Folktale Sound Effects
Grades K–2

Objectives:

1. Students will make sound effects with their voices.
2. Students will listen and respond to music.
3. Students will explain how the elements of music are used in a variety of genres, cultures, and time periods.
4. Students will evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Materials:

- Copy of:
    - *The Three Billy Goats Gruff* (read or watch/listen)
    - *The Three Little Pigs* (read or watch/listen)
    - *Goldilocks and the Three Bears* (read or watch/listen)
- Rhythm instruments (optional):
    - drums
    - rhythm sticks
    - tambourines
    - shakers
    - bells
- Paper and crayons (optional)
- Open classroom space
- Speaker/audio system
- Access to the following sound clips or videos:
    - Footsteps on a bridge
    - Slurping sounds
    - Sleeping/snoring sounds
    - Building/hammering sounds
    - Blowing/huffing sounds
    - Forest sounds
    - Dramatic orchestral music
    - Soft lullaby music

Directions:

- Tell students: "When you come to the Gaillard Center, you will see *Billy Goats Gruff and Other Tales*, a performance inspired by classic folktales. In theater performances, music and sound effects help bring stories to life."

- Ask students:
    - What sounds might you hear in a folktale?
    - How can music make a story feel exciting, funny, or mysterious?
    - What sounds would a troll make?
    - What kind of music might match a sneaky wolf or sleepy bear?
- Say, "Today, we will become sound designers and musicians by creating music and sound effects for folktales."
- Share with students that first, you will review each of the three folktales and discuss the plot or lesson from each. Pick one folktale to read/listen to, and give a brief oral summary of the rest.
    - *The Three Billy Goats Gruff* (read or watch/listen)
    - *The Three Little Pigs* (read or watch/listen)
    - *Goldilocks and the Three Bears* (read or watch/listen)

Activity directions:

Step 1: Listen & brainstorm

- Play several short sound clips for students. Don't tell students what the sound is! This encourages creativity as they imagine different sounds and scenes.
    - Sound clip examples and possible folktales to tie them to:
        - Footsteps on a bridge (*Three Billy Goats Gruff*)
        - Slurping porridge sounds (*Goldilocks*)
        - Sleeping/snoring sounds (*Goldilocks*)
        - Building/hammering sounds (*Three Little Pigs*)
        - Knocking sounds (*Three Little Pigs*)
        - Blowing/huffing sounds (*Three Little Pigs*)
- After each clip ask:
    - What does this sound remind you of?
    - What kind of character could match this sound?
- Discuss how music helps create mood and setting in stories.

Step 2: Match sounds to folktale scenes (whole group)

- Introduce scenes from familiar folktales.
- Examples:
    - The goats crossing the bridge
    - The wolf knocking on the pigs' doors
    - Goldilocks sneaking into the bears' house
- Ask students: "What sounds or music would fit this part of the folktale?"

- Students may:
  - refer to the provided sound effect clips
  - create sound effects with their voices or bodies (clap rhythms, stomp feet, snap, pat belly)
  - use classroom materials to create sound
  - use instruments
- Examples:
  - Slow drum beats for the troll
  - Light tapping for goat footsteps
  - Shakers for forest sounds
  - Bells for magical scenes

Step 3: Create a folktale scene using sound effects

- Divide students into small groups (3-5).
- Assign each group a folktale scene:
  - Examples: the goats crossing the bridge, Goldilocks trying the porridge, the wolf blowing down the house of straw, etc.
- Groups should be prepared to narrate/perform their specific scene to the class and create at least two sound effects for their scene using classroom materials, instruments, or their bodies.
- Option: Half of the group could pantomime (silently perform) the scene while the other half narrates and provides sound effects for the scene.
- Encourage students to think about
  - loud vs. soft sounds
  - fast vs. slow sounds
  - smooth vs. sharp sounds
- Teacher may model examples first.

Step 4: Perform the scenes using sound effects

- Groups perform their scenes using sound effects.
- Audience members listen for:
  - sounds matching characters
  - sound effects setting the scene
- After each scene is performed, ask the audience:
  - Which sounds helped tell the story clearly?
  - How did the sounds/music change the feeling of the scene?

Conclusion

- Share with students, “Today, you explored how music and sound effects can help tell stories and bring folktales to life. In *Billy Goats Gruff and Other Tales*, you may notice how performers use sound, rhythm, and music to help create characters, settings, and exciting moments on stage.”
- During the performance, encourage students to listen for:
    - character sounds
    - sound effects shaping the mood for the setting, problem, or solution

SC Academic Standards:

- GM.P NL.3.2 - I can make sound effects with their voice.
- GM.R NL.7.1- I can listen and respond to music.
- GM.R IL.6 - I can explain how the elements of music are used in a variety of genres, cultures, and time periods.
- ELA.AOR.1- Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.