

LMSA Activity -Lesson Plan Template

Teacher Name: Casey Watts

Subject:
ELA/Music

Grade: 4th

Week of: November 9 -13

College and Career Readiness Standards:

- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions).
- MU: Cn ll.0.4 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.

Essential Questions

How does music tell a story?

I Can Statements

Identify the characters, settings, and events in a story or drama based on specific details in the text.

Demonstrate understanding of the relationship between a story and music that represents that story.

Explain how the context of a story or song informs the performance.

Lesson:

1. SW listen to the beginning of William Tell Overture. TW ask the students if the song sounded familiar, or do they know what the song was about (there isn't any lyrics).
2. TW explain that they will learn about classical opera, which is a

combination of story telling, theater, and music. TW discuss that opera is a theatrical presentation in which a dramatic performance is set to music.

3. TW explain that the piece that they listened to earlier in the lesson is the famous opera named “William Tell Overture.” And that it is a story about courage, dedication, and freedom, but that the opera doesn’t have any lyrics to tell us that. However, if we know the story about William Tell, we can infer what is going on in the opera based off of the music’s rhythm and choice of instruments being used.
4. TW guide the students in reading The Story of William Tell and discussing the narrative elements by highlighting key information and writing them down on a piece of paper.
5. SW participate in the discussion and provide evidence to support the character’s traits, settings, plot, conflict, resolution, and theme.
6. SW use picture cards to relate a symbol to each of the 10 paragraphs from the story just read.
7. TW have the students notice that there is a letter that correlates with the picture symbols. TW explain that as the opera progresses, the pattern being heard (ABCADEDBCA).
8. TW discuss the picture symbol, the event in the actual story and how it’s related to the pattern in the opera.
9. SW create motions using a scarf as a prop to act out the parts (music pattern) of the opera story (inference). For example “B” may be a bowing motion because it has the symbol of the king.
10. SW listen to the William Tell Overture. TW stop the music to discuss what events the students think is happening in the story and how the characters are feeling or reacting.
11. SW listen to the opera without stopping and act out each part of the opera using the scarves.
12. SW view a play version of this same story in their Ready Reading book and compare/contrast the two versions. SW answer comprehension questions based on the characters, settings, and events in the play.

Vocabulary

Materials

Characters Protagonist Antagonist Character Traits Setting Plot Conflict/Resolution Theme Opera Pattern Repetition	-William Tell Overture (Google) -Pattern Cards -The Story of William Tell Student Copy -The Story of William Tell Teacher Copy -Scarves (Torn Fabric can Work Also)
--	---