

Tales and Tunes

A Primary Unit for the New and Experienced Music Educator

The following unit is a 5 lesson unit that works through the creative process and engages critical analysis as outlined in the ministry of education's curriculum documents. The unit can be taught by both new and experienced music educators; experienced music educators are encouraged to incorporate the suggested extensions included in the lessons themselves, and develop appropriate assessment tools to complement additional information covered.

Lessons 1-3 cover most of the learning in the unit. *Lesson 4 is included only as information for the teacher so the teacher has the tools to record the project. Lesson 4 is not recommended for the Primary Division.* Lesson 5 is included in the event the teacher has prepared themselves with Lesson 4 and would like to record the class performing the project.

Ideas for cross curricular applications of this project are presented in the lessons themselves in the areas of Literacy, Drama, Visual Art and Dance/Physical Education.

Expectations as outlined by the Ministry of Education covered in this Unit are listed below.

Overall Expectations:

- C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (Gr. 2)
- C2. Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (Gr. 2)

Specific Expectations:

- C1.2 apply the elements of music through performing, composing, and arranging music for a specific effect (Gr. 2)
- C1.3 create musical compositions in a variety of forms for specific purposes and audiences (Gr. 2)
- C2.1 express detailed personal responses to musical performances in a variety of ways (Gr. 2)
- C2.2 identify the elements of music in the music they perform, listen to, and create, and describe how they are used (Gr. 2)
- C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience member (Gr. 2)

Fundamental Concepts/Elements:

- The elements of music (pitch, duration, dynamics, timbre, texture)
- Use of Technology as it applies to music

Overall Expectations:

- C2. Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (Gr. 2)

Specific Expectations:

- C2.1 express analytical, personal responses to musical performances in a variety of ways (Gr. 2)
- C2.2 analyze, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create (Gr. 2)

- C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience member (Gr. 2)

Fundamental Concepts/Elements:

- The elements of music (pitch, duration, dynamics, timbre, texture)

Learning Goal:

We are learning to:

- Create music that captures physical characteristics of a character/object/scene
- Use the elements of music to musically reflect what is happening to that character/object/scene in a story

Success Criteria:

I can:

- Reflect, respond and analyze music as it is used to tell a story

INSTRUCTIONAL PLAN

Minds On:

- Listen and watch Peter and The Wolf by Prokofiev. <http://bit.ly/2aeH8qO> Notice how the following instruments are used to create a musical theme for each character in the story. Allow students to take jot notes about what they hear to facilitate discussion after the clip is done.

The teacher is encouraged to stop the recording often to briefly discuss what the students have noticed. After each introduction of theme and character, ask the students – What instrument did you hear? How did it make you feel? Why is that a good instrument to portray the character in question? As the story continues, stop the recording after something has happened in the story and ask the students what happened in the story and in the music. Repeat the excerpt if needed for more critical listening.

<i>Bird</i>	<i>Flute</i>
<i>Duck</i>	<i>Oboe</i>
<i>Cat</i>	<i>Clarinet</i>
<i>Grandfather</i>	<i>Bassoon</i>
<i>Wolf</i>	<i>French Horns</i>
<i>Hunters</i>	<i>Timpani and Bass Drum</i>
<i>Peter</i>	<i>String Instruments</i>

Action:

- Review with the class what instruments of the orchestra they heard play the musical theme for each character. Replay the themes from the clips as each is identified (the narrator speaks to introduce each). Have students share descriptive words about each excerpt (high low, bouncy, smooth, loud soft, etc).
- Have students move into groups. Play the first excerpt (about 10 seconds – just the theme) and ask the students to very quickly come up with a movement pattern, or dance to the music. Then play the second excerpt for the same character, and ask the students to alter the same movement pattern or dance to reflect the changes in the music. Repeat for each of the examples for the characters.
- After the clips from each character are played, briefly ask the students to share why they moved in the way they did, and how they changed their movements in the subsequent clips. Then, move on to the next character.
 - Peter's Theme (0.55, 9.18, 11.33)
 - Sasha's Theme (1.15, 9.18)
 - Sonia's Theme (1.27, 8.01, 8.50)

Lesson Consolidation/Debriefing with Students:

- As a class, ask the students to present the movement patterns they created for a particular character. As a class, make student directed changes to improve it to better reflect the character the music represents. The teacher will observe the class move to the music, and select a student they feel is presenting the movement pattern well and ask that student to demonstrate for the class. Do this for each character as time permits.

Resources (books, documents, apps, websites):

- Peter and the Wolf by Sergei Prokofiev (link attached)

CLASS COLLABORATION

Assessment Tools and Strategies:

- **Teacher Resource 1** - checklist

Accommodations:

- Students will be self-directed in their learning, and will naturally gravitate towards their own needs (verbal, kinesthetic, musical)

Overall Expectations:

- C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (Gr. 2)
- C2. Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (Gr. 2)

Specific Expectations:

- C1.2 apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose (Gr 2)
- C1.3 create musical compositions in a variety of forms for specific purposes and audiences (Gr. 2)
- C2.1 express analytical, personal responses to musical performances in a variety of ways (Gr. 2)

- C2.2 analyze, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create (Gr. 2)
- C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience member (Gr. 2)

Fundamental Concepts/Elements:

- The elements of music (pitch, duration, dynamics, timbre, texture)

Learning Goal:*We are learning to:*

- Create music that captures physical characteristics of a character/object/scene
- Use the elements of music to musically reflect what is happening to that character/object/scene in a story

Success Criteria:*I can:*

- Create and perform music for a story
- Reflect, respond and analyze music as it is used to tell a story

INSTRUCTIONAL PLAN**Minds On:**

- Play the following sound clips for the students (alternatively, search for the sound clip described using the provided search terms). After each clip is played, ask the students the following questions.

- What did that music make you think of?

- How does that music reflect the character/scene? [Use the elements of music: duration (fast/slow/long/short), pitch (high/low), dynamics (loud/soft), timbre (vocal/instruments), texture (many layered sounds/one sound).] Encourage students to use these terms in their descriptions.

- <http://bit.ly/Ib9oWVI> (Darth Vader's theme - Imperial March)
- <http://bit.ly/Iwli9iN> (Super Mario Bros Main Theme)
- <http://bit.ly/2a2yyLr> (Super Mario Bros Star Theme)
- <http://bit.ly/1IufMT> (Super Mario Bros Dungeon Music)
- <http://bit.ly/2a2yhbq> (Super Mario Bros Bowser Theme)
- <http://bit.ly/1IVnmQr> (Super Mario Bros Running Out of Time)
- <http://bit.ly/YtUKIM> (Super Mario Bros Underwater Theme)

We have just identified **leitmotif** (*pron: light – motif*). Leitmotif is a musical term (though occasionally used in theatre or literature), referring to a recurring musical theme associated with a particular person, place, or idea for each character. We can also call these musical themes.

Action:

Do this activity twice, the first time through, using only body/vocal percussion (clapping, snapping, tapping, stomping, etc), and the second time through, using pitched vocalizations (humming, singing on a neutral sound like la, etc).

- As a class, create a musical theme for a student in the class. Use characteristics about the student to create the musical theme. For example, if the student has a bouncy walk or speaks very quickly, the musical theme might consist of short quick and light sounds like snapping or tapping fingernails on the desk. If the student has a long flowing ponytail, the musical theme might capture the swishing of the ponytail by making a “whsssss” sound with the mouth.
- Once the musical theme is established, discover ways to make that theme convey different emotions or actions. Make the theme sound:
 - sad (perhaps slow the tempo, or lower the pitch)
 - excited (make the sounds short (staccato), fast, high pitched)
 - running (loud, heavy, faster)
 - sleepy (slow and drawn out, lower, incomplete)
 - scared (wobbly, quieter, higher pitched, inconsistent speed (rubato))

Lesson Consolidation/Debriefing with Students:

- Put students in pairs or small groups, and have them develop a musical theme for someone in the group, and two ways to alter the theme to show different emotions or actions.
- The groups will perform the themes created for each other. The class will try to figure out what each group did to their themes to alter them, and what emotion or action this is trying to convey. Encourage students to identify the element of music they are addressing and use proper terminology.
- Students will complete BLM 1 (Student Self-Assessment).

Resources (books, documents, apps, websites):

- See URLs listed in lesson plan

CLASS COLLABORATION

Assessment Tools and Strategies:

- BLM 1 – Student Self-Assessment

Accommodations:

Students will be self-directed in their learning, and will naturally gravitate towards their own needs (verbal, kinesthetic, musical).
Students may use a scribe to complete the self-assessment.

Overall Expectations:

- C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (Gr. 2)
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INSTRUCTIONAL PLAN**Minds On:**

- As a class create a musical theme depicting a student that is studying for a test using pitch and rhythm (humming, singing, etc).
- As a class use the elements of music (pitch, duration, dynamics) to alter the musical idea to sound like:
 - the student is studying but there is an annoying fly buzzing around their head
 - the student is studying but keeps daydreaming and staring out the window

Remember, just as in the previous lesson, the musical theme is simply altered using the elements of music [pitch (higher or lower), duration (faster or slower/ notes bouncy and short or dragged out), dynamics (louder or softer) etc.).

Action:

- As a class the students will create musical themes for Eric Carle's "The Very Hungry Caterpillar".

Attached are three short stories that will also work well but will require more musical themes and may be too challenging for a primary class. (Three Pigs; Goldilocks and the Three Bears; The Three Billy Goats Gruff). Other short works will also work, but they MUST have the same character or event or thing reoccur and experience change over the course of the story. If a story is selected that explores cultural experiences/history, the teacher may create an assessment of C3 Overall and Specific Expectations.

Possible extensions to cross-curricular activities exist: LITERACY - students can write their own story/poem as long as it will satisfy the needs of the project listed above. VISUAL ART – once the project is completed, the students can create a visual depiction of the story through any medium (paint, cartoon, sculpture,

graphic design, etc). This could be the whole story (like a book) or just one moment. DRAMA – the students can act out the story, costume and set.

- Read through the story to and identify what happens to the caterpillar on each page (egg, caterpillar, eating (and eating!), stomach ache, eats again and feels better, becomes fat, builds a cocoon, nibbles his way out, becomes a butterfly).

Or, if the class is using a story other than *The Very Hungry Caterpillar*, identify 1-4 recurring characters/objects/events that experience change over the course of the story. The stories attached to this lesson play have the suggestions for this included.

- Create a musical idea for the caterpillar. This musical themes can use any combination of pitched and unpitched sounds, but should be reflective of the character they are describing.
- Using the list of changes each character experiences, make changes to the musical theme created using the elements of music.
- Select moments in the story to insert the musical themes and altered musical themes created. These moments should be just before or just after the character experiences the change that is musically reflected. Make markings in the script to show were the musical themes will be inserted. Coloured pencils will work well.
- Prepare for your performance! Pick a student/students to be the narrator and read the story. Assign students (or have all the students) insert the musical themes and altered musical themes where indicated in the script. *The musical themes need to occur before or after the narrator speaks. The only time the narrator and musical theme should occur at the same time is if the theme is being repeated over and over again.*

Lesson Consolidation/Debriefing with Students:

- Have the students share positive peer feedback about elements of the presentation that were effective and went well. Inquire about elements of the presentation that could be improved.
- Have students complete the BLM 3 (Self-Assessment) and 4 (Peer Assessment).

Resources (books, documents, apps, websites):

- Attached stories
 - Goldilocks and the Three Bears
 - Three Billy Goats Gruff
 - Three Little Pigs
 - The Very Hungry Caterpillar (NOT INCLUDED)

CLASS COLLABORATION

Assessment Tools and Strategies:

- BLM 2 – 3 Stories for Project (each group will need 1 story)
- BLM 3 – Student Self-Assessment
- BLM 4 – Student Peer Assessment (to be evaluated in Rubric at end of project)

Accommodations:

The students are in groups, so they will build off of the strengths of those around them and offer in areas they are inclined. The product will move to the level the students feel comfortable to express at. Scribes can be used as needed.

THIS LESSON IS INCLUDED FOR TEACHER INFORMATION IF THE TEACHER WOULD LIKE TO RECORD THE PROJECT. IT IS NOT RECOMMENDED AS A LESSON FOR THE PRIMARY LEVEL.

Overall Expectations:

- CI. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (Gr. 2)

Specific Expectations:

- CI.2 apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose (Gr 2)
- CI.3 create musical compositions in a variety of forms for specific purposes and audiences (Gr. 2)

Fundamental Concepts/Elements:

- Use of Technology as it applies to music

Learning Goal:**We are learning to:**

- Record, edit and add effects to a recorded project

Success Criteria:**I can:**

- Use Technology to record a project

INSTRUCTIONAL PLAN**Minds On:**

This lesson is optional, and will require students to have access to a computer/tablet with a microphone that can record, either internal or external. It will be best if the program is already downloaded onto the hardware. If this cannot be done prior to class, the down load can be the Minds On activity. Links to download the program and the LAME converter are attached below.

If possible, have the teacher working on the SmartBoard or on a projector so the class can see the screen.

Action:

- Let's explore Audacity together! Have students open to the audacity recording screen (open audacity).
- The top left hand controls have the basic features, pause/play, stop, ff, rew, record. Have the student's record themselves saying their name and favorite subject (music, of course!) by pressing the record button, speaking and then pressing stop. Listen to this back by pressing play (no need to rew, this will happen automatically). Notice you can see the sound waves as the sound is recorded. The louder the sound, the larger the wave.
- Now we will erase the sound. Look along the same horizontal plane as the recording controls to the right. About halfway across the screen you will see two half circle arrows. The first arrow (pointing backwards) will erase the entire project, or a section of the project if highlighted. Let's work with this. Simply press the undo arrow. The entire project has disappeared.
- Record a new project. (Name and favorite subject).

- Let's erase only a portion of the project. Let's keep the name but erase the subject. Press play on the recording, and watch where the time stamp is after the name (the time is on the top of the recording screen). Click on the screen (in the actual track, where you see the blue lines) at the time between where the name ends and the next word begins. Highlight the track from this point to the end, and then hit the undo button. Press play. You should have only the name portion of the recording left.
- Let's be more precise. Undo the whole track and rerecord. Now, do the same thing as before, but once you click on the track, look at the top of the controls a little to the right of the half circle buttons and find two magnifying glasses. Click on the one with the + in the middle and notice what happens to the blue lines. We have just magnified the track, and now you are seeing the sound as a shorter amount of time passes. Now, you can be more precise about where you will cut the sound. This time, use these tools to try and eliminate just one word but instead of using the undo tool, use the cut tool (a pair of scissors, found to the left of the undo tool).
- There are lots of fun features you can play with as you become more comfortable with this program. Going to the top of the screen, click on the scroll down menu named EFFECTS. Make a recording, highlight a part of the recording and then click on one of the effects. Listen back to see what happened. Click undo to go back to the original sound, and try something else. Play around here with your recordings.
- You can also make multiple tracks, but will need headphones or the sound will bleed, so experiment with this at your own discretion.
- To save your project, you can do one of two things – save as an AUD file under Save As, or save as an MP3 under Export Project. (You need to download the LAME converter to do this).

Lesson Consolidation/Debriefing with Students:

- Students will be using this program to record their Tales and Tunes projects next class. Have the students work in their groups to identify any effects they would like to use, and any problems they will need to work out.

Resources (books, documents, apps, websites):

- Audacity download (free) <http://audacity.sourceforge.net/download/>
- LAME (will convert AUD files to MP3 files) <https://sourceforge.net/projects/lame/?source=recommended>
- At least 1 computer with projector or smartboard
- Computers or tablets for each group

CLASS COLLABORATION

Assessment Tools and Strategies:

N/A

Accommodations:

N/A

Overall Expectations:

- C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music (Gr. 2)
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Fundamental Concepts/Elements:

- The elements of music (pitch, duration, dynamics, timbre, texture)
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Learning Goal:

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I can:

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INSTRUCTIONAL PLAN

Minds On:

- Remind the students of the expectations for the project:
 - the musical themes relate to the characters they represent
 - the music themes are adjusted using the elements of music to reflect what is happening in the story (pitch, duration, dynamic, timbre, texture)
 - the narration and musical themes do not occur at the same time (unless the musical theme is repeated over and over again)
 - any other expectations the class and teacher have come to agreement upon

Action:

- As a class, discuss ways the project can be improved (more rehearsal, adjusting musical themes, more/less students performing each theme, add movement, etc).
- Rehearse the project
- If the project is being recorded on Audacity, record the project. If it is not being recorded, perhaps invite another class or teacher to be the audience and perform the project for them.

Lesson Consolidation/Debriefing with Students:

- Students will complete BLM 5 (Self/Group Assessment)

Resources (books, documents, apps, websites):

IF THE PROJECT IS BEING RECORDED. IF NOT, NO RESOURCES NEEDED.

- Audacity download (free) <http://audacity.sourceforge.net/download/>
- LAME (will convert AUD files to MP3 files)
<https://sourceforge.net/projects/lame/?source=recommended>
- Computers/tablets for each group

CLASS COLLABORATION

Assessment Tools and Strategies:

- **BLM 5** –Student self/Group Assessment (to be evaluated in Rubric)
- **Rubric**

Accommodations:

The students are in groups, so they will build off of the strengths of those around them and offer in areas they are inclined. The product will move to the level the students feel comfortable to express at. Scribes can be used to complete written work.

