

**EARLY ARTS LEARNING EXPERIENCE FORM**

**Teaching Artist Name:** Christina Farrell

**ARTS ELEMENT:** Music - Dynamics (loud/quiet); Pitch (high/low); Melody

**EXPERIENCE:** Vocal Warm-up with Imaginary Puddle

**SINGAPORE AESTHETICS AND CREATIVE EXPRESSION LEARNING GOAL:**

Learning Goal 1: Enjoy art and music and movement activities

Learning Goal 2: Express ideas and feelings through art and music and movement

**UNITED STATES NATIONAL CORE ARTS STANDARD:**

Anchor Standard 4a: With substantial guidance, explore music's expressive qualities such as voice quality, dynamics, and tempo

**KEY KNOWLEDGE/ SKILLS:** Identify and vocally demonstrate elements of music (loud/quiet, high/low/middle); Use visual support to sing a simple melodic phrase

**VOCABULARY:** loud, quiet, high, low, middle, dynamics, pitch, range, melody

**RATIONALE:** (*Why am I teaching this?*) By exploring a wide variety of musical sounds, children strengthen crucial language skills such as phonemic awareness and inflection. Pitch and volume communicate emotional content in music.

**EXPERIENCE PROCEDURES**

Step One - Exploring Dynamics/Volume:

- Use your "finger crayons" to draw a puddle on the floor.
- Take one hand and splash in the puddle. Use your normal speaking voice to say "splash!"
- Take two hands to splash in the puddle. Do you think it will be a louder or quieter splash? (Louder) Why do you think so? (More hands.) Let's see... "SPLASH!"
- Take one finger to splash in the puddle. Do you think it will be a louder or quieter splash? (Quieter) Why do you think so? (Our finger is small.) Let's see... "splash."

Step Two - Discovering the Range of Your Voice:

- Scoop up the puddle in your hands and pretend your voice in is the water. Splash the puddle up to the ceiling, starting with your low voice and getting higher... "WooooooOOOOO!"
- Splash in slow motion, singing a scale as you imagine the water running over your body:  
Toes – Knees – Hips – Shoulders – Head  
DO – RE – MI – FA – SOL

Toes – Heels – Knees – Waist – Elbows – Shoulders – Head – Hands  
DO – RE – MI – FA – SOL – LA – TI – DO

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### Step Three - Practice High, Low and Middle Voices:

**High Voice:** Raise your arms above your head as a visual cue.  
Make a soft, gentle “baby owl” sound: “Hoo hoo hoo.”

**Low Voice:** Put your hands on your belly (or your lap) as a visual cue.  
Laugh like a Grandpa in a deep voice: “Ha Ha Ha”

**Middle Voice:** Put your hands on your heart as a visual cue.  
Chant “My Voice” in your own natural voice.

### Step Four - Making Melodies:

- Now you have a sound vocabulary of three sound ranges – high, middle and low. Introduce words and phrases to the children, and ask them to choose the pitches for each syllable:

Miss Chris – ti – na  
(mid – mid – high - low)  
(G – G – C4 – C3)

Good Morn-ing!  
(low – mid - high)  
(C3 – G - C4)

- Use a graph with a low, middle and high line. Use dots to symbolize your melody.

High	_____ O _____	_____ O _____
Middle	_____ O O _____	_____ O _____
Low	_____ O _____	_____ O _____

What happens if you turn the melody upside down or backwards? Altering your melody builds math skills in geometry (transformation, spatial awareness, comparisons.)

### Closure:

Remember that children have shorter and more slender vocal cords than adults. Their “middle” voice may feel “high” to an adult. When singing with young children, it is important to try to pitch songs in a high voice so they may sing along comfortably.

MATERIALS, IF ANY: high/middle/low graph

### OVERALL ASSESSMENT (*How will I know the children got it?*)

Observation: Can children demonstrate high/middle/low gestures as they sing? Can children interpret the graph to sing the melody? Can children listen and identify high/middle/low sounds?