## **Instructional Unit Title: Imagining Musical Stories**

Integrated Reading, Writing, and Communicating and Music Unit

The teacher may bring in examples to serve as artifacts of culture so that students can gain an understanding of the different aspects of culture.



The teacher may share examples of sounds and music from their culture so that students can begin to understand that sounds and music are another unique aspect of culture.



The teacher may read a fairy tale with many different cultural versions so that students can understand how the structure/ format impacts a story.



The teacher may reread the original fairy tale, but insert a sound in place of a character so that students can build an understanding of a sound rebus.



The teacher may identify character traits within the fairy tale story so that students can identify and create a leitmotif based on those character traits.



The teacher may present a variety of media examples demonstrating leitmotif so that students can associate a sound with a mood and/or character.



The teacher may identify different moods in the story so that students can understand that the word choice of the author helps convey mood in a story.



The teacher may read a similar version of the story so that students can analyze the structure of the story.



The teacher may explain and model comparison and contrast so that students can compare and contrast previously identified elements of two versions of the fairy tale.



The teacher may define and read a rebus story so that students can understand that an images can represent a character or a specific word.



The teacher may read the fairy tale so that students can play a leitmotif each time their assigned character name occurs in the story.



The teacher may model non-traditional notation so that students can notate their leitmotif.



This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <a href="http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.">http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</a>.

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Integrated Reading, Writing, and Communicating and Music Unit

Reading, Writing, and Communicating and Music <sup>2nd</sup> Grade



The teacher may read the first version of the fairy tale so that students can perform the previously created sound settings and leitmotifs.



The teacher may model constructive feedback so that students can offer constructive feedback to their peers



The teacher may identify the different settings in the fairy tale story and present sound or music to reflect the mood of the setting so that students can apply knowledge of how music can set a mood in this fairy tale.



The teacher may read another well-known story (not the same fairy tale) so that students can apply knowledge of leitmotifs in a new setting.



The teacher may define roles and set norms for group work and the role of the critic (audience) so that students can apply group norms to their own creative work.



The teacher may provide resources (planning worksheet, time) so that students can understand the planning process for performances.



performance assessment: You and your group have been approached to write a modern day Cinderella story that reflects your culture or a culture you have learned about. You are presenting your updated story to a group of critics. You will present the story as a sound rebus. In this case, a sound rebus is a story that uses a sound in the place of a word (picture). Each character in the story is represented by a *leitmotif* (a short melody for the character), which will occur in place of a character's spoken name. At least twice in your story, you also need to set the mood of the scene through sound.

The teacher may provide prompts so that students can reflect on their creative process.



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