


Music Center Guide

The Sound Lab

The lab assistants at your VBS will be excited to sing and move to the fun and energetic songs at SonSpark Labs. There's no better way to discover—and remember—God's Word than by setting it to music with movement! The songs chosen for each session summarize the Daily Plan about God's plan and help children see the value of God's love in their everyday lives. Kids will love the lively movements and want to participate enthusiastically!

Set the mood for this course and catch the interest of both kids and adults by playing the *Music & More CD*. You could play either the SonSpark Labs songs or "Sounds of the Lab," which is an ambient track of laboratory sounds.

Song motions for the six SonSpark Labs songs are demonstrated on the *ShowTime! Assemblies DVD* and in Assemblies Resources in the Reproducible Power Pack. You may use the practice videos to learn the motions and then demonstrate them to the children, or you may choose to show the practice videos to children in your Music Center. Written instructions for the Song Motions are available in Folder B  on the CD-ROM.

Preparation for the Closing Program

If children will be singing at the Closing Program, work closely with the Special Events Coordinator and the Skit Leader. The Special Events Coordinator will organize all aspects of the Closing Program. The Skit Leader will direct the skit portion of the Closing Program and prepare the stage and set.

Staging Tips

Staging for performances varies, depending on the number of children and the space available. All of the songs can be performed in limited spaces but can also be staged to take advantage of larger stages.

Placing children in rows to perform is functional but can also be visually boring and can emphasize children's mistakes. Experiment with these alternative ideas:

- Place small groups of children in random locations.



- Have children face different directions.
- Assign groups of children to do motions to the different verses, and then have everyone do the chorus together.
- Change the position of children between or during songs so that each child has a "front row" part.

It is helpful to mark individual or group positions with masking tape. The day of the performance, practice all entrances, exits and transitions with the children.

Songs to Teach for the Closing Program

Scene 1

"God's Plan 4 U Is Jesus!" (elementary and preschool children)

Scene 2

"It Is Good" (elementary children)

Scene 3

"We All Fall Down" (elementary children)

Scene 4

"Look at Jesus" (elementary children)

Scene 5

"Forever Family" (elementary children)

Scene 6

"Lead a Life of Love" (elementary children)

Music Center Activities

Each session, children gather in a large room to participate in a variety of music activities. Use the following activities to help children learn the songs suggested for the Closing Program as written. (Note: Song motion descriptions are available in Folder B **B** on the CD-ROM, and motion demonstrations [Practice Videos] are on the *ShowTime! Assemblies DVD* and on Assemblies Resources in the Reproducible Power Pack.)

Preparation for all sessions:

- Photocopy the Song Lyrics found in Folder B **B** and in the Reproducible Power Pack, and distribute copies to children to help them practice the songs at home.
- Make overhead transparencies by photocopying Song Lyrics onto clear transparency sheets, or make and project PowerPoint slides. Post or project words in a visible location.
- Use the reproducible *Music & More CD* to make each family and team member a copy of the songs children will learn at VBS. Or save time by purchasing *Student Music Packs* (available from Gospel Light).

Session 1—Salt Dance

Preparation: Place plastic wrap over the opening of the glass or plastic bowl, making sure the plastic wrap is taut. Tape to secure wrap in place.

Procedure: **Welcome to the Sound Lab! Here you will learn some interesting things about sound. You'll even be making some sounds of your own! Let's close our eyes and think about the different sounds we can hear right now.**

Children close eyes for a few seconds. Ask volunteers to name the sounds they hear. **These sounds are tiny movements in the air around us called vibrations. When those vibrations reach your ears, your brain recognizes them as sound and names them for you.**



Children open eyes. **We can hear these sounds, but did you know we can SEE sounds?** Place bowl on table so that everyone can see.

Sprinkle salt on the surface of the wrap. Ask one or more volunteers to stand several inches away from the bowl and yell loudly. The salt should move.

The voices made the air vibrate. Those vibrations made the plastic wrap vibrate, which then caused the salt to shake. As you learn our song for today, your voices will send out vibrations of praise to God!

Lead children to sing along with you and do the motions for "It Is Good."

Materials

- Music & More CD* and player
- Song Lyrics for "It Is Good"
- plastic wrap
- glass or plastic bowl
- tape
- salt

Session 2—Feeling Music

Materials

- ❑ Music & More CD and player
- ❑ Song Lyrics for “We All Fall Down”
- ❑ index cards
- ❑ markers
- ❑ paper bag or other container

Preparation: On separate index cards, print “God,” “family,” “walked,” “know,” “love,” “fall,” “down” and “calling.” Place cards in paper bag or other container.

Procedure: **Yesterday we learned that we can SEE sounds. Did you know that we can also FEEL sounds? You can feel yourself talk.** Children place their fingers on their throats and talk loudly. Next, ask children to talk softly, sing high, sing low, etc.

Which sounds were easier to feel through your fingers? What are some other sounds you have felt? (A strong bass stereo, a sonic boom, loud machinery, etc.) **People who can’t hear sounds in the way that we do learn to use their other senses, like sight and touch, to enjoy music. Doing the motions to our songs is one way we enjoy music using senses other than hearing. Let’s play a game where we do motions to act out some of the words from today’s song.**

Children play Charades, taking turns selecting a card and acting out the word written on the card. Other children guess the word the child is acting out. Play “We All Fall Down” softly in the background as children play game. Continue play until all the words have been guessed.

Lead children to sing along with you and do the motions for “We All Fall Down.”

Session 3—Catch the Wave

Materials

- ❑ Music & More CD and player
- ❑ Song Lyrics for “Look at Jesus”
- ❑ card stock
- ❑ tape or stapler

Preparation: Bend a sheet of cardstock into a large cone shape, making the narrow opening of the cone about 2 inches (5 cm) wide. Tape or staple edges together to secure.

Procedure: **What are some things you have learned about sound so far? Volunteers respond. Sounds are vibrations traveling through the air. But did you know that sound travels in waves, not in straight lines? God made our ears to catch those waves so that we can hear. But sometimes our ears need help.** Turn on music very softly. Have one or two volunteers stand 4 to 5 feet (1.2 to 1.5 m) away from the player. Ask volunteers to report what they hear.

Instruct volunteers to hold the narrow end of cone up to their ears with the wide end toward the speakers. **What do you hear now?** (The music is louder.) **The cone shape catches the sound waves and presses them together so that they vibrate more strongly in your ear, helping you hear better. You can all catch more sound waves with just your hands.** Children cup their hands around their ears to pick up the sounds of the music. **Hearing aids work just like these cones or like our hands. They gather up the sound waves and make them stronger. I’m glad someone invented ways to help people hear. And I’m glad God made a way to help us know what He is like. Today you’re going to sing about that way.**

Lead children to sing along with you and do the motions for “Look at Jesus.”



Session 4—Air Power

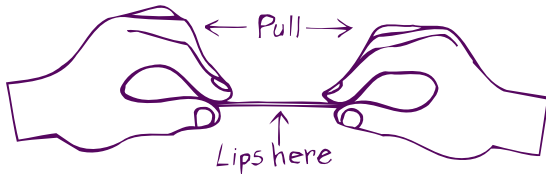
Materials

- ❑ *Music & More CD* and player
- ❑ Song Lyrics for “Forever Family”
- ❑ scissors
- ❑ cellophane
- ❑ ruler

Preparation: Cut cellophane into 2-inch (5 cm) squares, one for each child. Practice making noise with a piece of cellophane, as described below.

Procedure: Have children clap their hands. **You can make sounds with objects like your hands, but did you know you can make sounds with just air? Air can make lots of different sounds, depending on the object it blows over or through. Let’s see what sound you can make with this little piece of cellophane!**

Demonstrate how to hold square taut horizontally in front of lips. Blow hard and fast, keeping your lips close together to send a thin stream of air at the edge of cellophane.



The air causes the edge of the cellophane to vibrate and produce a sound. Because the cellophane is so thin, it vibrates REALLY fast. The faster something vibrates, the higher the pitch of the sound it makes. Give each child a square of cellophane. They may need to adjust their blowing until the air hits the cellophane just right. **Our vocal chords are like these pieces of cellophane. When we talk or sing, we push air over our vocal chords, and they vibrate to make our voices! Let’s use our voices to make sounds of praise today.**

Lead children to sing along with you and do the motions for “Forever Family.”

Session 5—Solid Sounds

Materials

- ❑ *Music & More CD* and player
- ❑ Song Lyrics for “Lead a Life of Love”
- ❑ 2 wooden measuring sticks
- ❑ clock that makes a ticking or humming sound

Procedure: **Through our experiments, we’ve found that sound waves travel through the air, but did you know sound travels even better through solid things? Let’s see how sound travels through solid objects.** Have children tap their fingers on a table or on the floor and then have them do motion while placing their ears against the table or floor to listen to the difference.

Children take turns to gently hold one end of a measuring stick against an ear and place the other end against the clock.



Ask children to tell about the difference in the loudness. **Sound can get louder or softer as it travels through different materials. You can experiment at home to find out which materials make sound louder and which ones make sound quieter. Now let’s make our sound waves travel through SonSpark Labs as we sing this song.**

Lead children to sing along with you and do the motions for “Lead a Life of Love.”