

Title: *Tell me a Story*

*A music-based unit derived from the Music Starters Template: **Storytelling***

Starting Point: A nominated book or story
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Generative topic:

Arranging a musical accompaniment to a story

Rewritten as a question:

Could we use music to tell a story?

Overview:

Students will arrange a musical accompaniment to a story. They will select appropriate instruments to devise a musical sound track.

Intended grades: Kinder / Prep

Standards: 1 / 2

Duration: 4 weeks x 30 minute lessons per week

Connections with Cognitive, Personal and Social Development:

- Understands that there are different arts forms through which enjoyment is gained and meanings expressed and derived
- Understands some of the ways that communication works and how non-verbal, spoken, written and visual forms carry messages

Throughlines	Understanding goals
In ensemble performance rests are as important as sounds.	1. When to play and when not to play.
Every instrument has particular timbres.	2. Select instruments that can be used to express specific ideas e.g. characters or feelings.

This unit makes provision for:

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- small group activity
- individual activity
- ✓ guided / scaffolded activity
- self-assessment
- peer-assessment
- ✓ independent student demonstration of understanding.

Development of understanding of these concepts:

Concept	Specific aspects
	Students can:
Beat	
Rhythm	
Meter	
✓ Tempo	use fast and slow to create musical interest
✓ Melody	play a motif to represent a person, character or idea
Harmony	
Tonality	
✓ Dynamics	use loud and soft to create atmospheric changes
✓ Tone Colour	experiment, explore and select an instrument(s) appropriate to the story
Texture	

✓ Structure	explore form and repetition through text structure and investigate how music can mirror structure in a story
✓ Style / Context	add actions, movement and drama to music to create an art work.

Development of these skills:

Skill	Specific aspects
	Students can:
✓ Vocal	sing, chant and recite parts of the chosen text
✓ Instrumental	select instruments and use them in a manner appropriate to the task
✓ Movement	choreograph sequences relevant to the text and music
Reading Notation	
Writing Notation	
Listening / Aural Discrimination	
Improvising	
Composing	
✓ Arranging / Transcribing	arrive at a class consensus about what to do and when and where to do it.
Commenting	

Warming up / Tuning in: engaging the students in the inquiry

UGs	Learning experiences	Ongoing assessment and feedback
	Read the selected story to the class. Discuss the main features e.g. characters, events in the plot	Create a story concept map, articulating the key features of the work. Observe student discussion.

Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking

UGs	Learning experiences	Ongoing assessment and feedback
1	Select the key characters and discuss their personality, the emotion they evoke. The students explore an instrument to represent the character e.g. choice of three decided by a class vote.	Assess the level of student input and engagement in the task. Ask students to describe why they have selected particular instruments.
2	Select more sounds for different parts of the story e.g. What does it sound like when we walk through the grass? Which instrument or body sound best reflects that?	Brainstorm different options and come to a class consensus.
1,2	Retell the story using the sound effects to highlight the features of the text e.g. practising sequence, cueing, when to play and when not play.	Students assist in developing a simple graphic score to record this information.
2	Assign roles to students for performance preparation Present the work to a familiar audience.	Observe and select the students who show the most aptitude for each role.

Culminating performances: enabling students to demonstrate insights and demonstrate their understanding

UGs	Learning experiences	Ongoing assessment and feedback
	The students assist in arranging a class performance of another story using the same format.	Record the performance and upload it onto the school intranet. Take photos for a display board.

Tips for teachers

This is a great activity leading up to Book Week. Different classes could dramatise different stories and then nominate their favourite performance. Multiple items could be presented at a school assembly. Students love getting dressed up in costumes – check out the dress up box. Make some simple big props to enhance the performance.

Resources and references

*We're Going on a Bear Hunt; The Three Bears, The Three Billy Goats Gruff, The Three Little Pigs, The Little Red Engine, There was a Princess Long Ago (**Upbeat Level 1**), Where the Wild Things Are.*