

### Listening Mirror

#### National Standards:

6. Listening to, analyzing, and describing music.

#### Ohio State Standards:

2CE: Explore steady beat, rhythm, and meter

3CE: Listen to and identify music of various and contrasting styles, composers, periods, and cultures

2RE: Describe how music communicates feelings, moods, images, and meaning

3RE: Communicate a response to music using dance, drama, or visual art

#### Concept:

Music can be felt and represented through movement.

Individuals may have a different movement response to music.

#### Objective:

Students will hear the difference between loud and soft.

Students will hear the difference between slow and fast.

Students will move to depict these differences.

Students will follow a 'leader' and also be the 'leader.'

#### Materials:

iPod/sound system to play song with

<http://www.youtube.com/watch?v=NlprozGcs80> *Canon in D Major* – Pachelbel

<https://www.youtube.com/watch?v=dRpzxKsSEZg&feature=kp>

*In the Hall of the Mountain King* - Edvard Grieg

<https://www.youtube.com/watch?v=i8Bw7MmTdy8>

Techno version of *In the Hall of the Mountain King* (1:45-2:20, 2:55-3:35)

#### Procedure:

1. Greet class in a very quiet voice
2. Greet class in a very loud voice
3. Greet class in with a fast greeting
4. Greet class with a slow greeting
5. Discuss the difference between those using dynamics and tempo
6. Play music excerpt that has a contrasting section
  - a. Ask students to listen to see if a similar thing happens the whole time or if something different happens
7. Give students example of an appropriate movement for showing contrast
8. Play another excerpt (do not tell them if it is same/different/changes)
  - a. Let students see if they can figure it out and show me through movement

9. Demonstrate mirror activity – Imagine that two partners are telling the story of the music together
  - a. One partner is pencil and one partner is paper
  - b. The pencil must make a shape that will show up on paper
  - c. All actions must take place standing up
  - d. All actions must take place with our hands to ourselves
  - e. All actions should be reflective of the music
10. Have students get with a partner that I will select
11. Before music give time for each set to try out the mirror (both students) and for me to assess and make sure everyone has it under control
12. Put it to music! See what they hear! Compliment groups that make changes when the music changes
13. Follow up with “what were some ways you and your partner showed changes?”
14. Review terms of dynamic and tempo

Questions: What different musical elements did you hear? How did you show those through movement? Was it easy to be the leader/pencil? Was it easy to be the follower/paper? Why are both important roles? (without each role, we wouldn't have the whole story!)

Evaluation (Formative/Summative): Watch to see if students react to changes in music. Listen to what feedback they give about music terms and how they change.

Extension: Have students map out visually what is going on with the music.

Adapted from Allison Corbin's blog in her 1<sup>st</sup> Grade Gardening section  
<http://malletsandmusic.blogspot.com/2013/06/gardening-in-1st-grade.html>