

Curriculum Unit
Title

New Worlds: Storytelling, Music and Writing

Author

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

In my unit, **Integrating Music and Writing**, my goal is to show how music lends itself to be cross-curricular with reading and writing. Students will create music to stories that they wrote. They can use a variety of music and write what they hear. Then my fifth graders can create a fiction or non-fiction story and compose music. They will then share with peers to receive positive feedback.

ESSENTIAL QUESTION(S) for the UNIT

- How do performers interpret musical works?
- How do individuals choose music to experience?
- How do we discern the musical creators and performers expressive intent?

CONCEPT A

Dramatic structure

ESSENTIAL QUESTIONS A

How do performers write a story about a musical composition?

CONCEPT B

Improvisation

ESSENTIAL QUESTIONS B

How do individuals create music using storytelling?

CONCEPT C

Active Listening

ESSENTIAL QUESTIONS C

How can other artistic expressions be used to create, perform and respond to music?

VOCABULARY A

Culture
Storytelling
Fiction
Non-fiction

VOCABULARY B

Call and Response
Tempo
Form
Timbre

VOCABULARY C

Creativity
Improvisation
Creativity
Collaboration

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Dramatic Structure: Seeger, Pete, and Paul Du Bois. Jacobs. *Pete Seegers Storytelling Book*. San Diego: Harcourt, 2001.
Abiyoyo. Bt Bound, 2005.

Improvisation: “What Is Storytelling?” National Storytelling Network, <https://storynet.org/what-is-storytelling>.
Yagoda, Ben. *The Sound on the Page: Great Writers Talk about Style and Voice in Writing*. HarperCollins Publishers, 2005.

Listening: Persons, Marjorie Kiel. *Antonin Dvořák: From the New World: with Lyrics*. Classical Magic, 2004.
Prokofiev, Sergey, Melanie Williams, and Sergei Prokofiev. *Peter and the Wolf*. Harlow: Pearson Education, 2018.