

Instructional Unit Title: Stories Through Music

The teacher may use audio and/or video examples of stories told through music (using mood, setting, and/or character representations e.g. *Peter and the Wolf*, *Little Train of Caipira*) so that students can identify through musical elements how music illustrates character representation.

The teacher may provide a text/poem version of previously used musical example (e.g. *Peter and the Wolf*, *Little Train of Caipira*) so that students can begin experimenting with ways to recreate the story through musical elements (e.g., by using body percussion, classroom instruments, vocal sounds, movement, etc)

The teacher may choose a contemporary/popular story/poem (see teacher resources) so that students can use sounds (body percussion, classroom instruments, vocals, movement, etc.) to explore the power of musical representations of mood, setting, and/or character of the story/poem.

The teacher may use in examples of strong story/poem musical composition so that the students can begin articulating the various components of a well-performed musical story.

The teacher may model using an original story (e.g. a teacher-written story) as the basis for exploring sound connections so that students can begin using their original stories/poems to creatively explore the use of music (body percussion, classroom instruments, vocal sounds, movement) to enhance the story.

The teacher may revisit the connections between music and literature so that the students can begin synthesizing and explaining the ways in which sound can represent and reflect character and mood.

The teacher may use the student-teacher-created rubric for strong story/music connections so that students may work together to consider texts (see teacher resources) that offer the best potential for musical connections

The teacher may model the feedback/rehearsal process (using criteria from the student-created performance rubric for musical story) so that the students can understand the significance of review in relation to the work of musicians to improve performance.

PERFORMANCE ASSESSMENT: You are musical storytellers interested in helping your peers understand that music can tell a story through choices of musical sounds. You have been asked to share your knowledge with your peers and represent the characters in a story in a performance for your school. Your goal is to help the students at your school understand that characters in stories have distinct characteristics that demonstrate particular moods or emotions and music provides a nice way to make those characteristics audible. In your sound character development, you will consider the elements of music (tempo, dynamics, tone color, etc.) when choosing the musical sound to represent your character/mood.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.