



A teacher's guide for the defining, comparing and writing of legends, their characteristics and their settings

Do You Hear What I Hear?

Music

Music is used in theatrical drama to help express feelings, thoughts, ideas or mood within a story. Music elements are used throughout the play, *The Legend of Sleepy Hollow*, to invoke suspense and “scary” moments.

National Standards: Fine Arts>Music

NA-M.K-4.6 Listening to, analyzing, and describing music (Grade 4)

- Identify simple music forms when presented aurally.
- Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

NA-M.5-8.6 Listening to, analyzing, and describing music (Grade 5-8)

- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

NA-M.K-4.8 Understanding relationships between music, the other arts, and disciplines outside the arts (Grade 4)

- 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)

NA-M.5-8.8 Understanding relationships between music, the other arts, and disciplines outside the arts (Grade 5-8)

- 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

- Use appropriate terminology to describe the purpose of music elements.

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**Analyzing and Responding**

- Listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology.

Benchmark(s)**Grade 4**

- A. Identify and demonstrate elements of music using developmentally appropriate music vocabulary.
- B. Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

Grades 5 & 6

- A. Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.

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.

Grades 5 & 6

- A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.
- B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.

Valuing Music

- Aesthetic Reflection

Grade 4

- B. Demonstrate audience behavior appropriate for the context and style of music performed.
- 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 listen to samples of various types of music to answer the following question prompts.

- What words are used to describe a "scary" moment (e.g., frightening, creepy, chilling, daunting and menacing)?
- How is music and sound used to create a scary moment or suspense?
- What kind of musical instruments are used for this purpose?
- How does theatrical drama use such musical instruments?
- How would the style of music used in a play or story affect the setting and mood?
- What if music was not used, would the mood, setting, or story change?

Materials

- Listening samples of various types of music with multiple instruments, including those that represent “scary” moments and suspense.

Activity

Teacher will:

- Divide the class into small groups.
- Play a music sample.
- Ask student groups to identify an adjective or descriptive word that the music invokes.
- Ask students groups to identify the musical instruments used in the sample.
- Ask students groups to vote yes or no as to the music sample invoking a sense of “scariness” or suspense.
- Ask student groups to provide evidence to support their answer.