

Dance, Drama, and Dynamics: Storytelling with Hungarian Dance No. 3

LEARNING OBJECTIVE:

Students will be able to identify the musical form of Hungarian Dance No. 3 and create a collective story that reflects the dynamics and sections of the music.

ASSESSMENTS:

Students will participate in group discussions to identify musical forms and dynamics, and will demonstrate their understanding by acting out a story that aligns with the structure of the music.

KEY POINTS:

- **Musical Form:** Understanding sections like A, B, and C in a piece of music.
- **Dynamics:** Recognizing how loudness and softness in music can convey emotions.
- **Story Elements:** Identifying characters, setting, plot, conflict, and resolution in storytelling.
- **Collaboration:** Working together to create and dramatize a story based on music.
- **Listening Skills:** Actively listening to music to inspire creativity and storytelling.

OPENING (5 minutes):

- Begin with a brief discussion about the importance of music in storytelling.
- Ask students, "What stories can music tell?"
- Introduce Hungarian Dance No. 3 and explain they will create their own story inspired by it.

INTRODUCTION TO NEW MATERIAL (10 minutes):

- Play Hungarian Dance No. 3 once with students closing their eyes to visualize the music.
- After listening, brainstorm descriptive words and dynamics as a class, and write them on the board.
- Explain the structure of the music, identifying sections A, B, and C.
- Common misconception: Students may think music is just background noise instead of a powerful storytelling tool.

GUIDED PRACTICE (15 minutes):

- Play the music a second time while students identify and describe the form (A, B, C).
- Introduce a pre-made theme for the class story:
 - **Theme:** Trick-or-treating
 - **Setting:** Neighborhood on Halloween night
 - **Characters:** Children trick-or-treating and monsters
 - **Point of View:** The children
 - **Plot:** Children are happily spending an evening trick-or-treating in their neighborhood when they discover there are monsters watching them from the mysterious haunted house at the end of the block.
 - **Conflict:** Monsters try to take the children's good candy (like, the full-size Snickers...)
 - **Resolution:** Children force the monsters back to the haunted house by throwing off-brand candy at them.
- Guide the class through example movements that correspond to the story:
 - **INTRO:** Put on costumes.
 - **A:** Skip happily from house to house asking for candy.
 - **B:** Pass by the haunted house, looking scared.
 - **A:** Skip happily from house to house asking for candy again.
 - **B:** Pass by the haunted house, and pretend monsters come out and demand candy.
 - **C:** Engage in a "Candy Battle" with dramatic movements.
 - **B:** Have the monsters slink back to the haunted house.
 - **A:** Skip happily back home to enjoy candy.
 - **CONCLUSION:** Act tired and go to bed.
- Ask guiding questions such as:
 - "What happens in section A with our story?"
 - "How does the mood change in section B?"
- Monitor understanding by observing student responses and participation in discussions.

INDEPENDENT PRACTICE (10 minutes):

- In groups of 3-4, students will create their own story that reflects the musical form of Hungarian Dance No. 3.
- Each group must come up with a distinct story idea and outline the elements such as characters, setting, plot, conflict, and resolution.
- Each section (A, B, C) of their story must have a distinct set of movements that will always occur when that section is heard.
- Set expectations for cooperation and creativity during this time.

CLOSING (10 minutes):

- Have each group present their story while acting it out to the music.
- Facilitate a brief reflection on what they learned about music and storytelling.
- Encourage students to share how the music influenced their story and movements.

STANDARDS ALIGNED:

- **Texas TEKS for 3rd Grade Music:**

- 117.5(b)(1)(B): Identify and describe the elements of music including form, dynamics, and timbre.
- 117.5(b)(2)(B): Create and perform music that reflects personal experiences and imaginations.
- 117.5(b)(3)(A): Utilize movement and drama to express musical ideas and concepts.

- **Texas TEKS for 3rd Grade Theatre:**

- 117.115(b)(1)(A): Demonstrate effective communication skills through dramatic play.
- 117.115(b)(1)(B): Create characters and stories through physical movement and vocal expression.
- 117.115(b)(2)(A): Collaborate with others to create and present a shared theatrical experience.
- 117.115(b)(3)(A): Identify and describe the elements of drama, including plot, character, and theme.