

# Sequencing with Instruments

*Third Grade*

Adapted by M Goldman

## CORE SUBJECT AREA

ELA

## ART FORM + ELEMENTS

Music, Expression, Tempo, Dynamics

## MSCCR STANDARDS

W.3.4 With guidance from adults, produce writing in which the development and organization are appropriate to task and purpose. (Beginning, middle, and end)

## MSCCR CREATIVE ARTS STANDARDS

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for a composition to express intent, and explain connection to purpose and context.

## DURATION

45 minutes.

Could take much longer depending on how many details students include. You could spread presentations out over a couple of days.

## OBJECTIVES

Student learns to be a good listener

Student can write a simple story with a beginning, middle, and end with sounds to match the emotions.

## MATERIALS NEEDED

Active Listening Strategy

(<https://www.mindtools.com/CommSkill/ActiveListening.htm>)

Danse Macabre music

Danse Macabre cartoon

Variety of instruments or sound sources

Board

Markers, paper, and a computer with a speaker

## VOCABULARY

Expression

Dynamics

Feelings/Emotions

Danse Macabre (Dance of the Dead)

Composer Camille Saint Saens

## RECOMMENDED RESOURCES

See “Materials Needed”

## LESSON SEQUENCE

Tells students you are going to play a story for them using only instruments.

Play “Danse Macabre from Camille Saint Saens. (music only)

[https://www.youtube.com/watch?v=YyknBTm\\_YyM](https://www.youtube.com/watch?v=YyknBTm_YyM)

## Questions for Students

Ask students how the tempo of the music affects the interpretation?

Would the effect be the same if the music was slower or faster?  
What about the dynamics of the song?  
If the song started loud and got soft in the middle would it seem the same?

- Outline together what you think what you think each instrument represented (a character or a part of a story.) Then, using a chart on the board, write down what students think happens at beginning, middle, and end of the story based on what they heard.
- Re-play the piece, this time, read the story while the music is playing. (Or you can play a cartoon video of the piece using <https://www.youtube.com/watch?v=9CHqhsMP80E>)

After the story is read or the video is played, ask students what was the same and/or different from the story the students thought of the first time they heard the music.

- Now, have students work in groups of three to use the chart to create a new story. Each person contributes to either the beginning, middle, or end. Then, each group will create a musical composition using either found sounds or instruments to convey the message of the story. (These could be made with instruments voices)

Lastly, the groups will present their short story and composition.

## EXTENDED LEARNING ACTIVITIES

Extend the writing to include more adjectives and adverbs. Include a describing (descriptive) sentence about the main character or object. Read *The Little Old Lady Who Was Not Afraid of Anything* and add sounds to the gloves, boots...

Connect with science and sound waves (The Magic School Bus cartoon has a 20-30 minute episode about sound using a haunted house. Or the teachers can show the 2 minute clip. (The clip is called *The Magic School Bus Se1-Ep08 In The Haunted House (sound) Part 11*)

## SOURCES

Educationcloset.com Macabre Stories youtube.com for sound game and videos