

Creepy Crescendo

Objective: Students will be able to identify and play a crescendo.

Materials: Creepy Carrots ISBN: 9781442402973, Beat Blocks (quarter note and quarter rests), Beat Blocks Dynamics Pack, Orff instruments (or classroom percussion)

Prerequisite: Grade 1 or 2: Students have some knowledge of loud vs. soft and piano/forte.

Process:

1. Teacher reads the book “Creepy Carrots” dramatically. Whenever the rabbit feels threatened by the carrots, teacher models a chant with a crescendo, each line louder than the last.

*“No more creepy carrots,
No more creepy carrots,
No more creepy carrots,
No more creepy carrots!”*

After the reading, the teacher asks students if the chant was loud or soft, and how many times was it repeated? (4) Students can discuss the dynamics until they decide that it starts soft and ends up loud. Teacher tells the class “this is called a crescendo.” Teacher draws a crescendo on the board and points that it actually looks like a carrot!

2. Students receive a box of Beat Blocks with quarter notes (6), quarter rests (2), and 4-beat bases (2). Teacher asks students to work in groups (4 groups) to notate the phrase “no more creepy carrots”. The result for each group should be:



2. Beat Blocks are lined up so that all can see the four groups. The teacher then takes out dynamics blocks and places one dynamic marking on the downbeat of the measure. “Which one is the softest?” (*pp*)” Which is the loudest?” (*ff*). “Which dynamics should be place in the two middle measures?” (*p*, *mp*, *mf*, *f* remain).

3. Repeat the book again, this time having students play the chant on classroom instruments (drums or a bordun on Orff instruments) and practicing appropriate dynamics.

Assessment:

- a) What does a crescendo look like? Can you draw one?
- b) Can you play a crescendo over 4 phrases on an instrument?
- c) What dynamics did we start and end with for crescendos?

