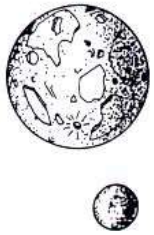
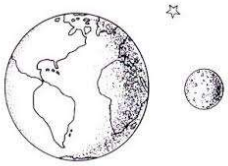
UC RIVERSIDE UNIVERSITY OF CALIFORNIA | Gluck Fellows Program of the Arts



CADENCE AND BOLERO:

A MUSICAL JOURNEY THROUGH SPACE!

Are you ready to journey through space with our two heroes, Cadence and Bolero, and learn all about music in the process? This program introduces students to basic musical concepts such as dynamics, tempo, pitch, and ensemble work. Each session is guided by an original fellow-created story book that features two space adventurers who travel to new planets to discover different soundscapes, followed by a related musical activity and theme song. Activities include making a "rain storm", using shakers, drums, and other percussion instruments, and working together as an ensemble to create music.



ACTIVITY FOR WEEK 1: "RAIN STORM"

Lesson: Dynamics

This activity is intended to educate students on the concept of **dynamics,** or whether a sound is loud or soft. It consists of a series of sounds that students create as a group to imitate rain and thunder. No materials are required for this activity as all sounds can be made with their hands and feet.

TO BEGIN: Have the students sit cross-legged in a circle.

STEP 1:	To start the "rain storm", ask the students to softly rub their hands together. The friction should sound like gentle drops of rain.
STEP 2:	Ask the students to snap their fingers, if they are able. Students who are unable to snap their fingers can continue rubbing their hands. This sound should be louder than the first, but still relatively quiet.
STEP 3:	The students will clap their hands, softly at first, with a gradual increase in volume. Encourage them to listen to each other and match the volume level of their peers (No one is clapping too loud, everyone can be heard.).
STEP 4:	Next, they will tap their thighs with their hands, then the floor. Depending on the type of floor, this sound could be rather loud.
STEP 5:	The loudest point in the storm is created by the students standing up and stomping on the floor with their feet. For added effect, the teacher can flick the lights at the apex of the storm to create "lightning"!
STEP 6:	Repeat steps 1-5, in reverse order, to simulate the gradual decline of the storm. When they reach step 1, encourage them to try to make the softest sound possible and fade to nothing.

AFTER THE ACTIVITY: Encourage the students to think about dynamics by asking the following questions:

- Which sounds were the loudest that we made?
- Which were the softest? Which sounds were in between?

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