

"Wizard of Oz" Curriculum Guide for grades 4-6



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

Pre-show Lessons Music grades 4-6

I've got the Music in Me!

Music

Elements of Music

Fast winds blowing, thunder rumbling, lightning cracking, and all on stage! It's just pretense, but oh so real.

National Standard > Music

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

- Identify simple music forms when presented aurally.
- 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.
- Describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology).
- 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.
- Respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to 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 (1.14)

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

Performing

Grades 4 & 5

AH-E.1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement (e.g., tiptoeing to illustrate quiet music).

Responding: Identify and define elements of music:

Grades 4 & 5

AH-E.1.1.32 Tempo: slow, fast.

AH-E.1.1.37 Dynamics: soft (piano), medium soft (mezzo piano), medium loud (mezzo forte), loud (forte)

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-1.1.32 Tempo: Allegro, Moderato, Largo.

AH-M-1.1.37 Dynamics: crescendo, decrescendo, very loud (fortissimo), very soft (pianissimo), dynamic markings.

AH-M-1.1.38 Describe the use of elements in musical examples.

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 instruments.
- Demonstrate understanding for how dynamics and tempo change sounds in music.
- Recognize how sounds emitted from musical instruments may emulate natural sounds heard in everyday environments.

Assessment

Students will be able to:

- Identify sources of a wide variety of sounds and selected music instruments.
- Identify and demonstrate elements of music, including contrasting elements (e.g., loud/soft; fast/slow; high/low).
- Explain how dynamics and tempo affects music and sound.

- Identify how elements of music communicate ideas or moods, and are used in dramatic productions.

Sample items to gauge student understanding:

1. Dynamics make the volume of the music _____ or _____.
(*loud or soft*)
2. Tempo makes the speed of the music fast or slow. True or False?
(*true*)
3. Describe how these music elements, "dynamics and tempo," become important when one composes a musical score for staged productions.
(*aid in the creation of sound effects and mood*)

Vocabulary

- Dynamics
- Tempo
- Sound effects

Materials

- Classroom instruments or objects that can be used as instruments

Activity 1

Music to My Ears

Teacher will:

1. Introduce/review the concept of musical instruments emitting and emulating natural sounds heard in daily activities/environments.
2. Conduct a listening opportunity in which students observe sounds in their natural surroundings. (*An activity to take place outside on school grounds. Student listen, describe and record natural sounds heard.*)
3. Facilitate class discussion to address the characteristics of the sounds observed and heard in the surrounding environment with emphasis on the elements of dynamics and tempo (e.g., sounds were high/low pitched; sounds that had a loud/soft volume; and sounds that had a fast/slow speed).
4. Have students brainstorm and list examples of the characteristics of the natural sounds. Write students' descriptive words related to music dynamics and tempo on the board.
5. Point to a word from the list and have students emulate the descriptive words (for dynamics and tempo) through appropriate clapping, finger snapping or stomping.
6. Have students listen to a variety of aural selections that emulate natural sounds (e.g., flute in Native American music compositions)

Students will:

1. Recognize natural sounds in their surrounding environment.
2. Recognize characteristics and elements of natural sounds.
3. Emulate various dynamics and tempo of these sounds through clapping, finger snapping or stomping.

4. Listen to a variety of aural selections to hear and identify musical instruments emulating natural sound.

Activity 2

Rainstorm

Teacher will:

1. Review with students the previous activity and how dynamics and tempo affect sound.
2. Facilitate class discussion to identify the different sounds of a rainstorm (e.g., rain droplets, steady rain fall, wind, thunder and lightening, a fast downpour).
3. Explain to students their challenge to recreate these sounds using only their body parts (e.g., the snapping of fingers to emulate rain drops; rubbing of the palms of the hands to emulate wind; and the stomping of feet to emulate a fast downpour, etc.)
4. Have students create the rainstorm and then reflect on their performance, with emphasis on their use of dynamics and tempo to change the volume and pace of the rain. *(The rainstorm will generate soft rain droplets and build to a fast downpour with thunder and lightening. Dynamics becoming louder, the tempo becoming faster. Example: Begin with rubbing hands together to produce the sound of wind; switch to finger snaps to generate rain droplets; add thigh slaps to indicate a heavier downfall; add foot stomps to represent thunder; and periodical handclaps for lightening. Reverse the order to depict the storm dying out.)*
5. Emphasize to students that the story, and The Children's Theatre production of The Wizard of Oz the class will attend, includes the event of a storm and tornado. The storm and tornado are major dramatic elements in the story and play. It is necessary to highlight both with sound effects to illustrate their importance. *(Note: Sound editors and technicians are responsible for the creation of these sounds.)*
6. Challenge students to discover a way to recreate sound to depict a tornado, and add to the rainstorm performance.
7. Facilitate class discussion to generate ideas for how sound effects will be used in The Wizard of Oz production, with emphasis on the use of sound for character depiction.

Student will:

1. Recreate a rainstorm through sounds emulated with use of body parts.
2. Recreate the sound of a tornado.
3. Brainstorm possible sound effects for The Wizard of Oz production.

Activity Extension

- Students will work in small groups to write a short narrative about a dream; a personal dream or one fictional. Students will decide upon sound effects to add to the story for an oral reading. Sound effects may include repetitive words, vocal sounds, body sounds, as well as instrument sounds. Student groups will rehearse their reading with added sound effects, and then perform for the class.