

"Cinderella" Curriculum Guide for grades 4-6



A teacher's guide for the study of literary and theatrical elements with emphasis on story plot.

Pre-show Lessons Music grades 4-6

Sing, Sing a Song!

Music

Both "musical" and "opera" are art forms for storytelling that make use of music and song. While a musical has song and dialogue as prominent elements, opera has arias, recitatives and choruses. These elements combined with scenery and acting work together to bring forward an event or series of events, real or fictional to tell stories, stories such as Cinderella.

National Standards: Fine Arts>Music

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.
- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- 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.

NA-M.K-4.9, NA.5-8.9 Understanding music in relation to history and culture (Grade 4) (Grades 5-6)

- Identify by genre or style aural examples of music from various historical periods and cultures.
- Identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

Kentucky: Arts and Humanities>Music Standards

2. Develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives

Elements of Music (1.14, 2.22-2.26)

2.23 Students analyze their own and others' artistic products and

performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

(Grades 4 and 5)

AH-E-1.1.36 Timbre: instrument families (brass, woodwind, string, percussion, folk), voice parts (high, low), sounds of voices and instruments (1.14, 2.24)

AH-E-1.1.38 Identify and discuss simple musical forms (see list under elements)

(2.23)

(Grade 6)

AH-M-1.1.36 Timbre: acoustic instruments, synthesized sounds, electronic instruments, voices (soprano, alto, tenor, bass), keyboards

AH-M-1.1.38 Describe the use of elements in musical examples. (2.22, 2.23,

2.24, 2.25, 2.26)

Historical and Cultural Context (2.24, 2.25, 2.26)

2.25 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

(Grade 6)

AH-M-1.2.32 Identify and compare various styles of music (jazz, spirituals/gospel, Broadway musicals, operas, ballads).

Ohio: Arts > Music Standards > Historical, Cultural and Social Contexts

- Demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present
- Identify significant contributions of composers and performers to music heritage.
- Analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

Benchmark(s) Grade 4

B. Identify and respond to music of historical and cultural origins.

Benchmark(s) Grade 5 and 6

A. Compare and contrast styles and forms of music from various historical periods. (opera and American musical theatre)

Ohio: Arts > Music Standards > Connections, Relationships and Applications

- Identify similarities and differences between music and other arts disciplines.
- Recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects...
- Develop a desire for lifelong learning in music.

Benchmark(s) Grade 4

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

Benchmark(s) Grades 5-6

- A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.
- B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.

Objective

Students will:

- Compare and contrast the art forms of musical theatre and opera.
- Explore defining characteristics for how each art form uses musical instruments and voice to tell a story.
- Understand the benefits the two art forms to transform similar events, scenes, emotions or ideas with regards to storytelling.

Assessment

Students will be able to:

- Identify the characteristics that define musical theatre and opera.
- Compare the similarities and differences between the structural characteristics of musical theatre and opera.
- Identify the specific benefits of each art form in aiding the understanding of a story, especially its plot.

Sample items to gauge student understanding:

1. What are the following terms describing? A musical or an opera?
 - a. Dance
 - b. Song
 - c. Dialogue (*musical*)
2. An opera is a dramatic production in which voice, song and recitatives are the dominant factors? True or False? (*true*)
3. Write a brief explanation for your preference of art form, musical or opera. Tell why and include description of the two forms, their similarities and differences. Apply musical terminology where appropriate. (*Consider that some students may not have had the opportunity to experience a live theatrical production before attending the Children's Theatre Cinderella production.*)

Vocabulary

- Musical theatre
- Opera
- Score
- Overture
- Underscore
- Reprise
- Recitative
- Solo/aria
- Duet
- Chorus

Materials

- Aural (listening) examples for various musical theater performances and those representing opera performances.
*Note: Consider **fair use practice** in the viewing of audiovisual works and playing of sound recordings.*
 - *Performance must be presented by teachers or students only for a specific class*
 - *Performance must occur in the course of face-to-face teaching activities directly related to the curriculum*
 - *Performance must take place in a classroom in a nonprofit educational institution*
 - *Performance must be of a legally required copy of the work*
 - *One cannot transfer a video clip from a full featured film to another tape. Clip must be viewed from the full copy of video.*
 - *Viewing of commercial film may require public performance rights.*
- Handout: Venn graphic organizer (1 per student)

Activity 1

Voices, Song and Music

Teacher will:

1. Introduce concept of the two art forms, musical theatre and opera.
2. Introduce the vocabulary terms and structural characteristics for both musical theater and opera.
3. Demonstrate through aural examples the use of musical components found in dramatic productions for both musical theater and opera (e.g., score, overture, reprise, recitative, chorus, solo, etc.). Include a soundtrack from Cinderella or present excerpts from other musical videos. *(See fair use practice disclaimer stated previously)*
4. Facilitate class discussion on the use of music structures produced with instruments and/or voice to tell a story and define characters.
5. Introduce use of a Venn graphic organizer to compare and contrast the structural characteristics of musical theater and opera.
6. Have students identify the specific benefits of each art form in aiding understanding of a story, especially its plot.

Students will:

1. Listen to aural examples of musical characteristics found in the structures of both musical theater and opera.
2. Identify the defining structural characteristics of each art form, and describe the application and use of musical instruments and/or voices.
3. Complete the Venn graphic organizer by comparing and contrasting the use of musical characteristics in sample musical and opera aural performances (e.g., score, overture, reprise, recitative, chorus, solo, etc.). *Students will make use of appropriate musical terminology.*
4. Summarize the benefits of each art form to aid understanding in storytelling.

**Student Handout:
A VENN for Music and Opera**



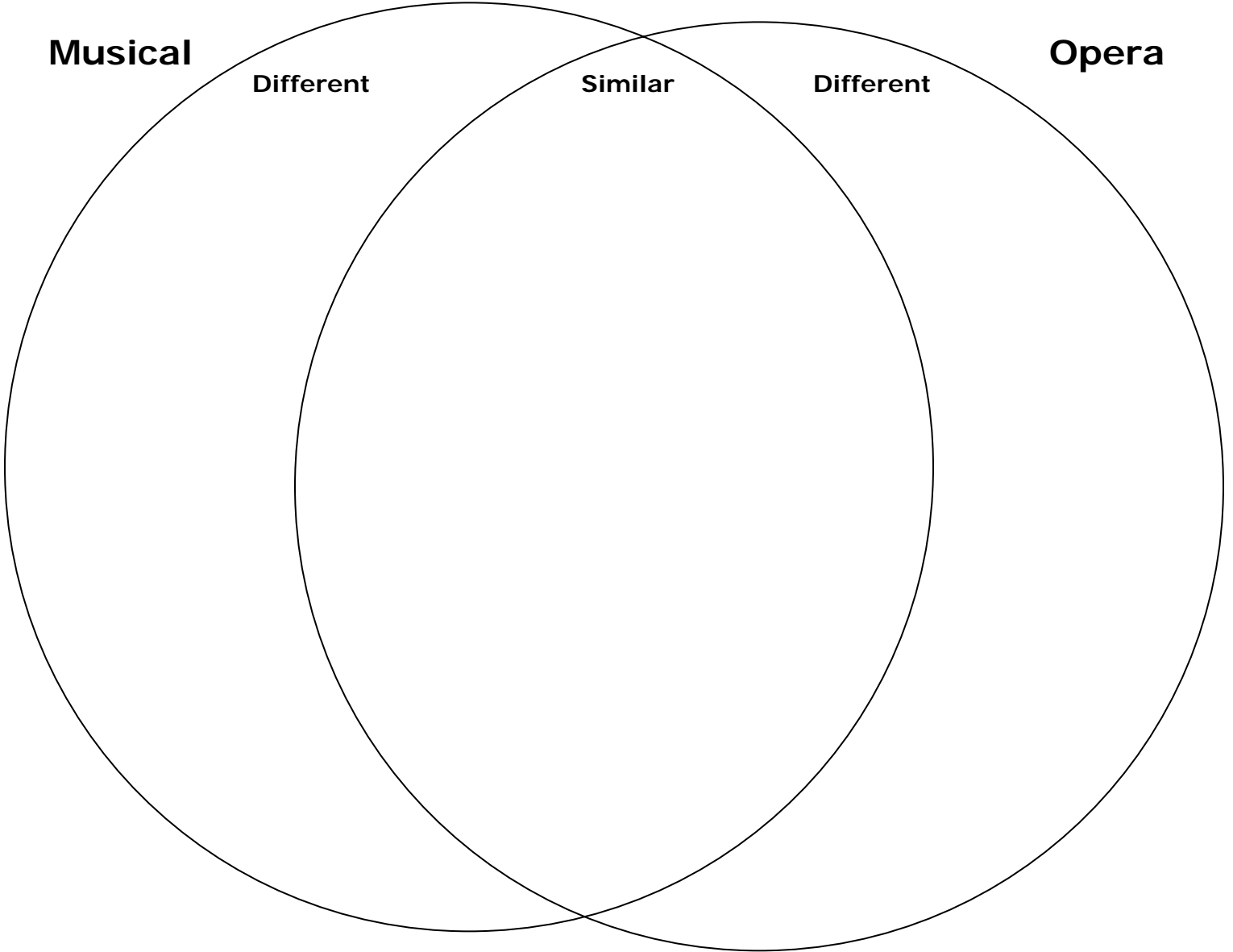
Musical

Different

Similar

Different

Opera



Summary Statement:

A large empty rectangular box provided for the student to write a summary statement based on their Venn diagram.