

ONCE UPON A MUSIC CLASS

Fairy Tales, Folk Tales, and Nursery Rhymes for Primary Music Students

By **Valeaira Luppens** and **Greg Foreman**

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FOREWORD

Once upon a time, in a land not too far away, an old retired business professor lived in her tiny kingdom with her two terriers. Just across the way in another kingdom lived a kindly married couple that befriended the old professor and her terriers. One day the kindly couple invited the old professor to their home to meet their handsome son and his beautiful wife. The son, a music teacher, told the old business professor about the book he and another music teacher were writing. And thus began the old business professor's mystical musical odyssey!

You and your students are about to go on the same mystical musical odyssey that I, the old business professor, did when I read this book. Besides meeting several kings and princesses, you and your students are also going to meet talking tortoises and wolves, horses with golden manes, beasts and trolls, Greek gods, and many more fanciful characters.

All the while you and your students are meeting these creatures, you will be moving toward delightful, gratifying, and attention-grabbing lessons that help you teach music to your students. Your lessons will also be meeting the National Coalition for Core Arts Standards of music literacy. With fairy tales, nursery rhymes, folk tales, fables, and tall tales as apathy busters, you and your students will be seamlessly connected to music lessons that meet the specific standards of the Coalition. Throughout each of these 20 lessons, your students will be creating, performing, responding, or connecting; and often, they will be participating in more than one of those processes at the same time.

While Greg and Valeaira have chosen catchy and enthralling stories and matched them to inventive and ambitious lessons, they have also remembered that you are a busy teacher with very few hours allotted to preparing daily lesson plans. To aid you, the authors have identified each lesson by its specific core standard and learning target, as well as by time and resources needed. Lessons contain easy-to-follow instructions and, as required, reproducible assessment sheets, musical scores, scripts, and student worksheets. In addition, the book comes with a recording of all necessary music listening excerpts.

Even I, the old retired business professor with only a rudimentary grasp of music, might be able to teach at least one of the lessons presented in this text! And what fun I would have! And so, the old business professor, her terriers, and all the music teachers in the realm lived happily ever after.

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PRE-K
AND
KINDERGARTEN
LESSONS



LESSON 1

BEAUTY AND THE BEAST

*(Fairy Tale)**Core Music Standard: MU:Pr4.2.Ka***LEARNING TARGET**

"I can identify mood changes in music."

RECOMMENDED GRADE

Kindergarten

TIME NEEDED

Approximately 30 minutes

RESOURCES NEEDED

- Student Coloring Sheets (copied front and back)—may be found on pages 6–7 and online
- Crayons
- Recording of "Beauty and the Beast" from *Mother Goose Suite* by Maurice Ravel—track 1 on the recording
- *Beauty and the Beast* picture book (optional)

LESSON PROCEDURE

1. Explain to the students that you will be telling them a fairy tale entitled "Beauty and the Beast." You may choose to read the story found here, or use one of several picture books of this story that are available.
2. Pass out the student coloring sheets and crayons. Tell the students to neatly color their sheets as they listen to a musical selection called "Beauty and the Beast" from the *Mother Goose Suite*, by Maurice Ravel. Explain that the music represents a conversation between the two characters. Play the selection a few times while the students complete their coloring sheets.
3. When most of the sheets are completed, have the students fold the sheets on the dotted lines like greeting cards. Beauty will be on one side, the Beast on the other. The combined picture of the Prince and Beauty will be on the inside of the greeting cards. (**Hint:** Show an example of a folded sheet to guide them.)
4. Explain that the musical excerpt they heard has many solos performed by clarinet, flute, and bassoon. As you play the excerpt again, ask the students to hold up the side of the coloring sheet that represents either Beauty or the Beast when they hear music representing that character (the clarinet and flute represent Beauty, while the low bassoon represents the Beast). Also, explain to the students that a harp glissando will signal the Beast's transformation into the Prince. Tell them that when they hear it, they should quietly open the card and reveal the picture of the Prince and Beauty, who lived happily ever after.



Fairy Tale Text

BEAUTY AND THE BEAST

Once upon a time, a man lived in a small farmhouse with his three daughters. The kindest of his three daughters was named Beauty. The man told his daughters he had business in the city. The two older daughters asked him to bring back gifts of jewels and expensive clothes. When he asked Beauty for her wish, she reluctantly asked for a rose.

The man went into the city, but he didn't have enough money to purchase the fancy gifts his older daughters had requested. As he returned home, he became lost in an enchanted forest and stumbled upon an old castle. He entered the castle, looked around, and saw tables full of food. The man sat down at one of the tables and feasted on the delicious dinner.

As he was leaving, he saw a perfect rose in the castle garden. He remembered his promise to Beauty and picked it. As he picked the rose, a horrible Beast appeared and told the man he would never be able to leave the castle. The frightened man apologized and explained he had only picked the rose for his daughter, Beauty. The Beast agreed to allow the man to deliver the rose, but told him he must then return and stay forever.

The man delivered the rose to Beauty and reluctantly told her he had to return and remain at the Beast's castle. Beauty insisted she go back with her father. When they arrived, she bravely spoke to the Beast and promised to remain in her father's place. Since she was so beautiful, the Beast agreed. He gave her expensive gowns and jewels, and he promised to be her servant for the rest of his life.

Beauty contently stayed for several months, becoming fonder of the Beast; however, she eventually asked the Beast to allow her to briefly return to her home, as she was homesick and wanted to see her family. He agreed but told her that she could only remain at home for one week. Before she left on her journey, the Beast gave Beauty a magic mirror and an enchanted ring.

When Beauty returned home, her sisters were very jealous of her beautiful clothing and jewels, as well as her new happy life. They decided to trick her by pretending they missed her. They cried and begged her to break her promise to the Beast and remain with them longer, secretly hoping the Beast would be angry and eat her when she returned. Beauty stayed a few days longer at home to please her sisters, until one day, upon looking into the magic mirror, she saw the beast lying sick in his bed. She immediately used the enchanted ring to transport herself back to the castle to take care of him.

As Beauty stood over the Beast's sickbed, she was afraid she was too late. Beauty realized she had grown to love the Beast and she began to weep. When her tears of love touched the Beast, he was transformed into a handsome Prince. The Prince told her a fairy had cursed him by turning him into a monstrous Beast until he found true love. The Prince and Beauty were married and lived happily ever after.

Student Coloring Sheet