

Sample #1b. Grades K-4, Music--Moorhead

Lesson: "Peering Into "Peter and the Wolf" Grades 3/4, General Classroom Music & Language Arts

Title of Lesson: "Peering into Peter and the Wolf." (Lesson #2 of 5 in Unit)

Unit/Lesson Designer/Teacher: Marian Halgrimson

School/City: Probstfield School, Moorhead, MN.

Subject Area(s): K-4 Classroom Music, Language Arts

Topic: Listening, Analyzing, and Evaluating Music

Amount of Time Needed to complete lesson: 60-80 minutes

Brief description of this lesson:

Students view video and CD Rom of "Peter and the Wolf" then analyze the characters and themes for their music elements and orchestral instrumentation.

Context/purpose for doing this lesson:

Students develop listening, analytical and evaluative skills for composition readiness.

FACS Standard(s) referenced in this lesson

Major Heading:#6 Students listen to, analyze, and describe music.

Sub-heading: 6.2. Demonstrate perceptual skills by moving and describing or answering questions about aural examples styles of different cultures.

Sub-heading: 6.3. Identify the sounds of common western wind, percussion, and string instruments, children, adult male and female voices, and several representative non-western instruments.

Sub-heading: 6.5. Explain music, music notation, music instruments, voices, and music performances using appropriate technical terminology.

Sub-heading: 6.6. Develop and use a feelings vocabulary beyond "happy" and "sad", so the expressive, feelingful, affective aspects and experiences of music can be described and discussed.

Major Heading: #7. Students evaluate music, music use, and music performance.

Sub-heading: 7.2. Devise and use criteria for evaluating music works, styles, and performances in simple terms of rhythm, tempo, loudness, instruments and/or voices, expression, and feeling.

Sub-heading: 7.3. Explain why they think certain examples of background music or soundtrack music are good and effective for the occasion, in terms of tempo, loudness, rhythm, style, and common associations the piece may carry.

Major Heading: #8. Students understand relationships between music, the other arts, and disciplines outside the arts.

Sub-Heading: 8.2. Identify similarities and differences in the meanings of common terms (such as "line," "color," "rhythm," "texture," "form," and "contrast") used in the various arts.

Sub-heading: 8.3. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Sample #1b. Grades K-4, Music--Moorhead, continued

"Peering Into "Peter and the Wolf" Lesson continued

Resources Needed in Lesson:

Video and (Optional) CD-ROM of "Peter and the Wolf"
VCR/TV (for video) and CD-ROM Computer with TV monitor link.
Activity sheets for analysis and evaluation. Three-part assessment paper.

Lesson Tasks/Activities:

Student Product (if any)

1) Students view the video. 2) Cooperative group partners discuss themes and characters (their personas), dynamics, instrumentation, tempo, register, mode. 3) Whole group share analysis and evaluate for consensus. 4) Group views CD ROM, filling out activity sheet, and taking turns at computer. 5) Whole group experiment with different instruments playing themes, and the effect on the characters.	1) None 2) Partners record decisions on activity sheet. 3) Activity sheet completed AFTER consensus for use as a reference during composing phase. 4) Activity sheet listing three points of importance about the artist, composer, instruments of themes, their families, and story differences from video version. 5) (Included on activity sheet.)
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Assessment Criteria:

Objective being assessed: Recognition of instruments by sight and sound, and their characteristics when applied to tempo, register, dynamics, modes and personification.

Instrument and method:

1. Drop-needle quiz of "Peter's" themes.
2. Recognition of picture with name of instrument and family.
3. Students hear sound clips of music from "Carnival of the Animals" or "Grand Canyon Suite" and "imagine" the animal or scenario it might be describing, writing them down.

Criteria for Success:

- E= Student identifies all themes with correct instrumentation, correctly identifies pictures with instrument names and family, and states reasonable explanation of music examples heard.
S= Student identifies five of seven themes, recognizes 80% of picture/name identification, and gives somewhat reasonable explanation of music examples heard.
N= Student scores less than 60% on two of three parts of assessment.

1. TEACHER PREPARATION:

Preview video and CD Rom.

Preparation of:

1. activity sheet for video discussions.
2. student rotation at computer during viewing of CD Rom.
3. activity sheet while watching CD Rom (3 important points).
4. three-part assessment:
 - a. music examples from "Peter" with multiple-choice for drop-needle quiz.
 - b. matching picture-to-instrument blanks to complete and label (B for brass family, etc.)
 - c. space for student writing of imaginative examples.
5. music examples for 4a.

2. LESSON CORE: Students are actively involved in recognizing, analyzing, describing, evaluating music examples of various instruments and their families.

3. LESSON RESOLUTION:

Students use their new knowledge about design in music to help them compose music themes in an analytical and imaginative manner.

They compare this to the story they've read, and think about composing to a character or scenario in a later lesson.

