

Opposites Attract

For PreK & Kindergarten

NEW



Lesson 3 — Exploring Fast and Slow

Objective

Students will understand and demonstrate the difference between fast and slow. They will listen to a recording of Mozart's Symphony No. 39 (2nd and 4th movements) and be able to identify fast and slow sounds through listening. They will use movement to express these qualities kinesthetically.

Suggested Materials

- Recording of Mozart's Symphony No. 39, 2nd movement (audio links can be found at [youtube.com/user/BfloPhilharmonic](https://www.youtube.com/user/BfloPhilharmonic))
- Recording of Mozart's Symphony No. 39, 4th movement (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) Ask students to name some things that move fast (car, cheetah, etc.). Ask students to demonstrate how something fast might move (this can be done in place, or students can move around the room, as appropriate). Then ask them to name some things that move slowly (snail, turtle, etc.) They can then demonstrate how something slow might move.
- 2) Now play the beginning of the 2nd movement of Mozart's Symphony No. 39 (see audio links). Ask if the music sounds fast or slow. Play the first minute again and ask students to stand and move their bodies to the music.
- 3) Now play the beginning of the 4th movement of Mozart's Symphony No. 39 (see audio links). Ask the students again if the music sounds fast or slow. Play it once again and have the students move to the music. How does this music feel different from the first piece?
- 4) Take a vote: which music did they like best? Which way of moving did they like best?