

Sounds + Stories

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Music

Expression

MSCCR STANDARDS

RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

MSCCR CREATIVE ARTS STANDARDS

MU: Cr2.1.2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

DURATION

45-60 minutes

OBJECTIVES

Students will be able to know and/or do...

Identify the sounds of various instruments in an orchestrated piece of music.

Identify the beginning, middle and end of a story

MATERIALS NEEDED

Variety of instruments or found sound sources, Board, markers/chalk, paper, sound system

VOCABULARY

orchestration, instrument names, found sound, brass, strings, percussion, woodwinds (instruments found in this piece of music)

RECOMMENDED RESOURCES

Danse Macabre story: <http://www.classicfm.com/composers/saint-saens/music/danse-macabre/>

Camille Saint-Saens: Danse Macabre: https://www.youtube.com/watch?v=YyknBTm_YyM

Listening Guides:

<https://www.youtube.com/watch?v=MnocQrfzXJ0>

<https://mail.google.com/mail/u/0/#inbox/162a6f9a9ec7035c?projector=1>

LESSON SEQUENCE

Begin by asking students to think of a scary story or a story with a surprise ending. Then, ask students to write down or share the story with a peer sitting close by using only three sentences - the beginning, middle and end of the story.

Ask students to think about the stories that they shared or that they heard. What sounds would represent each part of their story? These could be sound effects, instruments, or found sounds (like a door slamming). Ask students to retell their story with a new peer using just the sounds they chose for each section. Discuss what was the same and different from the first time you shared the story.

Students will listen to the composition several times to determine instruments being played, sounds they hear, and the climactic section of the music to be able to determine the beginning, middle and end of their story. The

first musical instrument (character) that can be heard is the flute. The violin is heard next and then the string family.

Tell students you are going to play a story for them using only instrument sounds. Using the Active Listening Strategy, try to outline the story being shared. Play *Danse Macabre* from Camille Saint-Saens. Outline together what you think each instrument represented (a character or a part of the story). Then, using a chart on the board, write down what students think happens at the beginning, middle, and end of the story based on what they heard.

The introduction of this music ends at 0:30.

Re-play the piece, but this time, read the story while the music is playing. What was the same and different from the story students thought they heard the first time?

Working in groups of 3, have students combine their original stories to create a new story. Each person contributes to either the beginning, middle or end. Then, create a musical composition using either found sounds or instruments to convey the message of the story.

SOURCES

Education Closet

Lesson edited by Abby Calhoun

TIPS + FREQUENTLY ASKED QUESTIONS

It would be very helpful to review the sounds different instruments make and to guide your students when listening to the orchestration. It can be hard to decipher what instruments are being played, especially to a 2nd grader. A Young Person's Guide to the Orchestra is a great resource for this:

<http://listeningadventures.carnegiehall.org>