

What's the Big Idea?

Music and Folk Tales

**A Fine Arts Performance Task using
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Music and Folk Tales Performance Task

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School District: Waynesville R-VI Schools
For Second Grade General Music and Communication Arts**

What's the Big Idea?

1. Topic that leads to the Big Idea: **Culture**
2. The Big Idea: Students will understand that similarities and differences exist in culture.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:
Students will:
 - read and demonstrate rhythm
 - demonstrate appropriate instrument care/playing technique
 - define both folktale and folk music and understand their role in culture
 - select instruments to accompany various folk tale characters and settings
4. The Essential Question:
How are cultures represented through literature (folktales) and music?

How Will You Know What They Are Learning?

5. The Performance Task that will Produce Evidence of Learning:
Students will perform folk tales for an audience of family, school, and community using instruments and pantomime.

What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations:

Fine Arts

FA1 - process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.

2. Develop and apply instrumental skills to perform and communicate through the arts.

C. Repertoire: Grade 2 - Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

FA4 - interrelationships of visual and performing arts and the relationships of the arts to other disciplines

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts.

B. Connections between Music and Non-Arts Disciplines: Grade 2 - Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music.

FA5 - visual and performing arts in historical and cultural contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place.

C. Music's Role and Function in Various Cultures: Grade 2 - Describe the function of music in various settings and cultural events - Western and non-Western music, circle games, and call and response.

Communication Arts

CA 2 – Reading

2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C. Literary Elements (Grade 3)

- Use details from text to
 - a. demonstrate comprehension skills previously introduced
 - b. make inferences
 - c. compare and contrast
 - d. identify cause and effect
 - e. identify the narrator
 - f. identify events from the beginning, middle and end
 - g. identify author's purpose
 - h. identify settings, character traits, and problems and solutions

Process/Performance Standards:

Goal 1 - Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Goal 2 - Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

How Are You Going to Make it Happen?

Describe what **the teacher** will do; describe what **students** will do.

Lesson One - (Introduction)

The teacher will:

- introduce students to the role of music in culture and the importance of folk music traditions as well as how folk music has been sustained throughout history
- lead the class in a discussion of songs we know and how we have learned them (taught by others, listening, reading music, etc.)
- define culture and talk about different areas of the world where folk songs are important to the culture
- provide visual and aural examples of folk dancing and folk music
- lead students to define folktale and compare and contrast folktales with folk songs

Lesson Two - (Instrument Exploration and Folktale)

The teacher will:

- review the definition of folktales with students
- read a short African folktale to students using voice only
- share a variety of world instruments with students, allowing them to explore each one, hearing and making its sound
- have students brainstorm which instruments might sound interesting in the folktale they just heard and which characters and events might best be represented by instrument sounds

Lesson Three - (Listening and Application)

The teacher will:

- remind students about the instruments they played in the previous lesson and the different characters and events each represented
- use Scholastic Bookflix online resource to share the African folktale, "A Story, A Story!"
- encourage students to listen for various instruments explored in the previous lesson as well guiding them to understand the importance each instrument plays in the folktale
- assign each student an instrument, and re-read the West African folktale from the previous lesson, directing students when to play and what rhythm patterns to follow

Lesson Four - (Independent Learning and Application)

The teacher will:

- place students in small cooperative learning groups; each student will have a role as reader, conductor, materials manager, and instrument player
- guide students in small groups as they read short folktales from around the world, first reading and listening only, then selecting instruments to play, and appropriate places to play the instruments

Lesson Five - (Whole Group Application and Performance Preparation)

The teacher will:

- guide students as they work in a whole group setting
- assign each second grade class a folktale from around the world (West Africa, Brazil, and Mexico)
- read the folktale as students brainstorm and select instruments for the story
- assign students to each instrument and teach rhythm patterns for each part of the story using speech and body percussion patterns to be transferred to instruments
- select student volunteers to narrate and pantomime the folktale as it is read

Lessons Six/Seven - (Performance Practice)

The teacher will:

- provide a visual layout of the folktale for students showing characters, events, and instrument patterns
- lead students as they practice the entire folktale with all parts, then break it into smaller pieces as needed for rehearsal

Lesson Eight - (Performance)

The teacher will:

- organize a performance for parents, teachers, and the community

Describe what the **students** will do.

Students will:

- explain what a folktale is and compare it to folk music
- identify and explain the role of music and sound effects accompanying a story
- apply understanding of the role of music and sound effects in a story by selecting instruments to accompany various folktale characters and settings
- show proper care and playing technique while using instruments.

Lesson One - (Introduction)

Students will define culture, folktale, and folk song. They will work as a whole group to create a graphic organizer at the Smart Board comparing and contrasting folk tales with folk songs.

Students will listen and move to several examples of folk music from around the world.

Lesson Two - (Instrument Exploration and Folktales)

Students will listen to a folktale example read by the teacher. Students will explore and play a variety of world instruments and decide how they might fit into the folktale just read. Students will try matching different instrument sounds with characters and events as I read short sentences from the story. Students will demonstrate appropriate care for instruments as they play as well as using prior knowledge of how to play using correct technique.

Lesson Three - (Listening and Application)

Students will watch the Bookflix folktale "A Story, A Story!" They will list instruments as each one is heard representing various characters and situations. Students will then be assigned an instrument and a rhythm pattern to accompany the folktale read in the previous lesson.

Lesson Four - (Independent Learning and Application)

Students will work in small cooperative learning groups to practice and apply the knowledge and skills from the previous whole group lesson. Each team will read a short folktale, deciding as a group when instruments will play. Each student will play an instrument in the determined areas of the story. If time allows, students will create an improvised pantomime to tell their story.

Lesson Five - (Whole Group Application and Performance Preparation)

Each class will be assigned a folktale from around the world. (West Africa, Brazil, and Mexico) Students will work together as a whole class to select instruments appropriate to the story, its characters, and its plot. After making selections, each student will be assigned an instrument to play from those selected and any others added by the teacher. Students will play pre-made rhythm patterns at specific points in the story first using speech, then body percussion, then transferring to instruments. Students will practice each section of the story in small chunks.

Lessons Six/Seven - (Performance Practice)

Students will follow a visual map showing instrument parts, rhythm patterns, and when to play in the folktale. A narrator and small group of students will be selected to pantomime the story. All other students will play instruments. Students will work toward interpreting the entire story through narration, pantomime, and sound, stopping as needed, but eventually demonstrating the final product without stopping.

Lesson Eight - (Performance/Product)

Students will perform their class folktale using narration, instrumental accompaniment, and pantomime for other second grade classes. Students will perform folktales in an evening program for parents, teachers, and the community. Students will demonstrate appropriate instrument care/playing technique as practiced in class. Students will share knowledge of similarities and differences in folktales and folk music as well as the role music and sound plays in telling a folktale. Students will explain the process in selecting instruments appropriate for representing each character and situation in the folktales. Students will critique the performance of the other two second grade classes and share specific and descriptive “glow” and “grow” feedback as modeled by the teacher.

Scoring Guide

Criteria	Advanced 20 Points	Proficient 15 Points	Progressing 10 Points
Instrument Selection	Student selects an instrument based on the connection between its sound and the assigned character/situation.	Student selects an instrument before making the connection between its sound and the assigned character/situation.	Student selects an instrument with no connection to the assigned character/situation.
Instrument Playing Technique	Student holds instrument correctly and produces quality sound.	Student holds instrument correctly but is inconsistent in quality sound production.	Student sometimes holds instrument correctly and rarely produces quality sound.
Connection Between Instrument and Character/Plot	Student makes connection between instrument sound and character/story plot, selecting appropriate times to assign instrument playing.	Student makes connection between instrument sound and character/story plot but selects other areas of story for instrument sound accompaniment.	Student makes no connection between instrument sound and character/story plot and selects random times for instrument sound accompaniment.
Instrumental Expression	Student plays instrument with expression (dynamics/tempo) matching the character/plot.	Student uses some expression (dynamics/tempo) but is not consistent with the character/plot.	Student plays instrument but shows little to no expression (dynamics/tempo) to represent the character/plot.
Performance	Student follows the story, watches the conductor, and plays instrument at appropriate time within the plot.	Student follows the story, watches the conductor, and sometimes plays instrument at appropriate time within the plot.	Student follows the story but does not watch the conductor and plays instrument randomly throughout the plot.

Total Points: _____/100