

## **Information Block**

Name: Chelsea Lagalo

School:

Grade: First

## **Objectives**

### **National Standards**

6. Listening to, analyzing, and describing music.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

### **Michigan Benchmarks and Content Standards**

Content Standard 3: All students will analyze, describe and evaluate works of art.

4. Identify the sounds of a variety of instruments, including many orchestra, band and electronic instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.

Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

2. Observe and identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

### **Objectives**

1. Students will explore how voices and instruments can be used to suggest characters and to help tell a story set to music.
2. Students will pick which sections of the music apply to certain parts of the story with 85% accuracy.
3. Students will listen and compare two different styles of “The Billy Goats Gruff” put to music.

### **Assessment**

1. Evaluate discussion and keep students on track using a checklist.
2. Have students give ideas as to how they can change or make the music better.

### **Connections**

National Standards- Students will listen, analyze, and describe the music put to the story “The Three Billy Goats Gruff”. They will also brainstorm and learn how music can be important to storytelling.

### **Michigan benchmarks**

Cs 3-4 Students are describing music

Cs 4-3 Lesson is a demonstration of how music can be used in other fields.

Cs 5-2 Students will use reading with music.

### **Context**

Lesson 1 of a 3 lesson unit

Students meet once a week

Entire unit will last 3 weeks

Students will learn to identify different sounds of voices.

Students will have an understanding of how music can represent something else.

### **Differentiation**

### **Procedures**

1. Greet class
2. Introduce theme. Today we are learning about the three billy goats gruff.
3. Read “The Three Billy Goats Gruff”
4. While reading the story invite the students to imitate and act out parts of the story. “Who’s that tripping over my bridge?” and stomp feet at “Trip, Trop, Trip, Trop”
5. Tell student they are going to listen to music that is composed to be the story of “The Three Billy Goats Gruff.” Have them think about what instruments in the music represent the billy goats gruff, troll, and the fight between the largest billy goat and troll.
6. Play music. CD track 28.
7. discuss with the class what they think each part could be.
8. Play recording again. Stop at 0:40sec. ask what they think was happening in the story during that music. 0:57, 1:
9. Then break the class up into 4 groups and label them little billy goats, middle billy goats, big billy goats, and trolls

10. Talk about how and what each group should do.
11. Play recording again and have students act out the part that they are during the music. Cue students as to when they should start acting their part.
12. Congratulate them on a job well done.
13. If time, play track 29. Tell them that this is another example of “The Three Billy Goats Gruff.” Do a quick compare/contrast.