

"Frosty: A Magical Adventure" Curriculum Guide for grades 4-6



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

Pre-show Lessons Music grades 4-6

Exploring the Folk Ballad

Music

Narrative Songs

A story is a story until set to music with special wording, pattern and rhythm, as in a popular ballad or folk ballad. Ballads, musical stories told through the ages, tell of happiness, sadness, love and friendship.

National Standard > Music

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

- Improvise simple rhythmic and melodic ostinato accompaniments
- Improvise simple harmonic accompaniments
- Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies

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

- Identify/describe 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...)

NA-M.K-4.9, NA.5-8.9 Understanding music in relation to history and culture (Grade 4) (Grades 5 & 6)

- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures

Kentucky Standards > Arts & Humanities > Music Standards

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

Elements of Music (1.14)

1.14 Students make sense of ideas and communicate ideas with music.

Historical and Cultural Context

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

Creating

Grades 4 & 5

AH-E-1.1.12 Create simple melodic or rhythmic accompaniments to given melodies.

Grade 6

AH-M-1.1.12 *Improvise variations on given melodies*

Responding

Grades 4 & 5

AH-E-1.1.38 Identify and discuss simple musical forms.

AH-E-1.2.32 Identify and discuss various styles of music (blues, spirituals, popular, rock, rap, country, game songs, folk songs, work songs, lullabies, marches, patriotic, bluegrass).

Grade 6

AH-M-1.1.38 Describe the use of elements in musical examples.

AH-M-1.1.39 Analyze musical forms

AH-M-1.2.32 Identify and compare various styles of music (jazz, spirituals/gospel, Broadway musicals, opera, ballads).

Ohio: Arts > Music Standards > Historical, Cultural and Social Contexts

- Demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present.
- Identify significant contributions of composers and performers to music heritage.

Benchmark(s) Grade 4

- A. Identify and demonstrate basic music forms.
- B. Identify and respond to music of historical and cultural origins.

Benchmark(s) Grades 5 & 6

- A. Compare and contrast styles and forms of music from various historical periods.

Ohio: Arts > Music Standards > Creative Expression and Communication

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

Benchmark(s) Grade 4

- A. Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.

Benchmark(s) Grades 5 & 6

- A. Perform a piece of music independently or in a group, with technical accuracy and expression.

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...

Benchmark(s) Grade 4

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

Benchmark(s) Grades 5 & 6

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

Objective

Students will:

- Learn about the concept of songs called folk ballads (*a narrative song of popular origin in short stanzas that rhyme*).
- Explore how a ballad tells a story through lyrics and music.
- Explore how rhythmic patterns can create ostinatos to accompany readings and songs.
- Explore how music and instruments are added to literature to communicate ideas, thoughts and express feelings.

Assessment

Students will be able to:

- Identify a folk ballad as a musical form for a song based on poetic structures.
- Define and describe the characteristics that define a folk ballad.
 - *Passed from generation to generation.*
 - *Tells a story over several verses*
 - *Some action occurs, often tragic*
 - *Has refrains (repetition of lyrics)*
- Identify lyrics as words of a song.
- Describe an ostinato and how used in musical arrangements.
- Describe how music/instruments are added to literature to communicate ideas, thoughts and feelings, with emphasis on dramatic settings.

Sample items to gauge student understanding:

1. What makes a song a ballad? (*tells a story*)
2. Define what is an ostinato? (*a musical phrase or melody that is repeated over and over in the same voice and pitch*)
3. Explain how the use of musical accompaniments helps to communicate the meaning of stories and literature and dramatic productions.
(*Emphasis on highlighting important elements, features, main events, etc.*)

Vocabulary

- Ballad
- Lyrics
- Ostinato

Materials

- Lyrics (words) to the song, Frosty the Snowman
- Aural recording of the song, Frosty the Snowman
- (Optional) words to other songs in ballad style
- Aural examples of "ostinato" patterns
- Classroom instruments or objects that can be used as instruments

Activity 1

Ostinato, ostinato!

Teacher will:

1. Introduce students to the concept of a musical folk ballad.
2. Facilitate class discussion to begin an exploration of folk ballads as songs written in poetic forms that tell stories and depict setting through lyrics and music.
3. Explain that lyrics are the words of a song.
4. Introduce the song, Frosty the Snowman, as an example of a folk ballad, highlighting its poetic structure and its use of stanzas— a line of a poem.
5. Read through the lyrics with the class.
6. Listen to a recording of the song.
*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 acquired copy of the work*
7. Review the characteristics and criteria of a folk ballad to reflect on how the song, Frosty the Snowman, meets the criteria.
 - a. Passed from generation to generation.
 - b. Tells a story over several verses
 - c. Some action occurs, often tragic
 - d. Has refrains (repetition of lyrics)
8. (Optional) Play for students other examples of songs that are ballads or narrative songs.
9. Introduce/review with students the concept and musical pattern called "ostinato" (a phrase or melody that is repeated over and over in the same voice and pitch, and is added to song or a reading to create musical accompaniment). An ostinato can be as simple as clapping a rhythmical pattern over and over. (*Collaboration with a music teacher may be beneficial to make concrete the understanding of the concepts of musical ballad, stanzas and ostinatos.*)
10. Explain to students how the class will add three ostinatos (introduced one at a time) to the song, Frosty the Snowman.
11. Follow this procedure to add the ostinatos.
 - a. Have one student group recite the first two stanzas of Frosty the Snowman, reading it as though a poem.
 - b. Have a second student group recite the first ostinato, and repeat several times. *Ostinato 1: Frosty, Frosty (rest, rest), accompanied by the musical instrument, sandblocks.*
 - c. Repeat the activities by having a third student group recite the second ostinato. *Ostinato 2: Thumpety Thump Thump accompanied by the musical instrument, drum or tambourine.*

- d. Repeat the activities having a fourth student group recite the third ostinato. *Ostinato 3: Brrr, it's cold out, accompanied by the musical instrument, triangle or jingle bells.*
 - e. *Variations to try: 1. Add instruments to the ostinato. As students recite the ostinato, the instruments will provide the musical rhythms. Variation 2: Omit the words of the ostinato and have only the instruments provide the musical rhythms.*
12. Facilitate student discussion to reflect on how the use of poetic structures, repetitive stanzas, and ostinatos, repetitive phrases, help to emphasize and bring meaning to elements of a play, story and staged setting. The repetition drawing audience attention to certain features.

Students will:

1. Identify the song, Frosty the Snowman, as characteristic of a folk ballad (a narrative song written in a poetic form).
2. Identify that the words of Frosty the Snowman are also known as its lyrics.
3. Learn the lyrics to sing the song, Frosty the Snowman.
4. Write a short ballad about a familiar event in the style of a poem.
5. Add instruments to the ballad and perform the song.



Frosty the Snowman

(lyrics)

Frosty the Snowman
Was a jolly happy soul
With a corncob pipe and a button nose
And two eyes made out of coal

Frosty the Snowman
Is a fairytale they say
He was made of snow
But the children know
How he came to life one day

There must have been some magic
In that old silk hat they found
For when they place it on his head
He began to dance around

Frosty the Snowman
Was alive as he could be
And the children say
He could laugh and play
Just the same as you and me

Frosty the Snowman
Knew the sun was hot that day
So he said let's run
And we'll have some fun
Now before I melt away

Down to the village
With a broomstick in his hand
Running here and there all around the square
Saying catch me if you can

He led them down the streets of town
Right to the traffic cop
And he only paused a moment when
He heard them holler stop

Frosty the Snowman
Had to hurry on his way
But he waved goodbye
Saying don't you cry
I'll be back again some day

Thumpety thump thump
Thumpety thump thump
Look at Frosty go
Thumpety thump thump
Thumpety thump thump
Over the hills of snow