

"Noah's Ark" Curriculum Guide for grades 4-6



A teacher's guide for the study of literary and theatrical elements with emphasis on the thematic topic of habitats and inhabitants.

Pre-show Lessons Drama/Music

*DRAMA

Costume and Guise

Do you know me, the real me? That is the question for I wear the mask. Masks, a head-like covering for an actor's face, used to represent a specific character or trait. A mask that bring characters to life. A mask that provides illusion to make the unreal, real.

Kentucky: Arts and Humanities > Drama/Theatre

**Elements of Drama, Production and Performance (2.22-2.26) Grades 4-6
Academic Expectations**

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.

Ohio: Arts > Drama/Theatre Standards > Creative Expressions and Communications

Benchmark(s) Grade 4

B. Create places/spaces where performances can be staged.

Grades 5-6

B. Explain the functions and interrelated nature of scenery, props, lighting, sound, costumes and makeup to create an environment appropriate for drama.

C. Explore the roles and responsibilities of various theatrical personnel.

Objective

Students will:

- Understand the concept of theatrical costumes.
- Create designs of their own innovation for theatrical stage costuming.

Assessment

Students will be able to:

- Design authentic masks for animals as found in the tale of *Noah's Ark*.

Sample selected response items to gauge student understanding:

1. What is a costume?

Answer: Dress of an actor in a play; represents place, time, and/or thing.

2. Explain what happens when one puts on a costume?
Answer: The person pretends and becomes someone or something else.
3. What is important to consider in costume design?
Answer: Individual student response. Emphasis on capturing the essence or special aspects/traits of a character, time in history, of physical characteristics of a thing.

Vocabulary

- Costume
- Mask

Materials

- Mask forms
- Construction paper, string and other objects for adornment -- feathers, yarn, beads, etc.
- Tools to color masks
- Brass tacks/fasteners

Activity

I Wear the Mask

Teacher will:

1. Introduce the concept of theatrical “costumes” in which clothing, mask, make-up, etc., are used to depict various characters, and their place and time in a setting. Have students describe their experiences with the wearing of costumes or the viewing of costumes while attending theatrical productions.
2. Introduce the story of *Noah's Ark*. Explain to students that The Children's Theatre of Cincinnati has produced a play about this tale, making use of costumes.
3. Have students identify animals in the story and their defining physical characteristics—body attributes and movements.
4. Challenge students in making of a mask that depicts a chosen animal aboard the Ark, the animal's defining head features and upper body with moveable parts. Students will share finished products with classmates. Students may work individually or cooperatively.
5. Facilitate discussion upon student completion of mask making to highlight necessary considerations in decision-making to capture the essence of an animal, or any other object depicted as a mask.
6. Have students consider how art directors, costume designers make such decisions.
7. Instruct students that upon attending the Children's Theatre of Cincinnati's production of *Noah's Ark*, they will observe the design of costumes, especially those for the animals in the story, and how the designs are like in similarity or different from their mask designs, why.

*Music

The Percussions

Drums, gongs and cymbals, THEY'RE LOUD! Well, at least sometimes.

Kentucky: Arts and Humanities>Music Standards

Elements of Music (1.14, 2.22-2.26) Grades 4-6

Academic Expectations

- 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.

Ohio: Arts> Music Standards>Analyzing and Responding

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.
- B. Analyze the structure of larger music works and the sections comprised within.

Objective

Students will:

- Recognize sounds emitted from percussion instruments.
- Recognize contrasting elements of sounds emitted from percussion instruments (e.g., dynamics--loud/soft; rhythm--fast/slow; melody--high/low), and too, variances/differences in delivered tempo and intensity.

Assessment

Students will be able to:

- Identify selected musical instruments within the percussion family visually and aurally.
- Identify how elements of music communicate ideas or moods.
- Identify mood and feeling evoked by variances in the tempo and intensity of percussion instruments.

Sample selected response items to gauge student understanding:

1. Musical instruments are grouped in families. True or False?
Answer: True
2. Complete this sentence. Percussions are musical instruments whose sound is produced by _____.
Answer: Striking or hitting.
3. Describe how tempo and intensity of an instrument's sound influences mood.
Answer: Individual student response. Emphasis on their affect on personal emotions.

Vocabulary

- Instrument families
- Percussion instruments
- Elements of music
- Mood
- Intensity
- Tempo

Materials

- Actual instruments or audio recordings of the following percussion instruments: drums, timpani, triangle, bass drum, snare drum, xylophones, marimba, gong.

Activity

I'm in a Percussion Frame of Mind

Teacher will:

1. Engage student interest by asking the following question prompts.
 - a. What music do you find most pleasing to your ear?
 - b. Has music ever triggered certain emotions within you?
 - c. Have you ever been startled by a loud instrument?
2. Share with students their task to explore percussion instruments.
3. Introduce instruments in the percussion family through photos or display of actual items.
4. Play and have students list up to 10 thoughts and feelings as they listen to music selections with emphasis on the various percussion instruments emitting sound.
5. Have students brainstorm and consider why music and sound, especially that emitted from percussion instruments have such an effect on one's emotions. Emphasis on the use of tempo and intensity with instruments.
6. Share with students that music's effect on emotions helps to create "mood", a specific state of mind.
7. Reflect with students on the events that occur in the story of *Noah's Ark*.
8. Instruct students with the task to create a percussion sound story (optional use of electronic software and sound files) to accompany a specific event from the story. Students will present their compositions to classmates.
9. Debrief activity and facilitate discussion as to how percussion sounds help to communicate the idea, mood, and action for the specific story events.
10. Instruct students viewing The Children's Theatre of Cincinnati's production of *Noah's Ark* to listen for the variety of percussion instruments used to help tell the story, playing special attention to variances/differences in the delivered tempo and intensity of the music.