



# Name That Tune!

## Music

Singing, dancing and dramatic performance are used to tell story in the form of "theatrical musicals." Musicals such as *Cats*, *Oklahoma*, *West Side Story*, *The Sound of Music*, and *Grease* provide opportunity for story rendition of character through song and active movement to bring to life personalities that live in minds and hearts long after the curtain closes. *Annie* is one such character, celebrated on stage, screen, and comics, too.

### Note:

Opera is another well known form of dramatic theatre that makes use of singing to tell story and define character. Both theatrical musical and opera are set to music, making use of instrument and voice for expression of mood, emotion, idea, thought and expression.

### National Standards: Fine Arts>Music

NA-M.K-4.6, NA-M.5-8.6

#### **Listening to, analyzing and describing music. (Grade 4) (Grades 5 & 6)**

- Use appropriate terminology in explaining music, music notation, musical instruments and voices, and music performances.
- Identify the sounds of a variety of instruments, including many orchestra and band instruments, instruments from various cultures, as well as children's voices and male and female adult voices.
- Analyze the uses of elements of music in aural examples representing diverse genres and cultures.

NA-M.K-4.8, NA-M.5-8.8

#### **Understanding relationships between music, the other arts, and disciplines outside the arts (Grade 4) (Grades 5 & 6)**

- Identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts
- Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, and human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

NL-ENG.K-12.5

#### **Communication Strategies (Grades 4-6)**

- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

### Kentucky: Arts and Humanities>Music Standards (1.14, 2.22, 2.26)

#### **Elements of Music**

AH-4-M-1, AH-5-M-1, AH-6-M-1

- Use; express; and demonstrate an understanding of the elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) while performing, singing, instrument playing, moving, listening, reading, writing, and creating.

**AH-4-M-2, AH-5-M-2, AH-6-M-2**

- Recognize and develop music elements; analyze how elements of music are used in performing, listening to, and/or creating music; describe the use of elements in musical examples.

**AH-4-M-3, AH-6-M-4**

- Use appropriate terminology to describe the purpose of music elements; demonstrate ideas and emotions through performance and/or composition using performance techniques, practices, and music concepts.

**Kentucky: Arts and Humanities > Writing (1.11, 2.22)**

**ELA-4-W-1, ELA-5-W-1, ELA-6-W-1**

- Respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers. (1.10, 5.1, 6.3)

**Ohio: Arts > Music Standards**

**Analyzing and Responding**

- Listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology.

**Benchmark(s)**

**Grade 4**

**A.** Identify and demonstrate elements of music using developmentally appropriate music vocabulary.

**B.** Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

**Grades 5 & 6**

**A.** Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.

**Connections, Relationships and Applications**

- Identify similarities and differences between music and other arts disciplines.

**Benchmark(s)**

**Grade 4**

**A.** Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

**Grade 5 & 6**

**B.** Demonstrate ways that subject matter of other disciplines is interrelated with that of music.

**Ohio: Language Arts > Writing Process Standard**

- Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
- Plan writing for different purposes and audiences.
- Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

**Benchmark(s)**

**Grades 4**

**C.** Apply knowledge of graphics or other organizers to clarify ideas for writing assignments.

**Grades 5 & 6**

**C.** Clarify ideas for writing assignments by using graphics or other organizers.

### **Objective**

Students will compare and contrast the dramatic forms of a *Broadway* musical and an opera.

Students will explore how each form, musical and opera, use instrument and voice to tell story and define character.

### **Vocabulary**

- Musical
- Opera
- Score
- Overture
- Underscore
- Solo/Aria
- Duet
- Chorus
- Reprise

### **Materials**

- Listening samples of various *Broadway* musical performances and those representing opera productions.
- Venn Diagram (Teacher constructed)

### **Activity**

#### **Teacher will:**

- Introduce students to the vocabulary terms, concepts and characteristics for both "musical" and "opera."
- Demonstrate through aural examples the use of the listed performance terms (musical elements) found in dramatic productions for both musical and opera (e.g., score, overture, underscore, reprise, solo, etc.). *Include a soundtrack from a theatrical production of "Annie."*
- Facilitate student discussion on the use of music produced with instrument and/or voice to relay story and define character.
- Introduce the graphic organizer, a Venn diagram, for comparison and contrast of the characteristics of musical and opera and their use of the listed performance terms.
- Instruct students in completion of organizer.

#### **Students will:**

- Listen to aural examples of the use of musical elements in both *Broadway* musical and opera sample performances.
- Identify the defining characteristics of each element in the aural samples, and tell how use instrument and/or voice were applied.
- Complete the graphic organizer, a Venn diagram, by comparing and contrasting the use of score, overture, underscore, reprise, solo, instrument and voice, etc., in a sample musical and opera aural performance. *Emphasis is on appropriate musical terminology as descriptive words.*