

Explore Music Through Literature

Knuffle Bunny by Mo Willems

- What is this story about?
- Talk about how we express our feelings
 - Trixie couldn't talk, but how did she express herself?
 - What are some feelings you have? Make a list of different types of feelings.
 - How do you express yourself?
 - We can use our words instead of hitting, kicking, etc....
- In music, composers express their thoughts and feelings through music
- Look at music that expresses sadness, happiness, fear, etc...
 - Requiems, Beethoven's 9th, Night on Bald Mountain (Mussorgsky), etc.
- Process ~
 - what emotion do you want to express? (Silliness)
 - What event made you feel that way? (Friend said something funny)
 - Narrate the event:
 - [SILLY SOUND COMPOSITION](#)
 - Angry composition, stomping in quarter notes, etc.

The Mitten by Jan Brett

- A modified Ukrainian folk tale
 - What is a folk tale?
- What happens to this mitten?
 - While the boy has his journey, the mitten is experiencing its own adventure accommodating more and more animals
- What is a folk song? (Song rather than story passed down through oral tradition)
 - Sing examples of folk songs you are singing in class
- What does Ukrainian folk music sound like? ([Popular Ukrainian Folk Songs | Smithsonian Folkways Recordings \(si.edu\)](#))
- Process ~
 - Paying attention to what the author writes, what do you think each animal sounds like? (Use your voice first)
 - Short sounds or long sounds? (For example: scurrying = lots of short sounds, hopping = eighths, owl swooping = half note)
 - Assign an instrument to each animal
 - There are 8 animals total, so do the first 3 animals as a group, then divide the class into 5 small groups.
 - **The Task:** Create a 1 – 2 mm composition to illustrate a particular animal / what would that animal sound like? (Build on what was discussed)

- Can use a 4/4 frame or have it played without meter
- Play composition after each animal is mentioned
- Put compositions together to create a stand-alone piece (have kids decide order, dynamics, tempo, etc....) If there isn't a meter, put 4 beats of rest in-between.

Comparing **The Three Little Pigs** to **The True Story of the 3 Little Pigs as told to Jon Scieszka** (told from the wolf's point of view) (point of view)

- Compare and contrast stories
- Process ~
 - [GMEA Part 2: The Pig's Rondo - Note Knacks](#)
- Orchestration ~ why this matters/ what are you trying to say and how can instrumentation help you say it?
 - Take 5 (Brubeck vs. Puente)
 - Night and Day (Cole Porter vs. U2)

The Snowy Day by Ezra Jack Keats (Exploration)

- What are the different ways Peter played in the snow? / Is there only one way to do something?
 - The story offers ways to explore the **snow**.
 - We can offer ways to explore sounds and the instruments in our room
- What sounds can we make with our voices? (Build on Silly Sound compositions)
- Let's look at the instruments in our music room. What is the "correct" way to play our rhythm sticks? Drums? Etc..... What is another way you can play them? (safely)
- Process ~
 - Get kids into small groups with 3 different instruments
 - How many ways can you create sound with them?
 - Discuss as a class and how playing them in a certain way relates to rhythm (esp drums)
 - Send kids back into groups and have them compose a 2-4 mm piece highlighting 1-2 ways they can play their instrument
 - Put mm together to create a larger piece and add in a 4 bar TALA for kids to improvise other ways to play their instruments

Frederick by Leo Leonni (What do we want to express?)

- Is about a mouse that spends the warmer months gathering colors and stories in his head so that when winter comes, he will have something to share with the group to make them feel better: highlights the importance of the Arts
- Talk about being different/ that's ok
- Build on the theme of one's imagination and talk about if it is winter, what feeling would you want to have
 - What would that sound like?
- How does music make you feel? (Using listening examples)
 - Building on this, give the children paper and crayons while they listen to different types of music. Then have kids talk about their pictures and the music they heard
- Create a classroom piece that illustrates what they would want to hear in the middle of winter

Where the Wild Things Are by Maurice Sendak

- What is this story about?
- What did Max's world look like?
- How do you think Max felt after he got in trouble? What would he want to express?
- How do you feel when you get in trouble?
- What might that sound like? What instruments did we explore that could express your feelings the best?
- Would you want to use short sounds or long ones?
- How could we write these sounds down?
- [The Wild Rumpus - Note Knacks](#)