

Let the Show Begin!

A Music-Based Strategy Exploring Dynamics, Descriptive Language, and Self-Regulation with *Too Loud Lily*.
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Overview:

In this strategy, we explore how to associate vocabulary and symbols for musical dynamics (f = forte = loud, p = piano = soft), and we practice responding to those symbols with the appropriate volume level using our voices and other ways of making sound. As we establish a shared understanding of musical dynamics, we connect the concept of dynamics with vocabulary, characters, and scenes from the book *Too Loud Lily* by Sofie Laguna & Kerry Argent as well as a song set to the familiar tune of Twinkle, Twinkle, Little Star.

Content Connections:

Content connections provide educators a quick snapshot of how this strategy aligns with knowledge and skills rooted in literacy, an artistic discipline, and social emotional learning. Information provided below to should assist educators with selecting relevant grade-level standards and developing learning targets based on their students' needs.

Literacy	Music	Social Emotional Learning
<ul style="list-style-type: none"> Use of vocabulary through names and labels Listening comprehension through connection by working with dynamic symbols Listening comprehension through retelling by imitating language and dialogue in a storybook in a performance of a song 	<ul style="list-style-type: none"> Dynamics- the volume of sound; loud/soft Song structure- verse Performing vs. listening 	<ul style="list-style-type: none"> Self-Management- impulse control and self-discipline Social awareness- respect for others

Set-Up and Materials:

Set-Up:

The activity can either be done sitting on the floor, at a table, or other comfortable space depending on the number of students.

Materials Needed:

- Too Loud Lily* by Sophia Laguna
- Musical dynamic symbols signs (f,p). You can easily create the signs by making a paddle from a popsicle stick and a paper plate with f pasted on one side and p pasted on the other. This can be used to switch between the two symbols.
- Noisemakers
- Percussion instruments (a small drum, finger cymbals, sticks, etc.)
- Copy of *Too Loud Lily* ("Let the Show Begin!")
- Pencil/paper or marker board for writing new vocabulary words or musical symbols
- Flash cards with pictures associated with vocabulary words (stomping, clapping, etc.)

Facilitation Guide:

Warm-Up: Dynamics Game

Students will participate in a response game using forte/piano and symbols for music dynamics (f/p).

- Explain/demonstrate what p (piano) means. Practice with call and response
- Explain/demonstrate what f (forte) means. Practice with call and response
- Demonstrate how to play softly and how to play loudly. This requires control over body movements. Loud dynamics require stronger/bigger motions. (Forte translated to strong in Italian)
- Continue the game by hiding the symbols behind your back. When you hold up the symbol, the students must respond with the appropriate dynamics level (forte or piano).
- Add variations with different instruments or actions/vocabulary from the book (stomp, clap, crash, etc., "Let the Show Begin!")

Explore: Read/Discuss the Book

- Review the book *Too Loud Lily*, or read it for the first time
- Once you have read or reviewed the book, go to the section where Lily is rehearsing/performing the play and "does her best stomping"
- In the play, Lily gets to do everything loudly! These actions can also be done quietly, especially if you need to practice in a space where others may be disturbed by loud noises.
- Remind students that there is a right place and right time to be loud and to be quiet.
- Use verbal cues or flashcards to stomp, clap, etc. Use the f/p symbols to remind them about responding at the appropriate dynamic level
- Before moving on to the song, you might consider guiding a discussion that helps students

Perform: Let the Show Begin!

- Using vocabulary/actions from *Too Loud Lily*, put together a song to the tune of *Twinkle, Twinkle, Little Star*
- Lead the children through the song one verse at a time. This simplified version uses only the first line of the song. An action can accompany each word. Practice putting the sequence together.

Let the Show Begin!

(Someone gets the role of shouting this loudly before the song begins)

- Stomp, Stomp, Crash, Crash, Cackle, Cackle, Grow!
This is how we sing too LOUD!
 - Clap, Clap, Bang, Bang, Screech, Screech Roar!
This is how we sing too soft
(Repeat verse loudly and insert lout at the end)
- Once the students get the feel for the song/actions, perform the song and hold up your forte/piano signs to get students to perform loudly or quietly
 - At the end, everyone gets to shout "Hooray!" and clap enthusiastically (just like in the book)

Reflect: Guided Discussion

- Guide a discussion based on the follow questions:
 - How did other characters respond to Lily's actions and why?
 - What did Lily do in the book when she was nervous before the play started?
 - When should the audience be loud or quiet?
 - How did you feel when it was your turn to perform? What can you do to help calm your nerves?
 - How were you a great audience member today?