

"Hansel and Gretel" Curriculum Guide for grades K-3



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

Pre-show Lessons Music grades K-3

Interesting Sounds All Around

Music

Timbre & Tone

Low drum beats, high horn shrills, flute tweets, string hums, the sounds of the four instrument families. Sounds, if available, would have surely lead Hansel and Gretel to their desired destination—home!

National Standard > Music

NA-M.K-4.6 Listening to, analyzing, and describing music (Grades K-3)

- Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

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) (Grades K-3)

- 1.14 Students make sense of ideas and communicate ideas with music.
2.23 Students analyze their own and others' artistic products and performances using accepted standards.

Responding: Identify and define elements of music:

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

AH-E-1.1.39 Recognize and be able to distinguish families of instruments (brass woodwind, percussion, string, folk) and/or vocal timbres.

Ohio: Arts > Music Standards > Analyzing and Responding

- Listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology.
- Evaluate the creating and performing of music by using appropriate criteria.

Benchmark(s) Grades K-3

- 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.

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

- Demonstrate an understanding or reasons why people value music and a respect for diverse opinions regarding music preferences.

Benchmark(s) Grades K-3

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

Objective

Students will:

- Identify the sounds of musical instruments.
- Demonstrate understanding for how timbre (tone quality) varies in musical instruments.
- Demonstrate an understanding of musical instrument families.
- Demonstrate an understanding of the role of a musical composer.
- Explore music and instruments and their use to create mood and represent emotions in movies and plays.

Assessment

Students will be able to:

- Describe elements of music using developmentally appropriate vocabulary and music terms.
- Recognize and identify the element of timbre in musical sound.
- Identify how the element of timbre helps communicate idea, mood, and emotion.
- Examine why musical composers make choices to use specific instruments to create mood and represent emotion in dramatic productions.

Sample items to gauge student understanding:

1. Musical timbre can be loud or soft, high or low. True or False? (*true*)
2. A music composer...
 - a. Builds
 - b. Creates
 - c. Writes
 - d. All of the above (*all of the above*)
3. Music helps us to hear and see. Do you agree? Yes or No? Explain your answer. (*answer will vary due to student experience*)

Vocabulary

- Timbre/tone color (*sound having a definite pitch; highness or lowness of tone*)
- Instrument families (string, brass, woodwind, percussion)
- Composer

Materials

- Various rhythm instruments (jingle bells, drums, rhythm sticks, triangle, etc.)
- Pitch pipe (optional)
- Pictures of various musical instrument families
- Aural samples of various types of music to illustrate mood and emotion.

Activity 1

Guess Who?

Teacher will:

1. Explain to students their participation in a game.
2. Have students gather and sit in a circle, and choose one student to be "it."
3. Have students close their eyes as "it" walks around the circle before tapping someone on the shoulder. Whoever is tapped says, "Hello".
4. Have the other students guess who spoke the word, and when correct, explain how they knew who spoke. (The answer should address the unique quality and sound of an individual's voice.)
5. Repeat the activity changing the rule so that the person tapped sings the word, "hello".

Student will:

1. Actively participate in a game that introduces awareness of the uniqueness of the human voice.

Activity 2

Instrument and Their Families

Teacher will:

1. Have students reflect on the previous activity to introduce the uniqueness of sound in musical instruments. (*Emphasize: a. as with humans having unique speaking and singing voices, musical instruments have unique sounds; b. that although musical instruments has a unique sounds, the sounds may have a similarity to one another.*)
2. Conduct an activity in which students listen to the sounds of various rhythm instruments to guess from which instrument the sound was made.
3. Have students close their eyes as each sound is made and guess the instrument from which it came. Ask students if the various sounds were similar/alike. (*Emphasis on the element of "timbre"/musical tone. Use of a pitch pipe to demonstrate a range of tones may be beneficial.*)
4. Explain to students that just as human family members sometimes have similar voices, the same is true of musical instruments.
5. Introduce, in random, pictures of the four families of musical instruments (string, brass, woodwind, and percussion), explaining

that instruments are grouped by characteristics of sound similarity, performance techniques, and their physical materials and structures (e.g., the percussion/rhythm instruments used in previously.)

6. Have students group the pictures according to the three characteristics to represent the instrument families.
7. Play for students aural music samples that represent various moods and emotions.

*Note: Consider **fair use practice** in the viewing of audiovisual works and playing of sound recordings.*

- a. *Performance must be presented by teachers or students only for a specific class*
 - b. *Performance must occur in the course of face-to-face teaching activities directly related to the curriculum*
 - c. *Performance must take place in a classroom in a nonprofit educational institution*
 - d. *Performance must be of a legally acquired copy of the work*
 - e. *One cannot transfer a video clip from a full featured film to another tape. Clip must be viewed from the full copy of video.*
 - f. *Viewing of commercial film may require public performance rights.*
8. Have students describe the feelings or images suggested by the music, and which instrument family was a factor in the creation of the sounds heard. List student responses on the board.
 9. Facilitate class discussion to address why music makes one feel or think of certain feelings/emotions, pictures or images (e.g., happiness, sadness, something magical, suspense, etc.).
 10. Draw a parallel of the discussion to that of how and why musical composers choose instruments and their unique sounds and tones to create mood and represent emotions in movies and plays.
 11. Have students brainstorm ideas for the selection of musical instruments and sounds to represent the presence of story characters, and story events, such as those found in the story of Hansel and Gretel. (*Reading aloud text of the story may be required for those students unfamiliar with this tale.*)

Students will:

1. Recognize sounds and tones emitted from various musical instruments in their identification of the four instrument families.
2. Categorize pictures of musical instruments into the four families.
3. Demonstrate the role of a musical composer by brainstorming how music, instrument, and sound would be used to enhance the story of Hansel and Gretel.