

Write to Music

Grade Level or Special Area: 3rd grade / Music

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Length of Unit: 8 Lessons

I. ABSTRACT

Inspiring young writers can be a challenge. In this unit, the music and the stories behind the third grade listening selections from the Core Knowledge sequence are the inspiration for many different kinds of writing. From stories to letters, reports to raps, poems to creative writing, students will look at and think about writing in a whole new way as they “write to music.”

II. OVERVIEW

- A. Concept Objectives
 - 1. Students will demonstrate fluency in a variety of writing styles.
 - 2. Students will be exposed to the listening selections from the Third Grade Core Knowledge music sequence as inspiration for writing.
- B. Content from the *Core Knowledge Sequence*
 - 1. Varied types of writing: story, report, poem, letter
 - 2. Gather information from basic print sources and write a report in own words
 - 3. Letter writing conventions
 - 4. Written work with a beginning, middle, and end
 - 5. Organize material into paragraphs
 - 6. Brass family of instruments: trumpet, French horn, trombone, tuba
 - 7. Rossini, *William Tell Overture*
 - 8. Mozart, *Horn Concerto in E Flat Major*
 - 9. Debussy, *Prelude to the Afternoon of a Faun*
 - 10. Gershwin, *Rhapsody in Blue*
 - 11. Tchaikovsky, *Swan Lake Suite*
 - 12. Sousa, *Stars and Stripes Forever*
 - 13. Copland, *Fanfare for the Common Man*, “Hoedown” from *Rodeo*, “Simple Gifts” from *Appalachian Spring*
 - 14. Rimsky-Korsakov, *Scheherezade*, part one: “The Sea and Sinbad’s Ship”
- C. Skill Objectives (TEKS)
 - 1. Organize information in systematic ways, including notes, charts, and labels (Language Arts TEKS 3.12 G)
 - 2. Write to record ideas and reflections (Language Arts TEKS 3.14 A)
 - 3. Write to discover, develop, and refine ideas (Language Arts TEKS 3.14 B)
 - 4. Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (Language Arts TEKS 3.14 D)
 - 5. Compose sentences with interesting, elaborated subjects (Language Arts TEKS 3.17 D)
 - 6. Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (Language Arts TEKS 3.18 A)
 - 7. Create artworks based on personal observations / experiences (Art TEKS 3.2 A)
 - 8. Use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances (Music TEKS 3.1 B)

9. Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures; (Music TEKS 3.5 A)
10. Define basic criteria for evaluating musical performances (Music TEKS 3.6 A)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Levine, Robert. *The Story of the Orchestra*. New York: Black Dog and Leventhal Publishers, 2001, ISBN 1-57912-148-9
 2. Newman, Barbara. *The Illustrated Book of Ballet Stories*. London: Dorling Kindersley, 1997, ISBN 0-7894-2225-5
 3. Venezia, Mike. *Getting to Know the World's Greatest Composers: George Gershwin*. Chicago: Children's Press, 1994, ISBN 0-516-44536-7
- B. For Students
 1. Produce a variety of writings – stories, descriptions, journal entries, letters, poems – and make reasonable judgments about what to include in his or her own writing.
 2. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.

IV. RESOURCES

- A. Poster/picture of Aaron Copland
- B. Signs of three song titles posted on wall around picture of composer
- C. Large drawing paper
- D. Pencils
- E. Crayons
- F. Recordings of Copland's *Fanfare for the Common Man*, "Hoedown" from *Rodeo*, "Simple Gifts" from *Appalachian Spring*
- G. Allen, Constance. *Sheherazade and the Arabian Nights*. New York: Astor Books, 1991, ISBN 0-943351-49-9
- H. Recording of Tchaikovsky's *Swan Lake Suite*
- I. Story Map (Appendix A)
- J. Story Swap writing page (Appendix B)
- K. Recording of Debussy's *Prelude to the Afternoon of a Faun*
- L. Listening Guide / Critique Writing Sheet (Appendix C)
- M. Students copies of Rhapsody in Color page from Focus on Composers
- N. Venezia, Mike. *Getting to Know the World's Greatest Composers: George Gershwin*. Chicago: Children's Press, 1994, ISBN 0-516-44536-7
- O. Caratello, Patty and John. *Focus On Composers*. Huntingdon Beach, CA: Teacher Created Materials, 1994, ISBN 1-55734-492-2
- P. Class set of Brass article from *The Story of the Orchestra* by Robert Levine
- Q. Class set of Brass Family handouts (Appendix D)
- R. Early, Margaret. *William Tell*. New York: Harry N. Abrams Publishers, ISBN 0-8109-3854-5
- S. Recording of Rossini's *William Tell Overture*
- T. Examples of good and bad paragraphs. One example of an appropriately written paragraph, an example of a list (not a paragraph), an example of a paragraph with only 2 sentences, and example of unrelated sentences written in paragraph form.
- U. Recording of Tchaikovsky's *Swan Lake Suite*
- V. Brain Journey writing page (Appendix E)

- W. Newman, Barbara. *The Illustrated Book of Ballet Stories*. London: Dorling Kindersley, 1997, ISBN 0-7894-2225-5
- X. Recording of *Sousa's Stars and Stripes Forever*
- Y. Rap Tracks (Silver Burdett Ginn: *The Music Connection*, 1997. CD 3:1-10 and 11)

V. LESSONS

Lesson One: Picture Captions / Music of Aaron Copland

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will demonstrate fluency in a variety of writing styles.
 - b. Students will be exposed to the listening selections from the Third Grade Core Knowledge music sequence as inspiration for writing.
2. Lesson Content
 - a. Varied types of writing: story, report, poem, letter
 - b. Copland, *Fanfare for the Common Man*, "Hoedown" from *Rodeo*, "Simple Gifts" from *Appalachian Spring*
3. Skill Objective(s)
 - a. Organize information in systematic ways, including notes, charts, and labels (Language Arts TEKS 3.12 G)
 - b. Write to record ideas and reflections (Language Arts TEKS 3.14 A)
 - c. Write to discover, develop, and refine ideas (Language Arts TEKS 3.14 B)
 - d. Compose sentences with interesting, elaborated subjects (Language Arts TEKS 3.17 D)
 - e. Create artworks based on personal observations / experiences (Art TEKS 3.2 A)
 - f. Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures; (Music TEKS 3.5 A)

B. *Materials*

1. Poster/picture of Aaron Copland
2. Signs of three song titles posted on wall around picture of composer
3. Large drawing paper
4. Pencils
5. Crayons
6. Recordings of Copland's *Fanfare for the Common Man*, "Hoedown" from *Rodeo*, "Simple Gifts" from *Appalachian Spring*

C. *Key Vocabulary*

1. Composer – a person who writes music

D. *Procedures/Activities*

1. Picture of Copland and titles of the three musical selections are posted on the board/wall where they are easily seen by the class.
2. Students get one pencil, crayons, and one piece of large drawing paper Students should fold the paper in half, short ends together. (Hamburger fold) This results in one piece of paper with four squares, 2 on the front and 2 on the back.
3. Students write their name and the name of the composer in one of the squares. Then, they draw a portrait of Aaron Copland on the paper, either above or below his name. They can use the picture posted on the wall as a guide.
4. After the portraits are done, play each of the above listed music selections, letting the students draw a picture of what they are thinking of as the music plays. Play

each selection at least 2 times through. It is important to label the pieces of music for the children, so that they can write the title on the square with the picture.

5. After the artwork is finished, each student writes a sentence or two under each picture, telling what the picture is about.

E. *Assessment/Evaluation*

Checklist to assess art and captions

Are art pieces labeled with title of song?	Y	N
Is art related to music?	Y	N
Do captions clearly explain art?	Y	N

Lesson Two: Story Writing / Rimsky-Korsakov's *Scheherezade*

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will demonstrate fluency in a variety of writing styles.
 - b. Students will be exposed to the listening selections from the Third Grade Core Knowledge music sequence as inspiration for writing.
1. Lesson Content
 - a. Varied types of writing: story, report, poem, letter
 - b. Written work with a beginning, middle, and end
 - c. Organize material into paragraphs
 - d. Rimsky-Korsakov, *Scheherezade*, part one: "The Sea and Sinbad's Ship"
2. Skill Objective(s)
 - a. Organize information in systematic ways, including notes, charts, and labels (Language Arts TEKS 3.12 G)
 - b. Write to record ideas and reflections (Language Arts TEKS 3.14 A)
 - c. Write to discover, develop, and refine ideas (Language Arts TEKS 3.14 B)
 - d. Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (Language Arts TEKS 3.14 D)
 - e. Compose sentences with interesting, elaborated subjects (Language Arts TEKS 3.17 D)
 - f. Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (Language Arts TEKS 3.18 A)
 - g. Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures; (Music TEKS 3.5 A)

B. *Materials*

1. Allen, Constance. *Sheherryzade and the Arabian Nights*. New York: Astor Books, 1991, ISBN 0-943351-49-9
2. Recording of Tchaikovsky's *Swan Lake Suite*
3. Story Map (Appendix A)
4. Story Swap writing page (Appendix B)
5. Pencils

C. *Key Vocabulary*

None needed

D. *Procedures/Activities*

1. Listen to Sheherryzade book on tape, discuss why the queen was able to stay alive. Discuss the things that make a story interesting...characters, setting, an interesting problem, an unexpected solution.
2. Divide students into groups of 3, then pass out Appendix A. Students will make choices about the particulars of their story and record their choices on Appendix A.
3. Hand out Story Swap writing page (Appendix B). Students will begin writing their stories, swapping papers at the appropriate time. You may either direct the swap by a time limit or let the students decide when they choose to swap. By the end of the activity, each group should have 3 stories.
4. Students share stories with the class.

E. *Assessment /Evaluation*

Checklist to assess story

Setting	Y	N
Characters	Y	N
Introduction	Y	N
Middle	Y	N
Conclusion	Y	N
Written by all group members	Y	N

Lesson Three: Critique / Debussy's *Prelude to the Afternoon of a Faun*

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will demonstrate fluency in a variety of writing styles.
 - b. Students will be exposed to the listening selections from the Third Grade Core Knowledge music sequence as inspiration for writing.
2. Lesson Content
 - a. Varied types of writing: story, report, poem, letter
 - b. Organize material into paragraphs
 - c. Debussy, *Prelude to the Afternoon of a Faun*
3. Skill Objective(s)
 - a. Write to record ideas and reflections (Language Arts TEKS 3.14 A)
 - b. Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (Language Arts TEKS 3.14 D)
 - c. Compose sentences with interesting, elaborated subjects (Language Arts TEKS 3.17 D)
 - d. Use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances (Music TEKS 3.1 B)
 - e. Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures; (Music TEKS 3.5 A)
 - f. Define basic criteria for evaluating musical performances (Music TEKS 3.6 A)

B. *Materials*

1. Recording of Debussy's *Prelude to the Afternoon of a Faun*
2. Pencils
3. Listening Guide / Critique Writing Sheet (Appendix C)

C. *Key Vocabulary*

1. Critic - One who specializes especially professionally in the evaluation and appreciation of literary or artistic works: *a film critic; a dance critic.*
- D. *Procedures/Activities*
1. Class discussion of critics and critiques, as in movie reviews, concert reviews, etc.
 2. Pass out Appendix C (Listening Guide / Critique Writing Sheet) and pencils, instructing the students to listen to the recording and make notes about what they hear. Play the recording several times until all students have completed the listening guide.
 3. Students turn over their papers to the Critique Writing page. Using the information from the Listening Guide, students write a paragraph about the listening selection. Continue to play recording as students write.
- E. *Assessment/Evaluation*
- Checklist to assess critique

Items that should be included in paragraph:		
Voices / Instrumentation	Y	N
Tempo	Y	N
Dynamics	Y	N
Likes	Y	N
Dislikes	Y	N
Recommendation	Y	N
Star rating	Y	N

Lesson Four: Poem / Gershwin's *Rhapsody in Blue*

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will demonstrate fluency in a variety of writing styles.
 - b. Students will be exposed to the listening selections from the Third Grade Core Knowledge music sequence as inspiration for writing.
 2. Lesson Content
 - a. Varied types of writing: story, report, poem, letter
 - b. Gershwin, *Rhapsody in Blue*
 3. Skill Objective(s)
 - a. Write to record ideas and reflections (Language Arts TEKS 3.14 A)
 - b. Write to discover, develop, and refine ideas (Language Arts TEKS 3.14 B)
 - c. Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (Language Arts TEKS 3.14 D)
 - d. Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures; (Music TEKS 3.5 A)
- B. *Materials*
1. Students copies of Rhapsody in Color page from Focus on Composers
 2. Crayons
 3. Pencils
 4. Venezia, Mike. *Getting to Know the World's Greatest Composers: George Gershwin*. Chicago: Children's Press, 1994, ISBN 0-516-44536-7
 5. Caratello, Patty and John. *Focus On Composers*. Huntington Beach, CA: Teacher Created Materials, 1994, ISBN 1-55734-492-2
- C. *Key Vocabulary*

1. Acrostic - A poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence
- D. *Procedures/Activities*
1. Teacher writes a few examples of acrostic poems on the board.
EX: **B**luebonnets
Lying in the sun
Underneath the sky
Everywhere
 2. Teacher explains that students will write an acrostic poem about a color of their choice.
 3. Teacher gives bit of background information on *Rhapsody in Blue* and the blues. (Information can be taken from *Getting to Know the World's Greatest Composers: George Gershwin* by Mike Venezia.)
 4. Distribute crayons and Rhapsody in Color page from Focus on Composers. Read directions and discuss them. Students are to write their acrostic poem about the color of their choice on the back of this page.
 5. Play recording of Gershwin's *Rhapsody in Blue* while the students color and write their acrostic poems.
 6. Students share their poems with the class.
- E. *Assessment/Evaluation*
Rubric to assess poem

	3	2	1	0
Addresses prompt	Always	Mostly	Sometimes	Never

Lesson Five: Report / Mozart's *Horn Concerto in E Flat Major*

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will demonstrate fluency in a variety of writing styles.
 - b. Students will be exposed to the listening selections from the Third Grade Core Knowledge music sequence as inspiration for writing.
 2. Lesson Content
 - a. Varied types of writing: story, report, poem, letter
 - b. Gather information from a basic print sources and write a report in own words
 - c. Written work with a beginning, middle, and end
 - d. Organize material into paragraphs
 - e. Brass family of instruments: trumpet, French horn, trombone, tuba
 - f. Mozart, *Horn Concerto in E Flat Major*
 3. Skill Objective(s)
 - a. Organize information in systematic ways, including notes, charts, and labels (Language Arts TEKS 3.12 G)
 - b. Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (Language Arts TEKS 3.14 D)
 - c. Compose sentences with interesting, elaborated subjects (Language Arts TEKS 3.17 D)
 - d. Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (Language Arts TEKS 3.18 A)

- e. Use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances (Music TEKS 3.1 B)
 - f. Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures; (Music TEKS 3.5 A)
- B. *Materials*
- 1. Class set of Brass article from *The Story of the Orchestra* by Robert Levine
 - 2. Paper
 - 3. Pencils
 - 4. Class set of Brass Family handouts (Appendix D)
- C. *Key Vocabulary*
- 1. None needed
- D. *Procedures/Activities*
- 1. Hand out pencils, paper, and packets containing the Brass article (from *The Story of the Orchestra* by Robert Levine) and Appendix D. One packet per student is needed.
 - 2. Students read and follow the directions on the handouts.
- E. *Assessment/Evaluation*
- Rubric to assess Written Report

	Score:	3	2	1	0
Number of paragraphs in report?		3	2	1	0
General information facts appropriate to Brass family?		All	Most	Some	None
One instrument chosen to write about?		Yes	---	---	No
Instrument facts correct for chosen instrument?		All	Most	Some	None
Conclusion present?		Yes	---	---	No

Lesson Six: Letter writing / Rossini's *William Tell Overture*

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students will demonstrate fluency in a variety of writing styles.
 - b. Students will be exposed to the listening selections from the Third Grade Core Knowledge music sequence as inspiration for writing.
 - 2. Lesson Content
 - a. Varied types of writing: story, report, poem, letter
 - b. Letter writing conventions
 - c. Written work with a beginning, middle, and end
 - d. Organize material into paragraphs
 - e. Rossini, *William Tell Overture*
 - 3. Skill Objective(s)
 - a. Write to record ideas and reflections (Language Arts TEKS 3.14 A)
 - b. Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (Language Arts TEKS 3.14 D)
 - c. Compose sentences with interesting, elaborated subjects (Language Arts TEKS 3.17 D)
 - d. Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures; (Music TEKS 3.5 A)
- B. *Materials*

1. Early, Margaret. *William Tell*. New York: Harry N. Abrams Publishers, ISBN 0-8109-3854-5
 2. Recording of Rossini's *William Tell Overture*
 3. Paper
 4. Pencils
- C. *Key Vocabulary*
1. None needed
- D. *Procedures/Activities*
1. Read *William Tell* to students, listen to Rossini's *William Tell Overture*
 2. Review parts of a letter (listed in rubric below)
 3. Students write a letter in the voice of Willie, writing to his mother, describing the adventures he and his father had in Altdorf. Play music for students while they write.
- E. *Assessment/Evaluation*
Checklist to assess letter

Heading	Y	N
Greeting / Salutation	Y	N
Body explains adventure	Y	N
Correct usage of grammatical markings	Y	N
Written in complete sentences	Y	N
Closing	Y	N
Signature	Y	N

Lesson Seven: Creative writing / Tchaikovsky's *Swan Lake Suite*

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will demonstrate fluency in a variety of writing styles.
 - b. Students will be exposed to the listening selections from the Third Grade Core Knowledge music sequence as inspiration for writing.
 2. Lesson Content
 - a. Varied types of writing: story, report, poem, letter
 - b. Tchaikovsky, *Swan Lake Suite*
 3. Skill Objective(s)
 - a. Write to record ideas and reflections (Language Arts TEKS 3.14 A)
 - b. Write to discover, develop, and refine ideas (Language Arts TEKS 3.14 B)
 - c. Compose sentences with interesting, elaborated subjects (Language Arts TEKS 3.17 D)
 - d. Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures; (Music TEKS 3.5 A)
- B. *Materials*
1. Examples of good and bad paragraphs. One example of an appropriately written paragraph, an example of a list (not a paragraph), an example of a paragraph with only 2 sentences, and example of unrelated sentences written in paragraph form.
 2. Recording of Tchaikovsky's *Swan Lake Suite*
 3. Brain Journey writing page (Appendix E)
 4. Pencils
 5. Newman, Barbara. *The Illustrated Book of Ballet Stories*. London: Dorling Kindersley, 1997, ISBN 0-7894-2225-5

C. *Key Vocabulary*

1. Ballet – a story told through dance

D. *Procedures/Activities*

1. Place examples of paragraphs (described under Materials above) on the board. Discuss with the students these paragraphs and label. Good paragraph is labeled with a ☺, the others are labeled: Not Enough Sentences, Not a Paragraph, Not About One Idea.
2. Explain that we are going to listen to a song that was intended by the composer to tell a story. Tell students that they should listen to the music and let their minds (brains) take a journey to a place away from the classroom.
3. Pass out Brain Journey writing pages and pencils to the class.
4. Students write down on their Brain Journey writing pages (Appendix E) the story of their brain journey.
5. Play music a number of times, so that all of the students have sufficient time to write down their thoughts and ideas.
6. After all of the writing is completed, students may share their Brain Journeys with each other or the teacher may read them to the class.
7. Read the story of Swan Lake from *The Illustrated Book of Ballet Stories* to the students, discussing ballet.

E. *Assessment/Evaluation*

Rubric to assess creative writing

	3	2	1	0
Written in complete sentences	Always	Mostly	Sometimes	Never
Number of sentences in paragraph	4	3	2	1
Appropriate capitalization	Always	Mostly	Sometimes	Never
Paragraph expresses complete thought	Always	Mostly	Sometimes	Never

Lesson Eight: Poem (Rap) / Sousa’s *Stars and Stripes Forever*

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will demonstrate fluency in a variety of writing styles.
 - b. Students will be exposed to the listening selections from the Third Grade Core Knowledge music sequence as inspiration for writing.
2. Lesson Content
 - a. Varied types of writing: story, report, poem, letter
 - b. Sousa, *Stars and Stripes Forever*
3. Skill Objective(s)
 - a. Write to record ideas and reflections (Language Arts TEKS 3.14 A)
 - b. Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (Language Arts TEKS 3.14 D)
 - c. Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (Language Arts TEKS 3.18 A)
 - d. Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures; (Music TEKS 3.5 A)

B. *Materials*

1. Recording of Sousa’s *Stars and Stripes Forever*
2. Paper
3. Pencils

4. Rap Tracks (Silver Burdett Ginn: *The Music Connection*, 1997 CD 3:1-10 and 11)
- C. *Key Vocabulary*
1. None needed
- D. *Procedures/Activities*
1. Teacher leads class discussion of American symbols, things that make us think of America. Teacher records responses on the board. (EX: Statue of Liberty, flag, Liberty Bell, eagle, stars, red/white/blue)
 2. Without telling the students the title of the piece, listen to Sousa's *Stars and Stripes Forever*, then ask students which symbol they think that the music is representing. After allowing responses, tell students the title of the piece.
 3. Listen to the two Rap Tracks, telling students that they are going to write a rap about America, using at least one of the symbols from the list made earlier.
 4. Working in pairs, students choose which of the rap tracks they want to use as their accompaniment, then write a rap about America. (Play both rap tracks repeatedly as students work.)
 5. After the students have done their writing, they practice saying their rap with the track of their choosing.
 6. Each pair of students shares their rap with the rest of the class, in a mini-concert setting.
- E. *Assessment/Evaluation*
- Checklist to assess rap/poem

Symbol(s) included	Y	N
Both partners participate in presentation of rap	Y	N
Rap about America	Y	N
Rap fits accompaniment track	Y	N
Listens to other rappers/ presentations	Y	N

VI. HANDOUTS/WORKSHEETS

- A. Story Map
- B. Story Swap Writing Page
- C. Listening Guide / Critique Writing Page
- D. Brass Family Handouts
- E. Brain Journey Writing Page

VII. BIBLIOGRAPHY

- A. Adams, Cynthia. *Classical Music Stories*. Grand Rapids, MI: Instructional Fair / TS Denison, 1996, ISBN 0-513-02328-3
- B. Allen, Constance. *Sheherryzade and the Arabian Nights*. New York: Astor Books, 1991, ISBN 0-943351-49-9
- C. Caratello, Patty and John. *Focus On Composers*. Huntingdon Beach, CA: Teacher Created Materials, 1994, ISBN 1-55734-492-2
- D. Early, Margaret. *William Tell*. New York: Harry N. Abrams Publishers, ISBN 0-8109-3854-5
- E. Levine, Robert. *The Story of the Orchestra*. New York: Black Dog and Leventhal Publishers, 2001, ISBN 1-57912-148-9
- F. Newman, Barbara. *The Illustrated Book of Ballet Stories*. London: Dorling Kindersley, 1997, ISBN 0-7894-2225-5
- G. Venezia, Mike. *Getting to Know the World's Greatest Composers: George Gershwin*. Chicago: Children's Press, 1994, ISBN 0-516-44536-7

Appendix A
Pre Writing Story Plan

Setting: Where does this story take place?

Characters: Who is in this story?

Beginning: Describe where the characters are and what they are doing when the story begins.

Middle: Describe a problem that one of the characters is having.

Ending: Describe how the problem is solved.

Appendix B
Our Story Swap

Writers: _____

Title: _____

Once upon a time _____

(pass) _____

(pass) _____

Appendix C
Listening Guide / Critique Writing Page

Name _____

Name of Composer: Debussy

Name of Composition: Prelude to the Afternoon of a
Faun

I. Circle your choices to the following statements as you listen to this piece of music.

The music is LOUD SOFT SOMETIMES BOTH

The music is: FAST SLOW SOMETIMES BOTH

I hear mostly: VOICES INSTRUMENTS BOTH

II. Answer these questions about this piece of music.

What do you like about this music?

What do you NOT like about this music?

Would you recommend this music for others to listen to? YES NO

III. Add your choice of stars to give this piece a rating:

5 stars = AWESOME

4 stars = Great

3 stars = Average

2 stars = OK

1 star = Awful



★ Stars given: _____

Appendix D
Brass Family Categories

Directions: Cut the strips apart and place on the floor where you can see each of them.

Brass Family

Trumpet

Trombone

French Horn

Tuba

Appendix D
Brass Family Facts

Directions: Cut apart these fact boxes. While reading the handout on the Brass Family, organize the facts under the category slips you have already cut out.

The instruments are usually made of metal.	When bent, this instrument is only 18 inches long. When it is straight, it is 4 ½ feet long.
This instrument is over 3500 years old.	The brass player's lips make the vibrations that create the sound.
This instrument took its current shape in the 1800s.	The instruments are long metal tubes that are bent and folded into smaller shapes.
This instrument has a widely shaped bell, making a brassy sound.	This instrument is very popular for orchestras and jazz musicians.
This instrument plays the lowest sounds of the brass family.	In the past hunters used this instrument to send signals to each other.
This instrument is the youngest member of the brass family.	When straightened, the tubing of this instrument is about 9 feet long.
This instrument uses a slide to change the length of the tubing.	This instrument has a sound that is mellow, like velvet.
The player of this instrument places one hand inside the bell.	When straightened, the tubing of this instrument is 18 feet long.

Writing Your Report

Directions: When all of the fact boxes are sorted into the proper category, you may begin writing your report. You should use the facts you sorted, plus any other information you found in the article that you read about the brass family.

Your report will be written in **3 paragraphs**. There should be at least **3 sentences** in each paragraph.

Your report **must** include:

Paragraph 1 – General information about the brass family

- How is the sound made?
- What are the instruments made of?
- Include other facts that apply to ALL of the instruments in the family.

Paragraph 2 – Information about **ONE** of the instruments

- Which instrument have you chosen to write about?
- Describe what the instrument looks like.
- Tell what you know about this instrument.

Paragraph 3 – Conclusion

- Tell your favorite thing about the brass family.
- Review facts from your first paragraph, written in different words.

