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Sunshine and Thunder

Objectives

Students will aurally identify different themes in a piece of music.

Students will aurally identify high and low melodies in a piece of music.

Students will aurally identify accented (staccato) sounds and long (legato) sounds.

Materials

Recording of Rondo No. 11 from *30 Pieces for Children*, Op. 27 by Dmitry Kabalevsky

Recommended performer: Hiroshi Arimori on the album *Kabalevsky 2*

Pool noodles

Form map 

Form

A–B–A'–B'–A–Coda

Magic Words

High and Low
Staccato and Legato (1st and 2nd)
Short and Long (K)

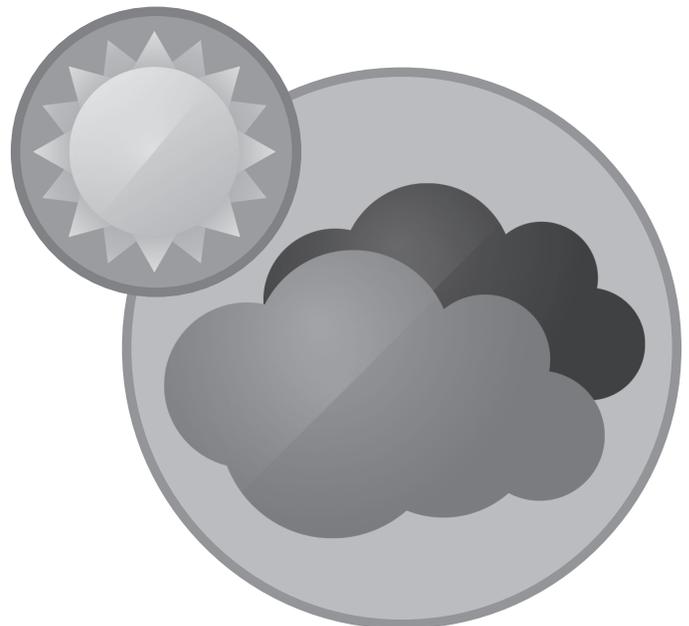


Discuss the characteristics of a thunderstorm. What is it like during a storm? Try to pull words like “loud” or “dark” from the students so you can use those words to describe the music later. Then discuss what it is like when the storm ends. Sunshine? Perhaps a rainbow? During this discussion, guide the children toward words like “light” and “soft” so that you can use these words to describe the music too.

Explain that this song has light and dark sounds in it. During the A sections we imagine a thunderstorm and in the B sections students will imagine sunshine and a rainbow after the storm. The Coda includes snippets of both the A and B materials, so we alternate between Thunder and Sunshine movements.

Demonstrate a movement that pantomimes a thunderstorm. For example, you could stomp your feet for thunder and slide your hands for lightning. Then pantomime sunshine, perhaps by putting your arms up like a rainbow and walking on soft feet that are like fluffy clouds.

Listen to the song as the children pantomime movements for each section. Remind students that you are looking for friends that get to earn the pool noodles for movement.



Have students sit on the floor in personal space. Demonstrate the following three movements with pool noodles:

Thunder	Pounding the pool noodle on the ground. Make sure you show students that the pool noodle should not bend a lot when you pound it or it won't make the sound.
Lightning	I like to harness my inner Zeus during this time and think of how he would throw his lightning bolts. No one should actually throw their pool noodles though, nor should they touch other people's lightning bolts.
Sunshine/Rainbow	Hold on to both ends of the pool noodle and bend it slightly over your head and rock back and forth. Some smaller kids might not be able to reach both ends. They they can hold the middle and one end to bend the noodle into a rainbow.

Give a pool noodle to each child. Practice each movement as a group a few times. Then play the music and perform as a class with the pool noodles. Students will use a combination of the thunder and lightning moves during the A section (The Angry Storm!). Remind them that storms have both so they might want to do one or the other or both! It is their creative decision to make. This piece is short so we usually get to perform it more than one time!

Sunshine and Thunder

A - B - A' - B' - A - Coda

A section - The Angry Storm!
 B section - The Sunshine and Rainbows
 Coda - The Storm and Sunshine go back and forth!



**Mrs. Miller's
Magic Trick**

If you have bigger classes, you can split them into two groups to make this activity work better, giving one group the pool noodles while the other group pantomimes the movements. Switch groups and listen to the song again.

WOODWIND Way



Objectives

Students will identify instruments in the Woodwind family.

Students will identify aural characteristics of instruments in the Woodwind family.

Materials

Recording of *Kleine Kammermusik*, Op. 24, No. 2, movement IV, “Schnelle Viertel” by Paul Hindemith

Suggested performer: Swiss Woodwind Quintet

Ribbon streamers

Form map

Woodwind Family visuals

Form

Rondo
(A–B–A–C–A–D–A–E–A–F–A)

Magic Words

Woodwind Family
Form
Solo or Ensemble
Quintet

Demonstrate the characteristics of the woodwind family, using the downloadable visuals if you wish (see page 2). Focus on the characteristics that are usually found in woodwind instruments: they’re made of wood, or were at one time (except for the saxophone); most of them have a reed; and they have many keys.

Discuss the timbre of woodwind instruments. They tend to have warm tones in the lower range and bright tones in the higher range.

This piece is in rondo form. Talk about rondo with your students. Let them know that each time they hear the A section, they will hear the entire quintet. During each of the other sections, they will hear one instrument playing a solo. This is a great way for students to hear each of the instruments individually and quickly. They will also hear one instrument that is not in the woodwind family: the French horn.



Mrs. Miller’s Magic Trick

The French horn became a member of the woodwind quintet because composers noticed that its mellow tones blend well with the woodwind instruments and they started including it in their woodwind quintets.



Mrs. Miller’s Magic Trick

Don’t forget to announce each solo instrument while the students listen to the solo sections!

<p>A section</p>	<p>Students will move their ribbon streamers freely to match the pitch played by each instrument. I ask that students not move their feet so that they can maintain their personal space and keep their ribbon streamers from getting tangled with others’.</p>
<p>All other sections</p>	<p>Students will freeze in a pose. I have a rule that all students must keep both feet on the floor. Otherwise, kiddos will be falling all over the place because they are trying to balance on one foot.</p>

Extension Idea

After students have performed it once, switch the moves: have students freeze during the A sections and move their streamers freely during the other sections.

WOODWIND way

Movement 4. Schenelle Viertel, from *Kleine Kammermusik*
composed by Paul Hindemith

Rondo

A-B-A-C-A-D-A-E-A-F-A

A section (Ensemble) Free movement
B - F sections (Solos) Freeze!



Most are played by a small piece of wood, a reed, against a mouthpiece.

Exceptions are the flute and piccolo.

Exception is the saxophone.

