

Lesson Plan
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Objectives:

Students will listen to a story for the purpose of finding a musical instrument's sound, which could represent an action, mood, or event.

Students will develop aesthetic criteria for evaluating the musical appropriateness of sound qualities for emotional content and actions in a story.

By participating in this lesson, students will awaken and exercise their musical intelligence. By so doing, they will learn to "hear between the lines" (Herman, 2000) while reading and remain more engaged in the text.

Materials

Scary story, or any other story.

Musical percussion instruments

Procedures:

1. Demonstrate the sounds produced by each musical instrument. Ask students to imagine sound effects and mood music as you tell a story. Ask them to consider which instruments might be used to develop sound effects and background mood music.
2. Tell the story to the class.
3. Ask students if they "heard" any sounds in their minds' ear, when you told the story. Ask them to explain why a particular instrument might be effective for mood music and/or sound effects.

Evaluation:

Retell the story and ask students to play sound effects in the appropriate places they determined. Then ask whether or not these were effective. This calls for judgments and reasons. As students give reasons, write down on the board the aesthetic criteria (e.g. emotional qualities, action sounds) they are using. For example, if a student says, "The scene was sad and the instrument Rich played had a sad quality," then the teacher can put on the side of a grid "Emotional Qualities" and the name of the instrument on the top with an X in the intersecting box. If a student says, "The sounds of walking came to life with the temple block. I could really picture it," then the teacher can put "Action Sounds" as the criteria with the name of the instrument into the grid and an X again in that intersecting box.