

Primary Music For Spring

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Thunder and Lightning Polka

by

Johann Strauss

Music Activities

1. Listen to the music as a whole group activity.
2. List the instruments that are heard on chart paper.

Draw attention to the timpani and other percussion instruments as they simulate thunder and lightning.

Show pictures of the instruments if possible.

3. The students can make their own percussion instruments using assorted tin cans for drums, small cardboard boxes as rattles and shakers, nail chimes and wood blocks.
(See Appendix for suggestions on making the instruments.)
4. The students can play their own instruments as they listen to the music.

More able students can develop a sound sequence to their accompaniment.

They may also be able to create a system of symbols to write their sequence.

Examples: Drawing simple diagrams of instruments to show the sequence in which they are to play and to indicate which groups of instruments play at the same time.

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Print the name of the method on the silhouette and display it on the appropriate place on the bulletin board.

Add cotton batting clouds to the air section and strips of foil to the water.

3. Make shape booklets. (*See Appendix for instructions.*)

For younger children, prepare several templates of vehicle shapes: bus, car, plane, balloon, etc.

The templates should be designed to use sheets of 21 cm by 27.5 cm (8½" by 11") paper.

Older children should be able to draw their own vehicle shapes on construction paper without using a pattern.

The booklet is now ready for an imaginative story. The stories should be illustrated.

4. Prepare large silhouettes of vehicle shapes using 45.5 cm by 60 cm (18" by 24") construction paper.

Brainstorm, with the whole class, words to go on each shape: descriptive words, sound words, places to go with each vehicle, etc., and write them on each shape;

Example: school bus - yellow, big, shiny, noisy, bumpity-bump, go to the zoo, etc.

5. Small groups, with the aid of a teacher, parent volunteer or senior students (reading buddies) can make up their own transportation poem using the words listed in activities # 1 and # 4.

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