



A teacher's guide for developing comprehension through the inference of themes, patterns, and symbols found in fables

Sing Like the Animals

Music

Music is used in many different ways to communicate thoughts, ideas and to express feelings. In literature, a character's personality and attributes are further enhanced and interpreted by adding expressive elements of music and instruments when text is set to music. Musical themes are used to enhance character identification and action in the play, *Aesop's Fables*.

National Standards: Fine Arts>Music

NA-M.K-4.3, NA-M.5-8.3 Improvising melodies, variations, and accompaniments (Grades 4, 5 & 6)

- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines)
- Improvise simple harmonic accompaniments
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

NA-M.K-4.4, NA-M.6-8.4 Composing and arranging music within specified guidelines (Grades 4, 5 & 6)

- Create and arrange music to accompany readings or dramatizations
- Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)
- Use a variety of sound sources when composing
- Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

NA-M.K-4.8, NA-M.5-8.8 Understanding relationships between music, the other arts, and disciplines outside the arts (Grades 4, 5 & 6)

- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)
- Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

Kentucky: Arts and Humanities>Music Standards (1.14, 2.22, 2.26)

Elements of Music

AH-4-M-1, AH-5-M-1, AH-6-M-1

- Use, express, and demonstrate an understanding of the elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) while performing, singing, instrument playing, moving, listening, reading, writing, and creating.
AH-4-M-2, AH-5-M-2, AH-6-M-2
- Recognize and develop music elements; analyze how elements of music are used in performing, listening to, and/or creating music; describe the use of elements in musical examples.
AH-4-M-3, AH-6-M-4
- Use appropriate terminology to describe the purpose of music elements; demonstrate ideas and emotions through performance and/or composition using performance techniques, practices, and music concepts.
AH-4-M-4, AH-5-M-3, AH-6-M-3
- Use and create music with developmentally appropriate performance techniques, practices, and music elements to communicate ideas and emotions; read and perform, vocally and instrumentally, increasingly complex melodic and rhythmic patterns in treble and bass clefs.
AH-5-M-4 AH-6-M-5
- Create; notate a simple composition using the elements of music create and notate a simple composition incorporating the elements of music.
AH-6-M-6
- Evaluate own and others' compositions and performances, using musical terms and elements to describe technical and expressive qualities.

Ohio: Arts > Music Standards

Connections, Relationships and Applications

- Identify similarities and differences between music and other arts disciplines.

Benchmark(s)

Grade 4

- A.** Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

Grade 5 & 6

- B.** Demonstrate ways that subject matter of other disciplines is interrelated with that of music.

Creative Expression and Communication

- Sing, play instruments, improvise, compose, read and notate music.

Benchmark(s)

Grade 4

- B.** Read, write, improvise and compose melodies and accompaniments.

Grades 5 & 6

- B.** Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.
- C.** Identify and recognize in a piece of music the following: clef, key signature, Meter signature, tempo, dynamic markings and note values.

Valuing Music

- Aesthetic Reflection

Grade 4

- C.** Demonstrate how music communicates meaning of text, feelings, moods or images, and influence personal preferences.

Grades 5 & 6

- A.** Reflect on and describe how music performance and settings affect audience response.

Objective

Students will explore, create and set text (literature) to music to communicate ideas, thoughts, and to express a character's personality.

Vocabulary

- Theme
- Dynamics
- Tempo

Materials

- Several examples of Aesop's Fables.
- Multiple musical instruments or objects that can be used as musical instruments

Activity

Teacher will:

- Have the class read several examples of Aesop's Fables.
- Facilitate student discussion on the use of music to create character themes in dramatic productions that inform the audience of a character's presence on stage or screen, or an anticipated entrance on stage or screen (e.g., Batman's theme, Mission Impossible theme, etc.). The themes may be in the form of a rhythmic pattern or a short melody pattern created with instruments or voices.
- Demonstrate and discuss how musical themes are different for various characters such as a villain, a child, a bird, a good fairy, etc.
- Demonstrate and discuss how tempo and dynamics affect a character's theme.
- Demonstrate and discuss how higher sounding instruments vs. lower sounding instruments affect a character's theme.
- Divide the students into small groups.
- Assign a fable for whole class reading.
- Have the students create musical themes for the characters. Assign each student group a different character in the fable. (Musical themes may be in the form of a rhythmic pattern or a short melody pattern.)
- Read the fable again adding the students improvised musical themes for each character.

Students will:

- Create musical themes for the characters of the chosen fable for whole class reading. Each student group is assigned a different character in the fable.
- Use classroom musical instruments or other objects that can be used for instruments, vocal sounds or body percussions (e.g., claps, snaps, pats, stomps).
- Share character musical themes with the class.