

# Sound Stories

*First Grade ELA & Music*

## CORE SUBJECT AREA

ELA

## ART FORM + ELEMENTS

Music  
Rhythm  
Expression

## DURATION

45 minutes

## OBJECTIVES

The students will understand that the musical elements of rhythm and expression can be used with classroom instruments to represent characters that can tell a story.

## MATERIALS NEEDED

Computer with internet access, variety of rhythm instruments, Goldilocks and The Three bears storybook.

## MSCCR STANDARDS

RL.1.1  
RL.1.2  
RL.1.3  
RL.1.4  
RL.1.7  
SL.1.1  
SL.1.2  
SL.1.4

## MSCCR CREATIVE ARTS STANDARDS

MU: Cr1.1.1 Generate and conceptualize artistic ideas and work. a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU: Cr2.1.1 Organize and develop artistic ideas and work. a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

MU: Cr3.1.1 Rene and complete artistic work. a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU: Cr3.2.1 Rene and complete artistic work. a. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal ideas to peers or informal audience.

MU: Pr4.3.1 Select, analyze, and interpret artistic work for presentation. a. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU: Re8.1.1 Interpret intent and meaning in artistic work. a. With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

## VOCABULARY

Dynamics, pitch (high and low), rhythm, rhythm durations (whole notes, half notes, quarter notes, and eighth notes), timbre

## RECOMMENDED RESOURCES

“Peer Gynt Suite, No.1 Morning” by Edvard Grieg and “Symphony No. 6 Mvt. 4 Storm and Tempest” by Ludwig van Beethoven

## LESSON SEQUENCE

Introduce the class to the two excerpts they will hear: “Morning” by Edvard Grieg and the “Storm and Tempest”

from Symphony No. 6 by Ludwig van Beethoven. Ask the class to pay attention to the different instruments being used and how the musicians are playing them. Now play the excerpts.

Ask if the class could have figured out what the two pieces were without knowing the titles. Ask how the composers created a sunset and storm. Point out that the same instruments were used in both excerpts. The listener could tell what each piece was about not only from the distinctive sound of each instrument (timbre), but also from the other elements of rhythm (active rhythm or less active rhythm, fast-moving notes as opposed to slow-moving notes), tempo (how fast or slow the beat of the music is), and dynamics (how loud or soft the musicians are playing their instruments).

It may help to replay the excerpts to help students better hear and identify the elements of music. Feel free to stop the music and point out elements or ask students to describe what they hear.

Discuss the elements of rhythm, tempo, and dynamics. Explain that by using simple classroom instruments, we can create the sounds of actions. Some examples are using castanets to make the sound of a horse walking on pavement or a glockenspiel to imitate raindrops slowly falling into a puddle of water. Demonstrate how to use simple classroom instruments to musically express a thought or image.

Tell the class that they are going to express musically the story of “Goldilocks and the Three Bears.” Show pictures of Goldilocks and the three bears and ask the students to name each character. Write the following words on the board next to the appropriate pictures: Baby Bear, Mama Bear, Papa Bear, and Goldilocks. Discuss characteristics of each. For example, Papa Bear would be a big, slow-moving individual. Demonstrate how to use a musical instrument to represent this trait. Goldilocks would be a little girl with a high-pitched voice, etc. Demonstrate this idea on an instrument. Divide the class into groups of four. Give each child a rhythm instrument. Tell them that their job is to experiment and working as a group, assign one instrument to each character listed on the board (one instrument represents Baby Bear, a different instrument represents Mama Bear, etc.)

NOTE: If you have an odd number of children, you can select one to play an instrument to indicate Goldilocks going up the stairs, one for the chair breaking, and one for Goldilocks running away from the bears. After ample time (five minutes or so), have each group explain which character each member will portray. At this point, put all the Mama Bears together, all the Papa Bears together, and so on. Teach the entire class a rhythm (the rhythm can mirror the rhythm in words such as “I am Papa Bear,” “I am little Goldilocks,” etc.). See attached example. Have students play the rhythm on their instruments at slow and fast tempos, as well as at soft and loud dynamic levels. Work with them to find a tempo and dynamic level that best represents each character. Explain that as the story is told, each student must listen for his or her character’s name to be mentioned. When they hear their character’s name, they play that rhythm on their instruments at the appropriate time. Read and perform the story. After the story, ask the students whether they thought a different instrument in their group would be more appropriate for a different character and why.

## EXTENDED LEARNING ACTIVITIES

As a related activity, prepare a variety of pictures on slips of paper. The pictures might include galloping horses, leaves falling to the ground, whales swimming in the ocean, dogs playing in the field, etc. Students will create

various sounds to represent these various images. One way to do this is to divide the class into groups of four or five. Each group would select a picture from a bag. After discussing it as a group and using the provided instruments, the students would express the picture musically by creating a rhythm and playing it in time at a tempo and dynamic level that matches the picture. After the performance, the students would tell why they chose the instruments, rhythms, tempos, and dynamic levels that they did to represent the picture. This activity would make a nice performance event.

## SOURCES

<https://www.ket.org/education/resources/creating-sound-story-lesson-plan/>

Performance Rubric located on the above website.

“Morning”: <https://www.youtube.com/watch?v=9QOAtV5cTl0>

“Storm and Tempest”: <https://www.youtube.com/watch?v=-ZVdVuskkKU>