

American Celebration: Activity 3

Having Fun with Loud and Soft

Teaching Objective

Students will display an understanding that music can be played loud (*forte*) or soft (*piano*), and be able to use this basic music terminology in describing musical sounds.

Vocabulary

Forte: Loud

Piano: Soft

Resources/Materials

- A recording of “Polly Wolly Doodle”, and “Celebration” from Copland’s *Billy the Kid*, found on tracks 3 and 4 of the accompanying Youth Concert CD
- The sheet music for “Polly Wolly Doodle” found on page 23
- Copies of the Locomotive and Wagon images found on page 24, folded in half.

Pre-Assessment

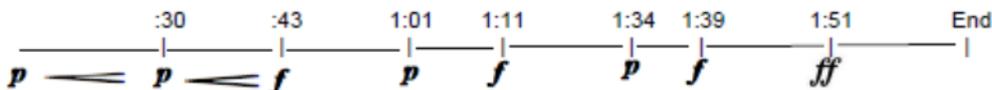
Determine if students are familiar with the concepts of loud and soft. Ask them if they think that music can be loud or soft. Explain to them that musicians use special words (“*forte*” and “*piano*”) to describe how loud or soft music is to be played.

Teaching Sequence

1. Using the recording (on track 3) and the sheet music on page 23, teach students the folk song “Polly Wolly Doodle.” Once they are familiar with the song, use cutouts of the wagon (for soft) and the locomotive (for loud) to direct a performance of the song using varying dynamics (the term musicians use for volume). Notice that the song is broken up into 9 sections on the sheet music. Choose certain sections to be *piano*, and certain ones to be *forte*. When the class sings the *piano* sections, hold up the drawing of the wagon. When the class sings the *forte* sections, hold up drawing of the locomotive.
2. Repeat the above a few times, changing the dynamics of the different sections (and thus which drawings you show) each time.

Culminating Activity

1. Make enough copies of page 24 for everyone in the class, and fold them in half (or have the students fold them in half). Distribute one to each student.
2. Tell students that they will now listen to music from the upcoming DSO Youth Concert. This piece is called “Celebration” by the American composer Aaron Copland. Instruct them to listen closely to how loud or soft the music is. If they think the music is soft (or *piano*), they should hold show the wagon in front of them as they listen. If they think the music is loud (or *forte*), they should show the locomotive.
3. For reference, here is a timeline of the dynamics for “Celebration” that you may use, if helpful.



Extension Activity

Instead of using the cutouts, instruct students to display the dynamics of the music with their bodies as they listen. They can start by tip-toeing in place. As the music gets louder, they should step louder, trying to match the energy of the music. Encourage them to use their listening skills to match the volume of the music with the volume of their steps as closely as possible.

Evaluation

Did students display an understanding that music can be played loud (*forte*) or soft (*piano*), and the ability to use this basic music terminology in describing musical sounds.

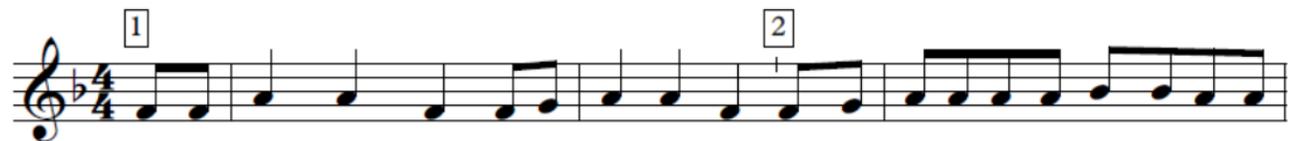
TEKS Connections

Music 117.103(1D,2D,4C); 117.106(1C,3D,6C,6D); 117.109(1C,3C,6C,6D)

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Polly Wolly Doodle

1 2



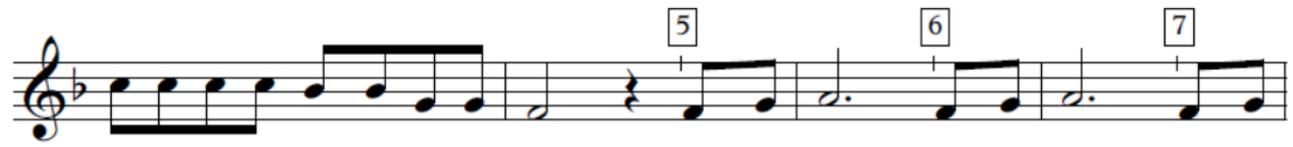
Well, I went down south for to see my gal, sing-ing pol ly wol-ly doo-dle all the

3 4



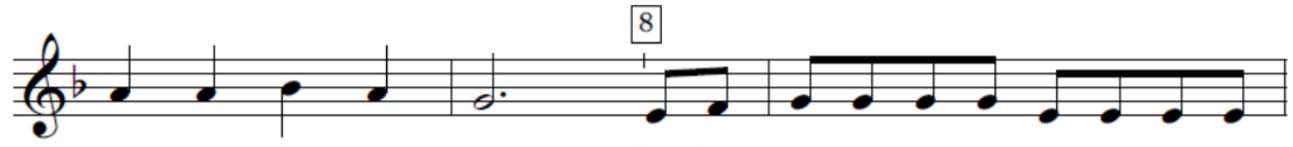
day. My Sal, she is a spun - ky gal, sing-ing

5 6 7



pol-ly wol-ly doo-dle all the day. Fare thee well! Fare the well! Fare the

8



well, my fai - ry fay. For I'm goin' to Loui-si - a - na for to

9



see my Su - si - a - na, sing-ing pol-ly wol-ly doo-dle all the day!



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