

## This Little Light of Mine

The image displays four staves of musical notation for the song 'This Little Light of Mine'. Each staff is in the key of G major (one sharp) and 4/4 time. The lyrics are written below the notes. The first three staves show the main melody with lyrics: 'This lit-tle light of mine, I'm gon-na let it shine.' The fourth staff shows a variation of the melody with lyrics: 'Let it shine, let it shine, let it shine.'

This lit-tle light of mine, I'm gon-na let it shine.

This lit-tle light of mine, I'm gon-na let it shine.

This lit-tle light of mine, I'm gon-na let it shine.

Let it shine, let it shine, let it shine.

Lyrics: This little light of mine,  
I'm gonna let it shine.  
This little light of mine,  
I'm gonna let it shine.  
This little light of mine,  
I'm gonna let it shine.  
Let it shine, let it shine, let it shine.

### SINGING

Sing song and discuss how everyone has something special about them to share with the world.

It could be a talent, skill, knowledge, love, compassion for others etc... Sing the song keeping the beat by clapping. Then add a tambourine.

Discuss how each of us has certain times when we shine brightly and other times when we watch others shine. Introduce the idea of dynamics in music. Try singing the song softly and

then loudly. Use the actual symbols p and f (piano-soft, forte-loud) Ask the students to watch as you change the cards and sing according to the symbol they see. Discuss that if the music were always loud or always soft it would be boring. Depending on the level of the students you may want to add some of the following symbols: Pp-very soft, mp-medium soft, ff-very loud, m.f-medium loud, crescendo-gradually getting louder, decrescendo-gradually getting softer.

#### PLAYING

You can play rhythm instruments with this song replacing the word "light with the name of an instrument. Play the instrument on the word "shine." Try playing the instruments at different dynamic levels. Discuss how to play an instrument loudly or softly. Use more or less air or pressure depending on the instrument used.

#### CREATING

Have students brainstorm things that they are good at. Write these ideas on the board and put them in a rhythmical sequence. Ask them which ideas should be loud and which should be softer. Mark them with the appropriate dynamic marking. Perform speaking. Try clapping the rhythms of the words with the appropriate dynamic levels. Try playing them on rhythm instruments.

#### LISTENING

Discuss with the children that a Concerto is a piece of music that a composer writes that allows a certain instrument to "shine." Piano Concerto, Violin Concerto, Clarinet Concerto and more were written so the talents of that virtuoso could be heard. Find an example of a Concerto for students to listen to. You could play a guessing game. What instrument is "shining" in this Concerto.

#### CURRICULUM INTEGRATION (Self Esteem & Writing)

The above activities will help students identify talents and abilities they have or want to develop.

Write in a journal about an experience they had doing that skill and why they feel good about it.

Write in a journal about a talent or skill they would like to develop.

Write in their journal about a talent they see in someone else.