


 **Background:**

The following learning experience was developed to demonstrate implementation examples aligned to the [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#).

It is important to note that the learning experience indicated through these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school's curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute \(KRS\) 160.345](#).

This learning experience includes detailed procedures and all links, handouts, printables and graphics needed to successfully complete each segment. The following formats are used to assist in organizing information:

-  The VPA logo Indicates a companion video with an overview of information included in the section.
- *Italicized text* identifies foundational information from the *KAS for Visual and Performing Arts*.
- Activities for students to complete will appear in a **green, solid-lined box**.
 - These boxes also include the corresponding slide number within the [Music – Responding to the Arts Implementation PowerPoint](#). These slides include information and graphics that can be projected and shared with students throughout the learning experience.
- Standards language, key vocabulary definitions and clarification statements pulled directly from the *KAS for Visual and Performing Arts* will appear in a box that matches the color of the corresponding artistic process. For this responding learning experience, that color is **coral surrounded by a dash-lined box**.

 **Overview of Learning Experience:**

Students will be asked to identify how music can influence their feelings. Students will listen to two different pieces of music and identify the instruments used to create a feeling. Students will expand on this concept and identify and describe the elements of music. Students will explore how the elements of music support listeners in understanding the story the composer wants to tell. Students will respond to the music by assigning appropriate instruments to portray different characters in a familiar story. Students will explore different rhythms and sounds to inform their response to each character. They will then use their instruments to assist in telling the story.

 **Teacher Preparation:**

This learning experience should utilize what is available in your learning environment.

Plan for the following:

- Review instructions and resources linked through this document, including the accompanying [Music – Responding to the Arts Implementation PowerPoint](#), to prepare adequate copies and materials.

Teacher Preparation Continued:

- Review the following resources to gain additional understanding prior to sharing with students:
 - [Elements of Music Poster](#) - .pdf
 - [Elements of Music Part One](#) – Graphic Organizer
 - [Elements of Music Part Two](#) - Graphic Organizer
 - [Suggested Kagan Structures](#) - .pdf
 - [Responding to Art: Everyday Art Foundations](#) (2:16) – Video
 - [Elements of Music](#) (5:07) – Video
 - [Musical Expression](#) (1:27) - Video
 - [“Sunrise”](#) by Edvard Grieg (0:47 – 1:36) – Video
 - [“Storm” movement from Symphony No. 6](#) by Beethoven (1:05 -2:05) – Video
 - [Goldilocks and the Three Bears](#) - Core Knowledge Language Arts (CKLA) Listening and Learning Strand
- Sections of this learning experience encourage the use of specific materials:
 - Decide on and gather classroom instruments. Suggestions include, but are not limited to, rhythm instruments (hand drums, shakers, etc.), mallet instruments or boom whackers.



KAS for Visual and Performing Arts Alignment:

The [KAS for Visual and Performing Arts](#) is designed to engage students in artistic processes and creative expression. Standards for all grade levels, K-8, and at three high school proficiency levels indicate what students should know and be able to do. ([KAS for Visual and Performing Arts](#), page 7).

Anchor Standards are a unifying element across the arts disciplines that describe the artistic literacy that students should demonstrate throughout their education ([KAS for Visual and Performing Arts](#), pages 9-10).

Process Components are the actions artists carry out as they complete each artistic process. Students’ ability to carry out these operational verbs empowers them to work through the artistic process independently. ([KAS for Visual and Performing Arts](#), page 14).

- This learning experience aligns to the following anchor standard and process component:

Anchor Standard 7: Perceive and analyze artistic work.
Process Component: Analyze

Artistic Processes nurture artistic literacy through student engagement in the four artistic processes of creating, performing/presenting/producing, responding and connecting.

While there are aspects of each artistic process embedded throughout this lesson, the standard addressed is focused on responding, which includes understanding and evaluating how the arts convey meaning. ([KAS for Visual and Performing Arts](#), pages 8-9)

- **Standards** or **Performance Standards** are discipline-specific grade-by-grade articulations of student achievement in the arts (dance, media arts, music, theatre, visual arts). Performance standards are coded to reflect the Arts Discipline, Artistic Process, Anchor Standard, Process Component and Grade Level or High School Proficiency level. ([KAS for Visual and Performing Arts](#), page 7).

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The standard addressed for this lesson is included below:

Standard:

MU:Re7.2.3) Describe how a response to music can be informed by the structure, the use of the **Elements of Music** and personal and social context.

Educators may have to engage students with a standard multiple times throughout a year to meet the full intent of the standard. As a result, the following learning experience may not encompass the entire scope of the standards identified.

Essential Questions are open-ended, designed to stimulate thought and empower students to work through the artistic processes independently.

Essential Question: How does understanding the structure and context of music inform a response?

The standard and essential question may need to be translated into student-friendly learning goal(s) which serve as the basis for student success criteria. For more information on learning goals and success criteria, visit [Clarifying and Sharing Clear Learning Goals](#).

Below are examples of a learning goal and success criteria for this learning experience:

Learning Goal:

I can use the **elements of music** to respond to the personal context of music.

Success Criteria:

1. I can use personal context to respond to music.
2. I can respond with the **elements of music** to create a sound story.

The student-centered learning experience begins on the next page

Remember: Activities for students to complete will appear in a **green, solid-lined box**.



Exploring Feelings Through Music:

Introduce the learning goal and first success criteria to students:

Slide 2

Learning Goal:

I can use the **elements of music** to respond to the personal context of music.

Success Criteria One:

I can use personal context to respond to music.

Explain the meaning of personal context as it relates to music using the key vocabulary definition.

Slide 3

Personal Context: how your unique experiences and relationships are influenced by your thoughts and feelings.

(student-friendly adaptation of the KAS for Visual and Performing Arts, page 247)

Ask students to identify how music can influence their feelings.

Slide 4

With a partner, share how music can influence feelings.

Next, share the guiding question below for students to consider as they watch the video, [Musical Expression](#).

Slide 5

Guiding Question:

What feelings did you hear expressed in the video, Musical Expression?

As students respond to this question, reinforce that people can respond to music with different feelings.

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 **Listening and Movement Exercise:**

Tell students they will now explore feelings by listening to contrasting music. While you may select any two contrasting excerpts of music, the following are suggested for this activity.

Without telling students the title, play excerpt one, "[Sunrise](#)" by Edvard Grieg (0:47 – 1:36), as they complete the Listening and Movement Exercise below:

Slide 6

Listening and Movement Exercise: Excerpt One

1. Listen to the excerpt.
2. When the teacher announces "movement", show an action that matches the feeling of the music.
3. When the teacher announces, "pair up", talk with a partner about what you think the title of the song may be and why.

When students have completed the Listening and Movement Exercise, check the students' understanding of the connection between feelings and music by inviting them to share with the whole group what they think the title of the song may be and why.

After students have shared their movements, share the title of the excerpt. Ask students:

Slide 7

How did the composer create the feeling of the title?

Next, you will repeat the Listening and Movement Exercise below with excerpt two, the "[Storm](#)" movement from [Symphony No. 6](#) by Beethoven (1:05 – 2:05):

Slide 8

Listening and Movement Exercise: Excerpt Two

1. Listen to the excerpt.
2. When the teacher announces "movement", show an action that matches the feeling of the music.
3. When the teacher announces, "pair up", talk with a partner about what you think the title of the song may be and why.

When students have completed the Listening and Movement Exercise, check the students' understanding of the connection between feelings and music by inviting them to share with the whole group what they think the title of the song may be and why.

After students have shared their movement, share the title of the excerpt. Ask students:

Slide 9

How did the two composers create different feelings for their music?

Next, inform students they will use the elements of music to describe music.



Connecting Sound to Elements of Music – Part One:

Prior to this learning experience, students should have a foundation in the elements of music:

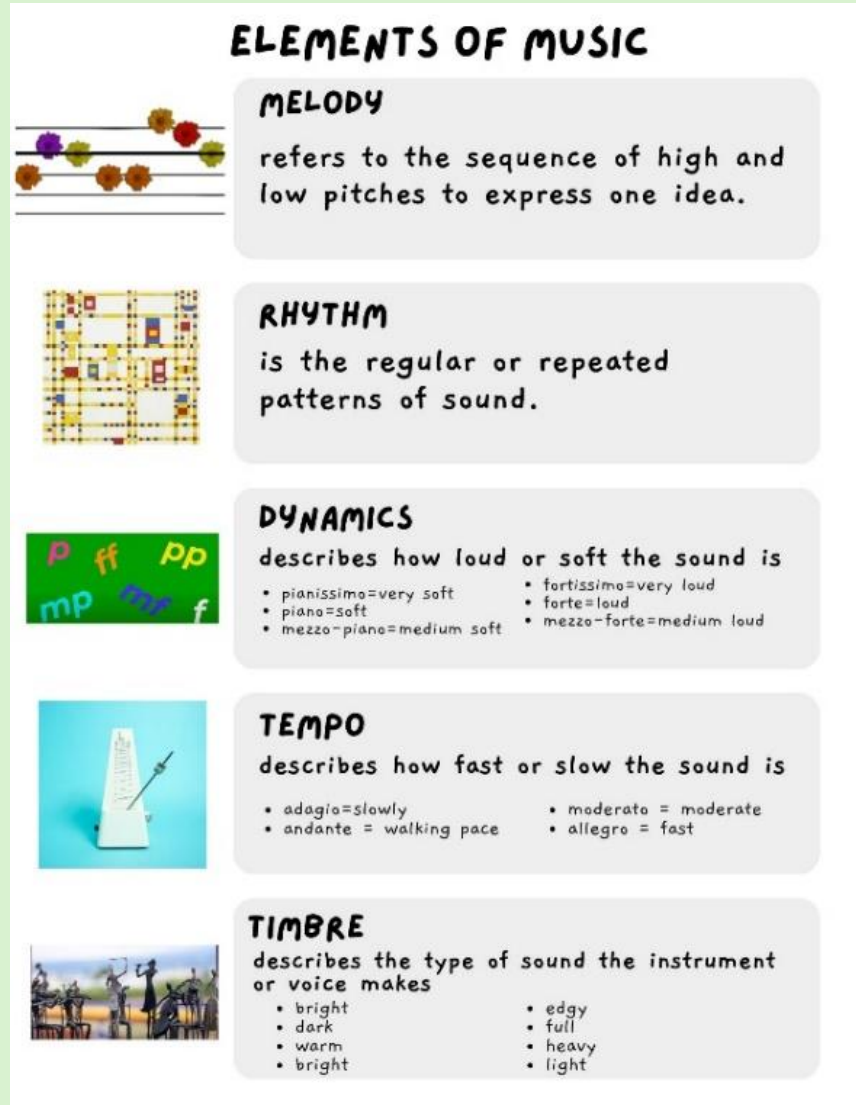
Slide 10

Elements of Music: Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form and style/articulation) that are manipulated to create music.

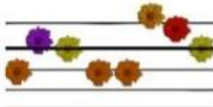
Using the [Elements of Music Poster](#) provided below, check for student understanding of the focused elements of music for this learning experience: melody, rhythm, dynamics, tempo and timbre.


Slide 11


Elements of Music – [Poster](#)




ELEMENTS OF MUSIC

MELODY
 refers to the sequence of high and low pitches to express one idea.


RHYTHM
 is the regular or repeated patterns of sound.

DYNAMICS
 describes how loud or soft the sound is

- pianissimo=very soft
- piano=soft
- mezzo-piano=medium soft
- fortissimo=very loud
- forte=loud
- mezzo-forte=medium loud

TEMPO
 describes how fast or slow the sound is

- adagio=slowly
- andante = walking pace
- moderato = moderate
- allegro = fast

TIMBRE
 describes the type of sound the instrument or voice makes

- bright
- dark
- warm
- bright
- edgy
- full
- heavy
- light

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After reviewing the elements of music, explain that students will now explore how the elements support listeners in understanding the story the composer wants to tell.

Review the learning goal before introducing the second success criteria to students:

Slide 12

Learning Goal:

I can use the **elements of music** to respond to the personal context of music.

Success Criteria Two:

I can respond with the elements of music to tell a story musically.

Tell students they will respond to a familiar story by expressing each character musically while applying the elements of music.

While the familiar story can be chosen by the teacher or students, the following is suggested: [Goldilocks and the Three Bears](#) from the Core Knowledge Language Arts (CKLA) Listening and Learning Strand.

Show the picture of Goldilocks and the three bears below and ask the students to name each character. Write the following words on the board next to the appropriate pictures: Baby Bear, Mama Bear, Papa Bear, Goldilocks.

The Three Bears: Mama, Papa and Baby Bear



[Goldilocks and the Three Bears](#) Core Knowledge Language Arts (CKLA) Listening and Learning Strand.

Slide 13

Goldilocks



[Goldilocks and the Three Bears](#) Core Knowledge Language Arts (CKLA) Listening and Learning Strand.

Discuss each character based on the image presented.



Connecting Sound to Elements of Music – Part Two:

Next, place students into groups of at least four. Inform them that they will use the Graphic Organizer included to discuss the characteristics of each character using the elements of music.

For example, Goldilocks is a little girl with a high-pitched voice and her melody could be described as “high”. This characterization may be represented by a bell. Papa Bear would be a tall, slow-moving individual and his tempo could be described as “slow”. This characterization may be represented by a large hand drum.

Demonstrate this concept for one character by describing the elements of music for each character using part one of the [Elements of Music Graphic Organizer](#) below before allowing students to work in groups.

Slide 14

Elements of Music - [Graphic Organizer](#) Part One (Exemplar)

EXEMPLAR - Elements of Music Graphic Organizer

Directions: Part 1 - Describe each character using the following elements of music.

Name: _____

	Melody (high/low)	Rhythm (long/short)	Dynamics (Loud/Soft)	Tempo (fast/slow)
Character 1: Goldilocks	high	short patterns	Loud (she's a little girl)	Quick (like a skip)
Character 2: Papa Bear				
Character 3: Mama Bear				
Character 4: Baby Bear				

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Next, students will use melody, rhythm, dynamics and tempo to determine the appropriate timbre for each character. The timbre will be represented through instrument choice. Place students in groups and give them a variety of instruments.

Slide 15

In your groups, explore the sounds different instruments make.

After exploring the sounds different instruments make, tell students they will now use the descriptions of melody, rhythm, tempo and dynamics for Goldilocks and the three bears to choose an instrument that best represents the timbre of each character and explain why.

Students will work as a group to complete part two of the [Elements of Music Graphic Organizer](#):

Slide 16

Elements of Music - [Graphic Organizer](#)
Part Two

Elements of Music Graphic Organizer

Directions: Part Two - Using the descriptions of melody, rhythm, dynamics, and tempo for each character, choose an instrument that best represents the timbre of each character. Select a different instrument to represent each character and explain why.

Name: _____


	Instrument Choice	Explain why
Character 1:		
Character 2:		
Character 3:		
Character 4:		

 **Sound Story - Elements of Music:**

After students have completed their Elements of Music Graphic Organizer, instruct each group member to identify which character they will now portray.

Slide 17

Which character will you portray?



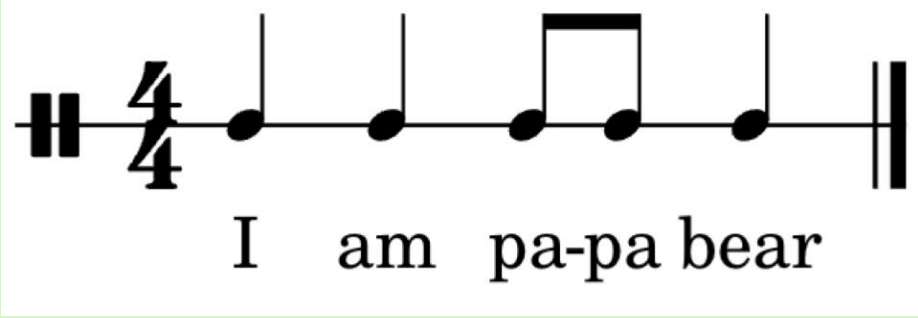
Goldilocks and the Three Bears Core Knowledge Language Arts (CKLA) Listening and Learning Strand.

After students have chosen their character, put all the Mama Bears together, all the Papa Bears together, and so on.

Teach the entire class a rhythm. The examples below are phrased to encourage the use of varying rhythmic dictation. Give students time to practice each rhythm before allowing them to explore different tempos and dynamics. Next, students will create their own rhythm based on their character group.

Slide 18

On your chosen instrument, play the following rhythm:




Directions:

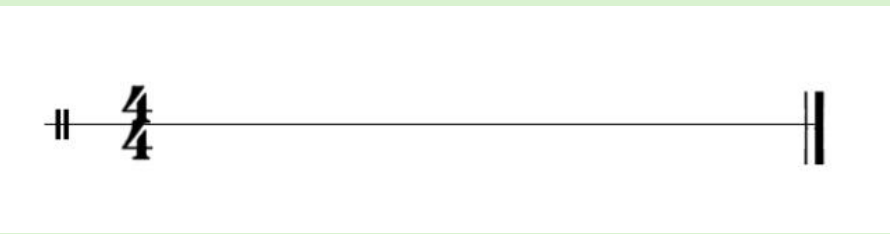
- Practice the rhythm
- Next, explore different tempos (fast/slow)
- Next, explore different dynamic levels (soft/loud)
- Rehearse for a peer presentation

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Have students repeat the rhythm while checking for understanding. Invite students to demonstrate the given rhythm for a peer before moving on to the next example.

<p style="text-align: center;">On your chosen instrument, play the following rhythm:</p> <div style="text-align: center;"><p style="font-size: 1.2em; margin: 0;">I am lit-tle Gold-i-locks</p></div>	<p style="text-align: right;"><i>Slide 19</i></p> <p>Directions:</p> <ul style="list-style-type: none">• Practice the rhythm• Next, explore different tempos (fast/slow)• Next, explore different dynamic levels (soft/loud)• Rehearse for a peer presentation
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Have students repeat the rhythm while checking for understanding. Invite students to demonstrate the given rhythm for a peer before moving on to the next activity.

<p style="text-align: center;">In your character group, create a rhythm based on your assigned character</p> <div style="text-align: center;"></div>	<p style="text-align: right;"><i>Slide 20</i></p> <p>Directions:</p> <ul style="list-style-type: none">• Practice the rhythm• Next, explore different tempos (fast/slow)• Next, explore different dynamic levels (soft/loud)• Rehearse with your group for a class presentation
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Have students repeat their rhythms while checking for understanding. Allow groups to present their rhythms to the class.

After groups have presented their rhythms, allow students to respond to the following questions in their character groups using a [Suggested Kagan Structure](#) such as **Think-Pair-Share**:

<p style="text-align: right;"><i>Slide 21</i></p> <ol style="list-style-type: none">1. What do you like about the instrument you chose for your character?2. Think about your performance (rhythm, tempo, dynamics, etc.) What worked best? What would you change?3. How did the performance of the other groups portray their characters? Why?

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 **Student Reflection:**

After each group has responded to the questions about their sound story, remind students of the learning goal and success criteria for this learning experience:

Slide 22

Learning Goal:

I can use the **elements of music** to respond to the personal context of music.

Success Criteria:

1. I can use personal context to respond to music.
2. I can respond with the **elements of music** to create a sound story.

Invite students to verbally answer the following reflection questions with their group:

Slide 23

Student Reflection Questions:

- What was the most exciting part of this learning experience?
- Which instrument did you connect to the most during this activity? Explain.
- How did exploring instruments impact your understanding of the elements of music?
- How does your understanding of the elements of music impact the development of your character musically?

 **Teacher Reflection:**

For teacher reflection, consider these questions:

Teacher Reflection Questions:

- What did the students respond to the most enthusiastically in this learning experience?
- What are some of the challenges they faced? How can these challenges be addressed?
- What are the comfort levels of the students in playing the instruments? How can more opportunities be provided to play instruments in class?
- How will you continue to support student learning? What additional support do you need?

 **Wrap Up:**

You can revisit this learning experience using the other elements of music. Continue to provide your students with listening and movement experiences, and opportunities to respond to multiple music genres and styles.

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Scaffolding Connection to Support the Enduring Understanding

The following examples are a synopsis of high-quality, grade-level learning experiences that appropriately scaffold to support the enduring understanding of this anchor standard for music.

Enduring Understandings summarize important ideas and processes that are central to an arts discipline. They allow the standards to be steeped in rigor and focused on students' ability to demonstrate understanding through performance.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the Elements of Music.

Middle School – MU:Re7.2.6.a, MU:Re7.2.6.b (Grade 6)

Comparison of sound: Instruments of the World

Students will examine the instrument families (strings, woodwind, percussion, brass) and the characteristics that make them similar such as how they are played, how they look and/or their timbre. Students will use their knowledge of the instrument families to respond to instruments from around the world and compare their use and purpose in different cultures.

High School Harmonizing Instruments – MU:H.Re7.2.Acc (Accomplished)

Contrasting Sounds: Storytelling Genres

Students will analyze different instruments used in Folk, Gospel and/or Blues to respond to how sounds in these genres communicate mood and context. Students will experiment with the pairing and use of different instruments and the elements of music to create their own contrasting sounds.