

# Opposites Attract

For PreK & Kindergarten



## Lesson 2 — Exploring High and Low

### Objective

Students will understand and demonstrate the difference between high and low. They will listen to a recording of the *Romeo and Juliet Fantasy-Overture* by Piotr Tchaikovsky and the 5th movement of *Suite for Strings* by Leoš Janáček and be able to identify high and low sounds through listening. They will use movement to express these qualities kinesthetically.

### Suggested Materials

- Recording of *Romeo and Juliet Fantasy-Overture*, love theme by Piotr Tchaikovsky (audio links can be found at [youtube.com/user/BfloPhilharmonic](https://www.youtube.com/user/BfloPhilharmonic))
- Recording of the 5th movement of *Suite for Strings* by Leoš Janáček (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 stand up and reach as high as they can. Then have them reach down to the ground. Do this several times, asking them to sing the word “high” in a high voice while reaching up into high space and then sing the word “low” when reaching down into low space. Ask them if they notice how different it feels in their voice when they sing the high and low sounds.
- 2) Now play a game called Sirens. Using your hands to indicate high and low in space, lead the students in making high and low sounds with their voices. Students can start very low and you can use your hands to lead their voices through a gradual ascent or descent of sound. If appropriate, allow selected students to come forward and lead the class through the activity.
- 3) Now ask students to listen to a piece of music. Play the love theme from *Romeo and Juliet Fantasy-Overture* (see audio links). Ask them if the melody they hear sounds high or low. Play it again and ask students to stand and move in high space to the music.
- 4) Now play the last minute of the 5th movement of *Suite for Strings* by Leoš Janáček (see audio links). Be sure to start around the 2:35 mark. Ask the students again if the sounds they hear are high or low. Play it once again and have the students move in low space to the music.
- 5) Take a vote: which music did they like best? Which way of moving did they like best?