

# Opposites Attract

For PreK & Kindergarten



## Lesson 1 — Exploring Quiet and Loud

### Objective

Students will understand and demonstrate the difference between loud and quiet. They will listen to Symphony No. 94, Mvt. 2 by Josef Haydn 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 Haydn's *Symphony No. 94, "Surprise Symphony," Movement 2:* (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 familiar melody or song of your choice for the students by singing, or using an instrument in your classroom, whichever is available to you. Tell the students you will play or sing it twice, and you would like them to listen carefully.
- 2) Start with a loud performance and then repeat it 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 the familiar song again, 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 second movement of Haydn's "Surprise Symphony" No. 94 (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 (hands in the air 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) Have you ever heard music that is only loud, or only quiet? A lot of music has a combination of the two, like this Haydn. Try singing the familiar song again that you began the lesson with by varying the dynamics within the song. You could try adding "surprise" dynamics, just like in the Haydn "Surprise" Symphony.