

"Noah's Ark" Curriculum Guide for grades K-3



A teacher's guide for the study of literary and theatrical elements with emphasis on the thematic topic of habitats and inhabitants.

Pre-show Lessons Drama/Music

*DRAMA

Sets and Costumes

Costumes bring characters to life. Stage sets provide place and time. For the audience of a theatrical production, both provide the illusion to make the experience real.

Kentucky: Arts and Humanities > Drama/Theatre

Elements of Drama, Production and Performance (2.22-2.26) Grades K-3
Academic Expectations

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.

Ohio: Arts > Drama/Theatre Standards > Creative Expressions and Communications

Benchmark(s) Grades K-3

B. Create places/spaces where performances can be staged.

Objective

Students will:

- Understand the concepts and use of stage sets and costumes in theatrical productions.
- Create designs of their own innovation for simulated theatrical stage sets and costume.

Assessment

Students will be able to:

- Design authentic masks and animal habitats appropriate for animals as found in the tale of *Noah's Ark*.

Sample selected response items to gauge student understanding:

1. What types of things are found on a theatrical stage?
Answer: Furniture, lights, pictures, people, other props.
2. Explain what happens when one puts on a costume?
Answer: The person pretends and becomes someone or something else.

3. What is a prop?

Answer: Something used in creating or enhancing a desired effect on a stage or in a play; something that helps in the imagination of creating a real place or space.

Vocabulary

- Stage set
- Costume
- Mask
- Habitat

Materials

- Small (simulated) fishing poles
- Variety of small plastic animals (optional)
- Felt Boards/ or Posters depicting oceans, arctic caves, farms, rain forest, desert (various habitat settings)
- Pictures of animals residing in habitats
- Mask forms- simple outlined faces to color
- Crayons

Activity

Creating the Stage

Teacher will:

1. Introduce the concept of theatrical "stage sets" in which minimal use of props are arranged to simulate various places and time of day or night, season, etc.
2. Survey student prior knowledge as to their experience attending plays and other theatrical productions. Have students share examples of "stage sets" they can recall and describe.
3. Introduce the concept of theatrical "costumes" in which clothing, masks, make-up, etc. are used to depict various characters. Have students describe their experiences with the wearing of costumes or the viewing of costumes while attending theatrical productions.
4. Introduce the story of *Noah's Ark*. Explain to students that The Children's Theatre of Cincinnati has produced a play about this tale, making use of stage sets and costumes. Emphasize the recreation of animals and animal environments/habitats.
5. Instruct students to "go fish" at Noah's farm. Students will drop a fishing pole into a simulated pond to fish and retrieve an animal.
6. Have students identify their animals and the type of habitat in which the animal would live. (May be necessary to introduce and make concrete the concept of "habitat".)
7. Challenge students in, a) the making of a mask that depicts their animal, b) the design of a simulated habitat for their animal that could fit within a cubicle on a large boat. (The habitat may be as simple as a drawing or as complex as a 3-D model.) Students will share their work with classmates.

8. Instruct students that upon attending The Children's Theatre of Cincinnati's production of *Noah's Ark*, they will observe the design of costumes, especially those for the animals in the story, and how the designs are similar or different from their mask designs.
9. Instruct students that upon attending The Children's Theatre of Cincinnati's production of *Noah's Ark*, they will observe the design of the stage sets, and how the designs are similar or different from their animal habitat designs.

***Music**

The Percussions

Boom, bang, ding, cling, clang, thump! What is all the clamor? It's only that loud, noisy percussion family at it again!

Kentucky: Arts and Humanities>Music Standards

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

Academic Expectations

- 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.

Ohio: Arts> Music Standards>Analyzing and Responding

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>Creative Expressions and communications

Benchmark(s) Grades K-3

- 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.

Objective

Students will:

- Recognize sounds emitted from percussion instruments from striking and hitting.
- Recognize contrasting elements of music (e.g., dynamics--loud/soft; rhythm--fast/slow; melody--high/low) with reference to percussion instruments and the origin of their sounds.

Assessment

Students will be able to:

- Identify the sources of a wide variety of sounds.
- Identify selected musical instruments within the percussion family visually and aurally.
- Identify how elements of music communicate ideas or moods.

Sample selected response items to gauge student understanding:

1. What is sound?
*Answer: (**Student answer**) Hearing noise/noises*
2. Describe how you feel when you hear thunder?
Answer: Individual student response. Emphasis on their reaction to the loud, rumbling, booming noise.
3. Musical instruments are grouped in families. True or False?
Answer: True

Vocabulary

- Instrument families
- Percussion instruments
 - Timpani
 - Mallet
 - Rhythm
 - Cymbals
 - Drum
- Elements of music

Materials

- Cymbals
- Drums of different sizes and tones
- Bells
- Xylophone (if available)

(Note: If these instruments are not available to you, students may use classroom materials such as pencils, rulers, books, hands and feet to create sound.)

Activity

I Know that Sound

Teacher will:

1. Engage student interest by having them simulate various forms of percussion sounds and tones using their hands and feet.
2. Have students close their eyes, listen to environmental sounds around them and then create a list of what they heard.
3. Facilitate discussion of the sounds of nature (e.g., dripping rain, rushing wind, clapping thunder, crackling lightning). Then have students re-enact a coming storm. Students will begin by their rubbing fingers together, tapping their desks with a pencil to simulate rain, clapping hands occasionally for lightning, slapping their thighs, and stomping their feet as the storm crests.
4. Introduce the story of *Noah's Ark*. Emphasis on the animals and flood. Have students brainstorm the different animals on board the Ark, and emulate their sounds. (Classroom instruments may be used if available.)
5. Introduce the family of percussion instruments, and have students correlate sounds of the percussion instruments to like animal sounds and the sounds of a storm.

6. Reflect with students upon the events that occur in the story of *Noah's Ark*.
7. Instruct students of their task to create a sound story to accompany a specific event from the story of *Noah's Ark*. Students will include percussion instruments and sounds, and present their compositions to classmates.
8. Debrief activity and facilitate discussion as to how various sounds help to communicate ideas, moods, and actions.
9. Inform students upon viewing The Children's Theatre of Cincinnati's production of *Noah's Ark*, to listen for the variety of percussion instruments used to help tell the story, and elements of those sounds-
-loud/soft, fast/slow, high/low.