

"Cinderella" Curriculum Guide for grades K-3



A teacher's guide for the study of literary and theatrical elements with emphasis on story plot.

Pre-show Lessons
Drama/Music grades K-3

The Tale of Cinderella

Music

Musical

A "musical" is a form of storytelling that uses elements of music, song, dance and dialogue to tell the tale. The combined elements bring forward an event or series of events, real or fictional, with emphasis on character, setting, plot, and theme. Cinderella is one such tale, most famously known in the animated musical version from the Walt Disney Company. Its story plot is one well recognized and told in many versions, worldwide.

National Standards: Fine Arts>Music

NA-M.K-4.7 Evaluating Music and Music Performances (Grades K-3)

- Devise criteria for evaluating performances and compositions.
- Explain, using appropriate music terminology, their (students) personal preferences for specific musical works and styles.

NA-M.K-4.8 Understanding relationships between music, the other arts, and disciplines outside the arts (Grades K-3)

- Identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.
- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Kentucky: Arts and Humanities>Music Standards

2. Develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives

Elements of Music (1.14, 2.22-2.26) (Grades K-3)

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

AH-E.1.1.36 Timbre: instrument families (brass, woodwind, string, percussion, folk), voice parts (high, low), sounds of voices and instruments (1.14, 2.24)

AH-E-1.1.38 Identify and discuss simple musical forms (see list under elements) (2.23)

Ohio: Arts > Music Standards > Valuing Music/Aesthetic Reflection

- Demonstrate an understanding of reasons why people value music.
- Demonstrate a respect for diverse opinions regarding music preferences.
- Articulate the significance of music in their (students) lives.

Benchmark(s) Grades K-3

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

Ohio: Arts > Music Standards > Connections, Relationships and Applications

- Identify similarities and differences between music and other arts disciplines.
- Recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects...
- Develop a desire for lifelong learning in music.

Benchmark(s) Grades K-3

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

C. Identify and describe roles of musicians in various music settings.

Objective

Students will:

- Understand the makeup and structure of a “musical.”
- Understand the function for how music and lyrics add to a dramatic production (play) to create a musical and help tell a story.

Assessment

Students will be able to:

- Describe how music is used in theatrical productions (plays).
- Demonstrate how music communicates meaning of text, feelings and moods or images.
- Identify, discuss and respond to music written for specific purposes.
- Identify the role of a composer and of a lyricist.

Sample items to gauge student understanding:

1. A “musical” has
 - a. music
 - b. song
 - c. dance
 - d. all the above (*all the above*)
2. A person who writes lyrics (words) to a song is a _____? (*lyricist*)
3. Identify ways music and song play help to tell the story in a play.

(e.g., character presence and mood, action tempo, support setting detail, etc.)

Vocabulary

- Musical
- Composer
- Lyrics/lyricist

Materials

- Printed copy of the story Cinderella
- Examples of other stories, in the format of text or film, made into musicals.

Guiding Question Prompts

- *Why do people like music?*
- *What are different ways music is used in a play?*
- *Do all plays have music?*
- *What is a musical?*
- *What are different ways music is used to tell a story?*
- *How does the music add to the story?*
- *What are the jobs/roles of a composer and of a lyricist?*

Activity1

It's Magical –Music, Song and Dance

Teacher will:

1. Read aloud the story Cinderella.
2. Facilitate discussion how music and song are added to such stories to create dramatic productions called “musicals.”
3. Present for viewing a film segment from a musical film version of Cinderella.
*Note: Consider **fair use practice** in the viewing of audiovisual works and playing of sound recordings.*
 - *Performance must be presented by teachers or students only for a specific class*
 - *Performance must occur in the course of face-to-face teaching activities directly related to the curriculum*
 - *Performance must take place in a classroom in a nonprofit educational institution*
 - *Performance must be of a legally required copy of the work*
 - *One cannot transfer a video clip from a full featured film to another tape. Clip must be viewed from the full copy of video.*
 - *Viewing of commercial film may require public performance rights.*
4. Discuss the role of a composer (one who writes music) and of a lyricist (one who writes the words of a song or lyrics for a musical play).
5. Introduce other stories that have been made into musical productions through the addition of music, song and dance (e. g., *Beauty and the Beast, Snow White and the Seven Dwarfs, Sleeping Beauty and Peter Pan, etc.*)
6. Have students discuss how the addition of music helps to tell the story.

7. Have students discuss other impacts music has on the story of a dramatic production/play (e.g., character presence and mood, audience perception, etc.)
8. Assist and have students as a class write a short story and incorporate known children's songs into the story to create a musical.
9. Facilitate discussion on why certain songs were chosen and how the songs added to the story.
10. Have students perform the story with narration and added songs.

Students will:

1. Listen to a story of Cinderella read aloud.
2. View a segment of a filmed musical production of Cinderella. (*See fair use practice stated previously*)
3. Discuss the role and function of a composer and of a lyricist.
4. Discuss how music and song helps to tell a story.
5. Write and perform a short story with added music and song.