instrument in your classroom, whichever is available to you. Tell the students you will play it twice, and you would like them to listen carefully.
- 2) Start with a loud sound and then play the same sound quietly. Ask students to tell you what the difference was between the two. Briefly discuss.
- 3) Engage students in a discussion about how we use our voices (both speaking and singing) – when is it appropriate to use a loud voice? A quiet voice? Using a familiar song that all of the students know, practice using loud and quiet voices to sing the song. Take a vote – which did you like better?
- 4) Now play the beginning of the 4th movement of Brahms' Symphony No 2 (see audio links) for the students. As they listen sitting down, ask them to do a small movement with their fingers (small 'spider hands', for instance) when the music sounds quiet and when they hear the music get loud ask them to make a large movement (waving arms, for instance).
- 5) Play the excerpt for the students a second time and ask everyone to stand up and spread out. Allowing for free movement in the classroom, ask the students to create movements that match the music, making bigger movements when it sounds loud and smaller movements when it sounds quiet.

### Extending the learning:

- 6) Do you think most music is JUST loud, or JUST quiet? Most music has a combination of the two. Try singing the familiar song again by starting quiet and getting loud by the end, then again, starting loud and getting quiet by the end. Take another vote – which did you like best?