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CD Track Listing

Performance

1. Opening: Sound Advice	0:41
2. Scene 1	0:56
3. Sound Vibrations	1:07
4. Scene 2	1:07
5. Noise Pollution	1:27
6. Scene 3	1:04
7. Decibel Dilemma	1:06
8. Scene 4	2:06
9. It Just Takes Practice	1:09
10. Scene 5	1:39
11. Turn it Down	1:02
12. Scene 6	0:41
13. Turn it Down Reprise	0:41

Accompaniment

14. Sound Vibrations	1:16
15. Noise Pollution	1:36
16. Decibel Dilemma	1:19
17. It Just Takes Practice	1:22
18. Turn it Down	1:11
19. Turn it Down Reprise	0:36

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Introduction

SOUND ADVICE is dedicated to teacher extraordinaire, Ken Sharp, Principal, Janice Wharrie and the grade 4 students at École Spruceland, Prince George, British Columbia, 2006 who were studying the properties and sources of sound.

In elementary school, students respond eagerly to subject matter which includes creative drama, movement, music and visual art. The act of conveying curriculum this way enhances the student's ability to imagine, transform and authentically experience learning. Spruceland students added many of their ideas about what they learned in science class and improvised some of their own dialogue to carry the script between songs.

In experimenting with building arts resources which encourage language development and a "hands – on" approach to understanding curriculum, I have attempted to include pattern, repetition, rhythm, rhyme and song to develop verbal skills.

After two different performances of the play, I decided to write it out so other classes might be able to use it. My hope is that this play will encourage students and teachers to look at creatively transforming learning in the classroom with the skills and ideas available in their classroom. I think the show is appropriate for grades 3 – 5.

CAST OF CHARACTERS

The cast is made up of 14 students and 12 narrators. All the lines are attributed to numbered students indicating that students can create their own names. Student #3 can be a girl or boy. The lines will need to be adapted. The narrators are also numbered and generally it would not matter who delivered the lines. The costumes were regular clothes and I had the narrators wear school T-shirt but anything would work. Students will have many ideas. Let them have input!

THE SET

The set can be anything from a big sign that says SOUND ADVICE to a picture display of objects (telephone, lawn mower, airplane...)

THE PLOT

The 30 minute musical play explores everything from sound vibrations and decibels to sound pollution and the affects on humans and the environment.

All of the students have learned about sound in Science. Student # 3 (girl or boy) is the class nerd and seems to know a lot of important facts about sound. This leads to a discussion about sound pollution, the anatomy of the ear drum **and** how to sing in tune for the school talent show.

THE STAGING

Following the first set of narration, the students can be onstage for the show. Different formation transitions can be used with the songs.

After the narrators exit, all the students enter mimicking machines. They create noises and actions. The noise level rises to a loud level and then they slowly get softer until nothing is heard and the dialogue begins. At the end of the show, students exit with their sounds and movement.

1. Sound Vibrations

The first song is echo response. Ask the leader to create an action that is copied by the chorus. On "OH", ask students to make their own action. The spelling of "VIBRATION" at the end needs to be spoken strongly and rhythmically.

2. Noise Pollution

Repeat the ending gradually getting softer. The chorus can be sung a Capella to move to a different formation.

3. Decibel Dilemma

For bars 6 and 8, clap the first two beats of the bar. Ask students to develop movement to describe ZOOM, CRASH, WHIR, and ROAR.

4. It just takes Practice

Use hand signs for the solfege segment. If the students can not carry the two parts, only do one.

5. Turn it Down!

Ask students to develop movement. Clearly articulate the whisper at the end. I repeated this song for the finale.

Opening: (*Spoken from the stage*)

Narrator 1: Hello, everyone and how do you do?
Today we have something to share with you!

Narrator 2: It's about the science of sound, you see,
How we hear and what might affect you and me!

Narrator 3: Every day and every night,
We hear sounds that are loud or "white".

Narrator 4: Interesting things, our scientists have found,
About making, sending and receiving sound.

Narrator 5: The study of acoustics happens in the musical arts
And appeals to all those with artistic hearts.

Narrator 6: The sound of vibrating strings or somebody's voice
Makes most people want to sit back and rejoice.

Narrator 7*: But what do you do when a sound is TOO loud –
Can it hurt our ears, should it be allowed?

Narrator 8: We're happy to see you all here today.
There's a lot to learn so we're glad you can stay!

(The narrators exit and the students enter with different machine sounds...)

Scene One: Sound Vibrations

Student #1: Hmm...you know what I learned in science the other day?

All: (*Improv*) No, what did you learn? SOUNDS interesting...etc...

Student #1: Whether we hear noise, music, or the sounds of nature, they all have one thing in common...

All: (*improv...*) REALLY! I wonder what that would be.

Student #2: Well sounds are formed by the back and forth movement of an object – and that's called a vibration...even those bad ones!

Song: Sound Vibrations

1. Sound Vibrations

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♩=108

mf Can you hear them?
Can you see them?

L.H.

This system contains the first three measures of the piece. It features a vocal line in the upper staff, a piano accompaniment in the lower staff, and lyrics. The tempo is marked as quarter note = 108. The music is in 4/4 time and the key signature has one flat. The piano part includes a 'L.H.' (Left Hand) label. A large watermark 'SAMPLE' is visible across the page.

4 Can you feel them? Just
Can you play them? Just

Chorus:
I can hear them? I can feel them!
I can see them? I can play them!

This system contains measures 4 through 7. It features a vocal line, a piano accompaniment, and lyrics. The lyrics include a chorus section. The piano part continues with accompaniment for the vocal lines. A large watermark 'SAMPLE' is visible across the page.

Alternate solo/small group & chorus

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2. Noise Pollution

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$\text{♩} = 84$

Just

3

lis - - ten to the harm - ful sounds,

5

NOISE POL - LU - TION'S ev' - ry - where! How

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3. Decibel Dilemma

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$\text{♩} = 142$

mf

p

Ped. _____ \wedge

3

5

de - ci - bel di - lem - ma, It's

7

real - ly gon - na get 'yah, A

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