

# "Frosty: A Magical Adventure" Curriculum Guide for grades K-3



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

## Pre-show Lessons Music grades K-3

# Frosty the Snowman

## Music

### Narrative Songs

A story is a story until set to music with special wording, pattern and rhythm, as in a popular ballad or folk ballad. Ballads, musical stories told through the ages, tell of happiness, sadness, love and friendship.

### National Standard > Music

#### **NA-M.K-4.1 Singing, Alone and with others, a varied repertoire of music (Grades K-3)**

- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
- Sing expressively, with appropriate dynamics, phrasing, and interpretation.
- Sing ostinatos, partner songs, and rounds.

#### **NA-M.K-4.2 Performing on instruments, alone and with others, a varied repertoire of music (Grades K-3)**

- Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- Echo short rhythms and melodic patterns.

#### **NA-M.K-4.4 Composing and arranging music within specified guidelines (Grades K-3)**

- Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

### Kentucky Standards > Arts & Humanities > Music Standards

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

#### **Elements of Music (1.14, 2.22) (Grades K-3)**

1.14 Students make sense of ideas and communicate ideas with music.

#### **Performing**

**AH-E-1.1.22** Perform simple rhythmic, melodic, or chordal patterns on classroom instruments.

**AH-E-1.1.23** Sing rote melodies accurately.

## **Creating**

**AH-E-1.1.12** Create simple melodic or rhythmic accompaniments to given melodies.

## **Responding**

**AH-E-1.1.38** Identify and discuss simple musical forms.

### **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.

#### **Benchmark(s) Grades K-3**

- A. Identify and demonstrate basic music forms.
- B. Identify and respond to music of historical and cultural origins.

### **Ohio: Arts > Music Standards > Creative Expression and Communication**

- Sing, play instruments, improvise, compose, read and notate music.

#### **Benchmark(s) Grades K-3**

A. Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.

## **Objective**

Students will:

- Learn about the concept of songs called folk ballads (*a narrative song of popular origin in short stanzas that rhyme*).
- Explore how a ballad tells a story through lyrics and music.
- Explore how music and instruments are added to literature to communicate ideas, thoughts and express feelings.

## **Assessment**

Students will be able to:

- Identify a folk ballad as a musical form for a song based on poetic structures.
- Describe the characteristics that define a folk ballad.
  - *Passed from generation to generation.*
  - *Tells a story over several verses*
  - *Some action occurs, often tragic*
  - *Has refrains (repetition of lyrics)*
- Identify lyrics as words of a song.
- Describe how music/instruments are added to literature to communicate ideas, thoughts and feelings, with emphasis on dramatic settings.

Sample items to gauge student understanding:

1. What makes a song a ballad? (*tells a story*)
2. A lyric is \_\_\_\_\_. (*word in a song*)

3. A folk ballad is passed from generation to generation. Explain what this means. (*told to one person by another and another, often in the same family*)

### **Vocabulary**

- Ballad
- Lyric
- Stanza

### **Materials**

- Lyrics (words) to the song, Frosty the Snowman
- Aural recording of the song, Frosty the Snowman
- (Optional) words to other songs in ballad style
- Classroom instruments or objects that can be used as instruments
- (Optional) video or audio recorder

### **Activity 1**

#### **Sing, Sing a Song**

##### **Teacher will:**

1. Introduce students to the concept of a musical folk ballad.
2. Facilitate class discussion to begin an exploration of folk ballads as songs written in poetic forms that tell stories and depict setting through lyrics and music.
3. Explain that lyrics are the words of a song.
4. Introduce the song, Frosty the Snowman, as an example of a folk ballad, highlighting its poetic structure and its use of stanzas— a line of a poem. (*Collaboration with a music teacher may be beneficial to make concrete the understanding of the concepts of musical ballads and stanzas.*)
5. Read through the lyrics with the class.
6. Listen to a recording of the song and help students learn to sing it.  
*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*
7. (Optional) Play for students other examples of songs that are ballads or narrative songs.
8. Guide students as a whole class, or in small groups, in the writing of a short ballad in the style of a poem about a familiar subject, such as a snowy day, a day at school, recess activities, etc.
9. Guide students to add rhythmic instruments to their song or use a familiar tune for which to sing their ballad (e.g., sing lyrics to the tune of “The Eensy Weensy Spider”).
10. Allow students time to rehearse their song(s).

11. Video or audio tape the student performance(s).

**Students will:**

1. Identify the song, Frosty the Snowman, as characteristic of a folk ballad (a narrative song written in a poetic form).
2. Identify that the words of Frosty the Snowman are also known as its lyrics.
3. Learn the lyrics to sing the song, Frosty the Snowman.
4. Write a short ballad about a familiar event in the style of a poem.
5. Add instruments to the ballad and perform the song.



## Frosty the Snowman

(lyrics)

Frosty the Snowman  
Was a jolly happy soul  
With a corncob pipe and a button nose  
And two eyes made out of coal

Frosty the Snowman  
Is a fairytale they say  
He was made of snow  
But the children know  
How he came to life one day

There must have been some magic  
In that old silk hat they found  
For when they place it on his head  
He began to dance around

Frosty the Snowman  
Was alive as he could be  
And the children say  
He could laugh and play  
Just the same as you and me

Frosty the Snowman  
Knew the sun was hot that day  
So he said let's run  
And we'll have some fun  
Now before I melt away

Down to the village  
With a broomstick in his hand  
Running here and there all around the square  
Saying catch me if you can

He led them down the streets of town  
Right to the traffic cop  
And he only paused a moment when  
He heard them holler stop

Frosty the Snowman  
Had to hurry on his way  
But he waved goodbye  
Saying don't you cry  
I'll be back again some day

Thumpety thump thump  
Thumpety thump thump  
Look at Frosty go  
Thumpety thump thump  
Thumpety thump thump  
Over the hills of snow