

Preface

After years of producing grade-level performances for large numbers of students, we are excited to share our work with you. Classroom teachers drove our initiative to create grade-level performances, and we responded by using well-known stories and writing our own music. At first one or two classes were interested in working with us, but once the other classes saw the productions, they wanted to be involved too. Pretty soon, we were presenting plays with entire grade levels involving over 120 students!

Whether your stage is in a gymnasium, a “cafetorium,” or an actual auditorium, *Too Much Noise!* is designed so that the instruction can take place in your normal music room setting, during your regularly scheduled classes. We work closely with our grade-level classroom teachers, having them choose the narrators and leads, but you could hold auditions during your music classes and choose them yourself. We also invite parents to get involved with the scenery and costumes, which can be as simple or elaborate as you wish. Photographs and templates are included in this resource to assist you in creating the costumes and props. There are also lots of wonderful bonus features on the included CD, so be sure to check it out!

Too Much Noise! is based on a traditional eastern European folktale. It teaches children to face problems in difficult situations and to be content with what they have. Remember, *when you think things are bad, they can always be worse!* All of the animal songs are nursery rhymes with original melodies and arrangements, each featuring a different musical style (jazz, calypso, pop). There are many variations of this tale featured in storybooks, which students can study in conjunction with your preparation of the production.

We hope you and your students enjoy *Too Much Noise!*
On with the show!

Brian Hiller
Don Dupont

Production Notes

There are ten speaking roles for individual students and up to twenty-two narrators. You will need five classes (or groups). All students should sing all of the songs. Each class (or large group) is assigned to one of the animals (horses, donkeys, hens, sheep, or dogs). When the respective animal song is performed, the class (or group) assigned to that animal should come off the risers to perform the movements. (See “Adding Simple Choreography” on page 42 and the piano and vocal scores for more information.) The entire production should last about thirty minutes. Although we use the term *Wise Men*, we often cast girls in this role as well as boys.

Abbreviations

DS: downstage

DSR: downstage, right

DSL: downstage, left

DSC: downstage, center

Staging

Set the stage up with enough choral risers to accommodate the number of classes that will be performing. It is ideal to have five risers, each assigned to one of the animals represented by a class (or large group). We typically use one set of risers per class and arrange them in an arc. Above the risers, we suspend a sign with the words *Too Much Noise!* and a drawing of some of the characters. We have included a file for you to make your own sign using a plotter. If you do not have a plotter in your school system, you can take the file to any local office supplies store or copy center, and they will be able to assist you.

Too Much Noise!

At the start of the play, Jacob and his Wife are seated at a table in their house DSR with the Son, the Daughter, and the Baby seated on the floor around them. Each of the five Wise Men is seated in a chair in front of his class. Narrators 1-4 stand at a microphone DSL.

NARRATOR 1: Once, long ago, there was an old man named Jacob who lived with his family in a very old house.

NARRATOR 2: The chair squeaked.

ALL: Squeeeeeeeak!

NARRATOR 2: The door creaked.

ALL: Creeeeeeeeak!

NARRATOR 3: The wind whistled through the window.

ALL: Whooooooo, whooooooo!

NARRATOR 3: The clock ticktocked.

ALL: Ticktock, ticktock!

NARRATOR 4: The faucet drip-dropped.

ALL: Drip-drop. Drip-drop.

NARRATOR 4: Jacob and his family were miserable!

FAMILY: Too much noise!

Narrators 1-4 go back to the risers.



Too Much Noise!

Brian Hiller and Don Dupont

$\text{♩} = 58$

Movement formation: all students on risers

There

5 **See performance note*

Extend L hand Extend R hand Both hands to head

Tilt L R L R

was a man and he was sad, too much noise he thought he had.

9 *3rd time to Coda* \oplus

Shake R index finger four times on the beat Extend both hands out

Then he met a wise man old, lis - ten as his sto - ry's told.

**1st time: sing and move; 2nd time: instrumental accompaniment with movements; 3rd time: sing and move*

13 *Both hands to head, tilt as before* *Shake raised hands*

L R L R

Noise! Noise! Too much noise! Ev - 'ry - thing made far too much noise!

mf

17 *Hands on knees, lightly bounce four times* *Hands to head, tilt L, R, L*

1 2 3 4

Creak, creak, rat - tle and squeak! Too much noise! (There)

♩ *Coda*

21 *Half lean L, cupping L ear* *Half lean R, cupping R ear* *Both hands extend out* *All fold arms, nod head on "told"*

Lis - ten as, lis - ten as, lis - ten as his sto - ry's told!

f

8va - 1

After the song, Narrator 5 goes to the microphone.

NARRATOR 5: Jacob decided to seek the help of one of the village wise men.

Jacob and Wise Man 1 meet DSC.

JACOB: Please help me! My house makes too much noise! The door squeaks, the chair creaks, the wind whistles through the window, the clock ticktocks, and the faucet drip-drops!

WISE MAN 1: There's only one thing to do! Get a horse!

JACOB: Get a horse?!

WISE MAN 1: Get a horse.

NARRATOR 5: So Jacob did just that.

Jacob gets the horse cutout and places it in its holder DSR.

The Horses (Class/Group 1) take their positions for the song; Narrator 5 goes to the risers; Jacob and Wise Man 1 go to their original positions.

Perf.

Acc.



Ride a Horse

Traditional Rhyme

Music by Brian Hiller and Don Dupont

♩ = 110

Movement formation: two lines, staggered

4

Hands "hold" reins. Lines take four steps forward or back changing places.

Ride a horse to Ban - bur - y Cross, to

7

*Move back to starting position**Left hand out*

see a fine la - dy up - on a white horse. Rings on her fin - gers and

10

*Right hand out**Fan hands*

bells on her toes, and she shall have mu - sic where - ev - er she goes.