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|  <p>MUSIC</p> | <h2 style="margin: 0;">Storybook Improv</h2> <h3 style="margin: 0;">3rd Grade</h3> <p style="margin: 0;"><i>This lesson allows students to naturally begin the process of improvisation. While giving them the opportunity to create an ostinato and express their musical choices utilize a children's book they are familiar with. This lesson is best used early on in 3rd grade as an introduction to improvisation.</i></p> |
| Lesson Objective(s): | Student Friendly Standard Learning Statement(s): I am learning how to make my musical ideas better by using feedback. I am learning how to present my musical ideas. |
| Arts Standard(s): | Artistic Process - <i>Creating</i> Anchor Standard #3 - Refine and complete artistic work. <ul style="list-style-type: none"> ○ (MU.CR.3.3b) Present the final version of personally or collectively created music to others and explain your creative process. |
| Essential Question(s): | <i>How do musicians improve the quality of their creative work?</i> <i>When is creative work ready to share?</i> |
| Vocabulary: | <u>NCCAS:</u> Improvising- Music created and performed spontaneously or "in-the-moment", often within a framework determined by the musical style. Rhythm- Duration or length of sounds and silences that occur in music; organization of sounds and silences in time Musical idea- Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece Present- Share artistic work (e.g., a composition) with others Presto- Very quickly Ostinato- a musical phrase repeated over and over throughout a composition |
| Lesson Procedure: <i>(Approx. Duration: 2 40-50 minute class period)</i> | <ol style="list-style-type: none"> 1. Teacher will read/sing the story "We are Going on a Bear Hunt" by Michael Rosen. Try not to place too much emphasis on the sounds "Swishy swoshy" etc. Just read it so they are familiar with it. (10 minutes) 2. Teacher will re-read the story and invite students to stand up in their places and act out each location. Have students join in singing the chorus. (10 minutes) Following this, the teacher can relate their choices in body movement to improvisation. 3. Group students into 7 groups: grass, river, mud, forest, snowstorm, cave and bear/house. Remind students of their part. Allow them to use classroom instruments to work together to create an ostinato for their part of the book. (10-20 minutes) Remind students they need a normal tempo version of their ostinato and a "Presto" version for the end. 4. Teacher will then have each group do a feedback performance for their peers. Each group will perform, explain their choices and listen to feedback from peers. (10-15 minutes) 5. Students will now get 5-7 minutes to regroup and make edits to their piece. |

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| | <p>6. Teacher will lead a "Dress Rehearsal" (10 Minutes), run through with the chorus so students know when their part falls in the book.</p> <p>7. Final performance (invite their classroom teacher to come watch) or record to share with parents.</p> |
| Assessments: | <p>Checking for understanding: Teacher will monitor students during the first performance, revision and final performance.</p> <p>End of Lesson: Teacher will have each student individually express (verbally or through writing): two parts of their performance that went well, one thing they could do better, and one ostinato (group) that they believe best represented their page of the book and why.</p> <p>Unit assessment (if applicable): N/A</p> |
| Related Standards/ Competencies: | <p>Music 3rd Grade</p> <p>CR.1.a: <i>Improvise rhythmic and melodic ideas (e.g., beat, meter, rhythm)</i></p> <p>CR.2.a: <i>Demonstrate selected musical ideas for a simple improvisation or composition.</i></p> |
| Resources: | <p>NCCAS Glossary</p> <p>Core-Music-Standards-EUs-EQs-Definitions</p> <p>We are Going on A Bear Hunt</p> |