

"Hansel and Gretel" Curriculum Guide for grades 4-6



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

Pre-show Lessons Music grades 4-6

Timbre and Tone

Music

A tinkling of bells, the floating of wind from stringed violins, inform us our favorite of favorite of tales is about to begin. So get the popcorn, claim your seat, sit back and enjoy.

National Standard > Music

NA-M.K-4.6, NA.5-8.6 Listening to, analyzing, and describing music (Grade 4) (Grades 5 & 6)

- Analyze the uses of elements of music in aural examples representing diverse genres and cultures
- Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

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 (11.4, 2.23)

- 1.14 Students make sense of ideas and communicate ideas with music.
2.23 Students analyze their own and others' artistic products and performances using accepted standards.

Responding: Identify and define elements of music

Grades 4 & 5

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

AH-E-1.1.39 Recognize and be able to distinguish families of instruments (brass woodwind, percussion, string, folk) and/or vocal timbres.

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.

AH-M-1.1.310 Identify and classify folk and orchestral instruments according to family.

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.

Benchmark(s) Grades 5 & 6

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

Ohio: Arts > Music Standards > Valuing Music/Aesthetic Reflection

- Demonstrate an understanding or reasons why people value music and a respect for diverse opinions regarding music preferences.

Benchmark(s) Grade 4

- B. Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.

Benchmark(s) Grades 5 & 6

- A. Reflect on and describe how music performance and settings affect audience response (how music communicates meaning of text, feelings, moods or images).

Objective

Students will:

- Identify the sounds of musical instruments.
- Demonstrate understanding for how timbre (tone quality) varies in musical instruments.
- Demonstrate an understanding of musical instrument families.
- Demonstrate an understanding of the role of a musical composer.
- Explore music and instruments and their use to create mood and represent emotions in movie and dramatic production underscoring.

Assessment

Students will be able to:

- Describe elements of music using developmentally appropriate vocabulary and music terms.
- Identify and demonstrate the element of timbre in musical sound.
- Explain how timbre helps communicate idea, mood, and emotion.
- Examine why musical composers make choices to use specific instruments to create mood and represent emotion when underscoring movies and plays.
- Chose an instrumental selection to accompany an original narrative and demonstrate understanding of musical scoring.

Sample items to gauge student understanding:

1. Explain the musical term, "timbre." (*tone color of a sound*)
2. To underscore a movie or play is to....? (*to create music to emphasize characterization, important events, specific settings, etc.*)
3. Music helps us to hear and see. Do you agree? Yes or No? Explain your answer. (*answer will vary due to student experience*)

Vocabulary

- Underscore
- Timbre/tone color
- Instrument families (string, brass, woodwind, percussion)
- Composer

Materials

- Pictures of various musical instrument families
- Recordings of various types of music to illustrate composers' choice of unique sounds of instruments for underscoring of movies and plays (e.g., Phantom of the Opera, Singing in the Rain, Westside Story, Harry Potter movie series, Lord of the Rings movie trilogy.)
- Recordings of instrumental music to serve as a writing activity prompt.

Activity 1

Instrument Families

Teacher will:

1. Explain to students that just as human family members sometimes have voices and sometimes similar voices, the same is true of musical instruments.
2. Introduce/review the musical element, "timbre."
3. Introduce, in random, pictures of the four families of musical instruments (string, brass, woodwind, and percussion), explaining that instruments are grouped by characteristics of sound similarity, performance techniques, and their physical materials and structures.
4. Have students group the pictures according to the three characteristics to represent the instrument families.
5. Play for students aural music samples that represent various uses of timbre and tone color within instrument families.

*Note: Consider **fair use practice** in the viewing of audiovisual works and playing of sound recordings.*

- a. *Performance must be presented by teachers or students only for a specific class*
- b. *Performance must occur in the course of face-to-face teaching activities directly related to the curriculum*
- c. *Performance must take place in a classroom in a nonprofit educational institution*
- d. *Performance must be of a legally required copy of the work*
- e. *One cannot transfer a video clip from a full featured film to another tape. Clip must be viewed from the full copy of video.*
- f. *Viewing of commercial film may require public performance rights*

6. Facilitate class discussion for how and why musical composers use the unique sounds of instruments to underscore movies and plays.
7. Facilitate class discussion for how music is used to help tell a story. (*Emphasis on the use of selected music--sound and instrument--to create mood and/ represent story setting, aiding audience perception of characterization or action about to happen.*)
8. Have the students listen to various examples of instrumental music, and record their personal feelings and/or images that come to mind as suggested by the music.
9. Allow students to discuss and share their responses.
10. Explain to students their task to write a short story to be accompanied by one the music samples of previously introduced. Emphasize that story and music should be aligned to compliment one another.
11. Have students read aloud their story accompanied by the chosen music selection as an underscoring.
12. Have students brainstorm ideas for the selection of musical instruments and sounds to represent the presence of story characters and events such as those in the fairy/folk tale of Hansel and Gretel. (*Reading aloud text of the story may be required for those students unfamiliar with this tale.*)

Students will:

1. Recognize sounds emitted from various musical instruments in their identification of the four instrument families.
2. Categorize pictures of musical instruments into the four families.
3. Write an authentic narrative and choose a musical selection for its underscore.
4. Demonstrate the role of a musical composer by brainstorming how music and instrument would be used for characterization in the story of Hansel and Gretel.