

"Wizard of Oz" Curriculum Guide for grades K-3



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

Pre-show Lessons Music grades K-3

LIONS AND TIGERS AND BEARS OH MY!

Music

Elements of Music

I hear lions, tigers, and bears, oh my! Oops, my mistake, it's cymbals, trumpets, and drums, oh wow!

National Standard > Music

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

- Identify simple music forms when presented aurally.
- 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.
- Respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music

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.

Performing

AH-E.1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement (e.g., tiptoeing to illustrate quiet music).

Responding: Identify and define elements of music:

AH-E.1.1.32 Tempo: slow, fast.

AH-E.1.1.37 Dynamics: soft (piano), medium soft (mezzo piano), medium loud (mezzo forte), loud (forte)

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 instruments.
- Demonstrate understanding for how dynamics and tempo change sounds in music.
- Recognize how sounds emitted from musical instruments may emulate natural sounds heard in everyday environments.

Assessment

Students will be able to:

- Identify sources of a wide variety of sounds and selected music instruments.
- Identify and demonstrate elements of music, including contrasting elements (e.g., loud/soft; fast/slow; high/low).
- Describe elements of music using developmentally appropriate vocabulary and music terms.
- Explain how dynamics and tempo affects music and sound.
- Identify how elements of music communicate ideas or moods, and are used in dramatic productions.

Sample items to gauge student understanding:

1. Dynamics make the volume of the music _____ or _____.
(*loud or soft*)
2. Tempo makes the speed of the music fast or slow. True or False?
(*true*)
3. Describe what instrument and best sound would best imitate the following animals.
 - a. Elephant (*e.g., trumpet*)
 - b. Bird (*e.g., flute*)
 - c. Gorilla (*e.g., fast drum beats*)

Vocabulary

- Dynamics
- Tempo
- Sound effects

Materials

- Copy of the musical recording, Camille Saint-Saens's Carnival of the Animals
- Classroom instruments or objects that can be used as instruments

Activity 1

What Sound was That?

Teacher will:

1. Introduce/review the concept of musical instruments emitting and emulating natural sounds heard in daily activities/environments.
2. Facilitate class discussion to address the characteristics of natural sounds heard in surrounding environments (e.g., sounds that are high/low pitched; sounds that have a loud/soft volume; and sounds that have a fast/slow speed).
3. Have students brainstorm and list examples of the characteristics of natural sounds.
4. Play aural selections for students from Camille Saint-Saens's composition, Carnival of the Animals, a 14-part work that contains musical portraits of various animals, to illustrate how music may emulate natural sounds, or represent natural objects.
*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 required 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.*
5. Have students identify the animals suggested in the aural selections, and describe how the various elements of music helped to create an image of each animal. (*Call attention to the use of dynamics (loud/soft volume) and tempo (fast/slow speed) of the music to represent each animal.*) Ask the following question prompt to stimulate student thinking.
 - a. Was the music dynamic and tempo the same for each animal? Why or why not?
6. Write students' descriptive words on the board related to the music dynamics and tempo for the various emulated sounds.
7. Point to a word from the list and have students emulate the descriptive words (for dynamics and tempo) through appropriate clapping. (*The*

strategy of the game, Follow the Leader, may be beneficial in the instruction of younger students.)

Students will:

1. Recognize natural sounds as emulated by musical instruments.
2. Recognize characteristics and elements of music and sound.
3. Identify animals as depicted in aural selections of the composition, Carnival of Animals.
4. Emulate various dynamics and tempo of sound through clapping.

Activity 2

Rainstorm

Teacher will:

1. Review with students the previous activity and how dynamics and tempo affect sound.
2. Have students emulate a variety of sounds using various body parts (e.g., hands, fingers, feet, tongue, lips, etc.).
3. Facilitate class discussion to identify the different sounds of a rainstorm (e.g., rain droplets, steady rain fall, wind, thunder and lightening, a fast downpour).
4. Explain to students their challenge to recreate these sounds using only their body parts (e.g., the snapping of fingers to emulate rain drops; rubbing of the palms of the hands to emulate wind; and the stomping of feet to emulate a fast downpour, etc.)
5. Have students create the rainstorm and then reflect on their performance, with emphasis on their use of dynamics and tempo to change the volume and pace of the rain. *(The rainstorm will generate soft rain droplets and build to a fast downpour with thunder and lightening. Dynamics becoming louder, the tempo becoming faster. Example: Begin with rubbing hands together to produce the sound of wind; switch to finger snaps to generate rain droplets; add thigh slaps to indicate a heavier downfall; add foot stomps to represent thunder; and periodical handclaps for lightening. Reverse the order to depict the storm dying out.)*
6. Emphasize to students that the story, and the Children's Theatre production of The Wizard of Oz the class will attend, includes the event of a storm and tornado. The storm and tornado are major dramatic elements in the story and play. It is necessary to highlight both with sound effects to illustrate their importance. *(Note: Sound editors are responsible for the creation of these sounds.)*
7. Challenge students to discover a way to recreate sound to depict a tornado, and add to the rainstorm performance.
8. Facilitate class discussion to generate ideas for how sound effects will be used in The Wizard of Oz production, with emphasis on the use of sound for character depiction.

Student will:

1. Emulate sounds with the use of body parts—fingers, hands, and feet, etc.
2. Recreate a rainstorm through sounds emulated with use of body parts.
3. Recreate the sound of a tornado.
4. Brainstorm possible sound effects for The Wizard of Oz production.