SOUNDTRACK FOR A STORY
Grades K–3

Objectives:

1. Students will analyze compositional techniques to explain a composer's intent.
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 use some materials, techniques, and tools to create artwork.
5. Students will choose from a range of materials, techniques and processes to communicate an idea.
6. Students will evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Materials:

- *The Velveteen Rabbit* board book by Margery Williams Bianco (read aloud here)
- Drawing paper (students will draw a cross to separate sheet into four quadrants, or use attached template)
- Crayons, markers, or oil pastels
- Pencil
- Access to the following videos:
    - *The Entertainer* by Scott Joplin
    - *Peter and the Wolf*
        - Clip 0.45-1:15
        - Clip 5:35-6:20
    - *Gymnopédie No. 1* by Erik Satie

Directions:

- Tell students, "When you come to the Gaillard Center, you will see *Velveteen*, a musical based on the story, *The Velveteen Rabbit.* You will notice the role of music and how it helps tell the story during this performance."
- Share with students that music can act like a soundtrack by helping us understand what is happening in a story, even without dialogue between characters.

Activity directions:

Say, “Today we will listen to different musical compositions and create a story in our head based on the sounds we hear. Then we will sketch a scene or short story based on the song.”

Step 1: Listen and imagine.

- Play a short piece of music for students. Ask students to close their eyes and imagine:
    - Where is this taking place?
    - What is happening?
- Optional musical compositions:
    - *The Entertainer* by Scott Joplin
    - *Peter and the Wolf*
        - Clip 0.45-1:15
        - Clip 5:35-6:20
    - *Gymnopédie No. 1* by Erik Satie

Step 2: Sketch the scene or story.

- Students will draw a small sketch or scene based on what they imagine. Each quadrant will be for each of the different musical composition clips above.
- Ask students to imagine:
    - Characters or objects
    - Setting
    - Action
- If time allows, have students write a summary of a story of choice on the back of their drawing.

Step 3: Reflect and compare.

- Discuss how different music can evoke many feelings or create ideas for different people.
- Ask students:
    - How did your drawing change with different music?
    - Did the fast music create a different picture than the slow music?

Conclusion

- Share with students that music can tell a story just like words or pictures can.

- Say, “When you attend the *Velveteen* performance at the Gaillard Center, you can listen for…”:
    - How music matches what is happening on stage
    - How sound helps bring the story to life

SC Academic Standards:

- GM.R AH.6 - I can analyze compositional techniques, to explain a composer’s intent.
- 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.
- VA.CR NM.2 - I can use some materials, techniques, and tools to create artwork.
- VA.CR AL.2 - I can choose from a range of materials, techniques and processes to communicate an idea.
- ELA.AOR.1 - Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.