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| **Music Can Tell A Story**  1st Grade Lesson Organizer | | | | |
| **Domain Vocabulary:** singing, acting, performing, art, theater, dance, characters, emotion, story, lyrics, create, Hansel, Gretel, drama, actors, dark, light, storm, sun, wind, moon, stars, spectacle, sets, lighting, costumes, designers, directors, Engelbert Humperdinck, fairy tale, brothers Grimm, Richard Wagner, style, tired, hungry, cheery, song, prayer, sandman, lost, woods, sprinkles, sleep, recite, evening prayers, angels, melody, comedy, tragic, myths, history, Paul Dukas, critic, teacher, Goethe, magic, spell, broom, clean, multiply, mystery, sprightly, theme, bassoon, enchanted, destroy, march, desperate, gesture, funny, elegant, athletic, grace, Tchaikovsky, Russian, beloved, memorable, romantic, lush, suite, Christmas, Sugar Plum Fairy, Arabian, Chinese, waltz, nutcracker, wintry | | | | |
| # | Method | Objectives | Higher Order Questioning | Thinking Framework |
| Pre-unit | Class Discussion, Review | -Talk about how music can tell a story using singing, dancing, and instruments  -Review songs that have told a story (Peter and the Wolf) | -Why does different music evoke different emotions? | Knowledge, Patterns |
| 1 | Movement, Listening, Reading Aloud, Class Discussion | -Read Nutcracker Story  -Discuss prior ballet knowledge  -Listen and move to the Russian Dance and Chinese Dance | -Why do the dances from other countries have a unique sound? | Knowledge, Modeling, Creativity |
| 2 | Movement, Listening, Assessment | -Listen and move to the Arabian Dance, Dance of the Sugar Plum Fairy, March, and Dance of the Reeds  -Assessment Worksheet about the Nutcracker |  | Creativity |
| 3 | Class Discussion, Listening, Reading Aloud, Review | -Intro to Opera, read “The Dog Who Sang at the Opera”  -Discuss how opera and ballet are different  -Review story of Hansel and Gretel |  | Knowledge, Patterns |
| 4 | Technology, Lecture, Listening, Movement, Review | -View Interactive website that walks students through the opera production of Hansel and Gretel  -Talk about all of the planning and preparation that goes in to a production  -Listen and learn dance to Children’s Prayer  -Discuss how dynamics affect the mood | -How can you tell how the characters feel during a song? Can you hear it in the way they sing? | Knowledge, Patterns, Modeling, Creativity |
| 5 | Individual work, Review, Assessment | -Review Hansel and Gretel  -Assessment worksheet: ballet or opera? | -Would you choose to tell a story using ballet or opera? Why? | Knowledge, Creativity |
| 6 | Read Aloud, Individual Work, Class Discussion, Listening, Media | -Read story of the Sorcerer’s Apprentice  -Talk about the term “Program Music”  -Listen to the music and draw what you think is happening  -Show a small clip of Fantasia and compare your picture to what you see | -What makes this music funny? Mysterious? Exciting?  -After seeing a clip of how someone else pictured the piece, what was different about yours? | Knowledge, Patterns, Creativity |
| Wrap-Up | Class Discussion, Assessment | -Class Discussion: Think of one of your favorite stories- How would it be told as a musical piece? Would it be a ballet, opera, or program music?  -Assessment-Play parts of each piece of music. Have students write the title and type of the song | -What are some ways music can tell a story?  -How is the story of the Nutcracker told?  -What’s the difference between each way of telling a story? | Knowledge, Patterns, Modeling, Creativity |