

Spooky Skits

Fifth Grade + ELA

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Music

Form

MSCCR STANDARDS

CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, poem.

CCSS.ELA.LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

MSCCR CREATIVE ARTS STANDARD

MU:Pr4.2.5.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

DURATION

90 Minutes

OBJECTIVES

TSW use narrative structure to compose an original narrative

TSW demonstrate understanding of form in music

MATERIALS NEEDED

Notebook paper

Pencils

VOCABULARY

Tone poem

Scene

Form

Mood

Narrative

Adjective

Sensory Details

Figurative language

Orchestra

RECOMMENDED RESOURCES

Chromebooks/computers, earbuds, pictures of an orchestra, Google Slideshow (link included)

LESSON SEQUENCE

Introduction

The teacher will begin by asking the student to explain to her what a “mood” is. TSW volunteer responses to this question. TTW explain that a mood is how a person feels. TTW tell the student that, when reading a story, a reader feels a certain mood based on details the author of the story includes in the story.

TTW explain to the student that authors use sensory details (details that appeal to the five senses), figurative language (language with a different meaning than the literal meaning), and adjectives (describing words) to influence the mood of a written work. The teacher and the student view the

reading passages in the Google Slides show found at https://docs.google.com/presentation/d/1xuuYc2Mf4p59vpYDSyU8XjGrEM83MBMoJExY9HO1n1i0/edit#slide=id.g3b589bc657_0_54 (LINK NOT WORKING)

Together, the teacher and the student will identify how the author used sensory details, figurative language, and adjectives to set the mood of the story.

Transition

The teacher will explain to student, like narrative writers, musical composers also use music as a means of telling a story. The teacher will introduce the student to the concept of a tone poem. The teacher will tell the student that a tone poem is a type of orchestra music that was created in the 1800s and that tone poems were created to tell a story through music.

The teacher will introduce the student to the musical element of form. The teacher will explain to the student that form in music is the structure of a piece of music and that tone poems use form to show a change in the events of a story. The teacher will explain that as the form changes, the scene, what is taking place, will change, just like how the music changes throughout the song.

TTW explain that a song, like a story, can influence a reader's mood based on the way the music sounds.

TTW introduce TS to the tone poem "Night on Bald Mountain" by Modest Mussorgsky. TTW explain to TS that "Night on Bald Mountain" has been used in many orchestra stories to tell different spooky stories. TTW explain that as the form of the song changes, the events in the story that the orchestra is portraying change. TTW explain that the song has had many different interpretations and many different stories written to accompany it.

Description

TTW play the song "Night on Bald Mountain" found at <https://www.youtube.com/watch?v=iCEDfZgDPS8>

TTW play the first minute of the song and (the teacher) will model finding the form of the song. TTW tell the student that as the music changes, the form changes. TTW label "A" for the first part of the song, and "B" for the second part of the song. TTW tell TS that they label the different parts of the song with the next letter of the alphabet unless the music repeats itself, in which case they use the same letter of the music that is repeating.

TTW restart the song. TSW finish finding the form of the song and writing the correct letters of the alphabet. As TS listen and find the form, they will write down adjectives, sensory details, and figurative language that goes with each part of the form of the song.

TT and TSW discuss what kind of moods the song put them in when they listened to it. TSW explain why they felt certain moods during certain parts of the song.

TSW use the notes they took during the song to write spooky narratives based on the form and mood of "Night on Bald Mountain."

TSW use the different sections of the form of the song to organize the events of their narrative and will include the sensory details, adjectives, and figurative language they came up with during their first listen of the song. As they write, TS can listen to the song uploaded on Google Classroom to help them remember the form and tone of each section. TSW share their spooky narratives.

EXTENDED LEARNING ACTIVITIES

- TS can split into groups and choose one student's narrative to turn into a drama.
- TSW write a drama based on the narrative and will act it out with the song in the background.
- TS can type their narratives and publish them on Google Classroom for their classmates to view.

SOURCES

<http://www.fallriverschools.org/Tone%20and%20Mood%20words%20%28unedited%29.pdf>

<https://www.youtube.com/watch?v=iCEDfZgDPS8>

TIPS/FAQ

Having classrooms Chromebooks and earbuds /headphones is very beneficial. If you do not have these, see if you can use your school's computer lab.