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.

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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.