

Storytelling and Movement

Discipline

Music

Grade and/or Course Level(s)

Elementary, Grade: K

Overview

Students will develop listening skills and identify differences in forte and piano dynamics. The teacher will tell an imaginative story to accompany a piece of music such as, Haydn's "Surprise Symphony." Students will respond to music with movement, as they reenact the story.

Essential Understanding, Knowledge, Skills, and/or processes

- What is forte and piano?
- How can you use movement to demonstrate the expressive qualities of music?
- What movements can you make to respond to music?

Outcomes

- Students will demonstrate the expressive qualities of music with locomotor and non-locomotor movements.

SOLs

- K.3 The student will analyze music.
 - c) Recognize basic contrasts in music, including fast/slow, high/low, loud/soft, and same/different.
- K.4 The student will express personal feelings evoked by a musical experience.
- K.17 The student will respond to music with movement.
 - a) Use locomotor and non-locomotor movements.
 - b) Demonstrate expressive qualities of music, including loud/soft and fast/slow.
 - c) Illustrate moods and contrast in music and children's literature.
 - d) Perform dances and other music activities.

Materials

- Teacher created story
- Any piece of music. Suggestion: “Surprise Symphony” Symphony No. 94 in G Major, Mvmt II - Joseph Haydn

Student/Teacher Actions

1. Teacher facilitates discussion of loud and soft sounds: how they make students feel and where/when one might hear each. Teachers can create a visual for students that has images that compare loud and soft dynamics.
2. Teacher shares an imaginative story to set the scene for the piece. Teacher and student act out the story using movement.
3. Students make connections between the emotions and movement that can be associated with dynamics: loud (*forte*) and soft (*piano*).
4. Students assess what they heard, how they felt, and what happened in loud and soft moments during the piece. Students can have a class discussion, or post virtually in a discussion board. Students can also submit a self-assessment via a digital form or worksheet.
5. Alternative closure may include encouraging students to share a sample of movements for moments that are associated with loud and soft dynamics. Students can record the different movements and submit as a video in a virtual learning platform.

Sample Story and Musical Example:

- a) Teacher sets the scene for Haydn’s “Surprise Symphony” by telling a story about a child going to Grandma’s house to bake a delicious cake. Students imagine what their favorite type of cake is. Teacher and student act out the following movements: turning on an oven, stirring ingredients, spreading in pan, placing pan in oven, waiting for cake to bake, taking cake out of oven, smelling the cake, frosting it, and putting it in the refrigerator for the next day.
- b) Teacher then explains that the child can’t eat the cake tonight because it’s already bedtime. Students act out going upstairs, getting ready for bed, Grandma tucking them in and turning off the light.
- c) Teacher then explains that the child wants to sneak downstairs to get a bite of cake without getting caught out of bed.
- d) Teacher plays “Surprise Symphony” while students act out trying to sneak to the refrigerator to get a bite of cake and return to bed. During soft moments, students move about the space imagining tiptoeing through the house, peering around the corners, etc. In loud moments, they think they hear Grandma and might get caught!

Assessment Strategies

- Observation
- Student demonstration

- Self-assessment/self-reflection form
- Video submission of different movements via Flipgrid or VoiceThread

Differentiation Strategies

- Incorporate a variety of visual cues to assist in listening
- Visual demonstrations of loud and soft during the piece
- Initiate guided listening while drawing a listening map the first time students hear the piece. Incorporate movement during second listening opportunity
- Students can draw or write their own stories to accompany a piece of music

Extensions and Connections

- Additional Pieces for Consideration: Edvard Grieg's "In the Hall of the Mountain King" from "Peer Gynt Suite." Reinforce discussion on dynamics (loud/soft) and extend discussion to include tempo (fast/slow).

Distance & Blended Learning Strategies

- In virtual learning, students can use items from around the home to supplement their movement storytelling (bowl and spoon for mixing ingredients for cake, teddy bear for bedtime, etc.).
- This lesson can also be used with no additional items, making it an accessible lesson for all learners.
- Students could use a "thumbs up" system when the dynamic of the music changes, instead of locomotor movements.