

# MACABRE STORIES

GRADES 2-3

ELA  
CCSS.ELA-  
LITERACY.W.  
3.3.A

MUSIC  
MU:Cr2.1.3a

TEACHER(S):

DURATION:

## 21st CENTURY SKILLS:

- |   |   |   |                                     |
|---|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Collaborating          | <input type="checkbox"/> Initiative |
| <input checked="" type="checkbox"/> Communicating     | <input type="checkbox"/> Media Literacy               | <input type="checkbox"/> Informational Literacy |                                     |
| <input type="checkbox"/> Tech Literacy                | <input type="checkbox"/> Flexibility                  | <input type="checkbox"/> Social Skills          | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Productivity                 |   |   |                                     |

## ? ENGAGEMENT

Begin by asking students to think of a scary story or a story with a surprise ending. Then, ask students to write down or share the story with a peer sitting close by using only three sentences - the beginning, middle and end of the story.

## ☰ TRANSITION

Ask students to think about the stories that they shared or that they heard. What sounds would represent each part of their story? These could be sound effects, instruments, or found sounds (like a door slamming). Ask students to re-tell their story with a new peer using just the sounds they chose for each section. Discuss what was the same and different from the first time you shared the story.

## ☰ LESSON SEQUENCE

**Step 1:** Tell students you are going to play a story for them using only instrument sounds. Using the Active Listening Strategy, try to outline the story being shared. Play Danse Macabre from Camille Saint-Saens.

**Step 2:** Outline together what you think each instrument represented (a character or a part of the story). Then, using a chart on the board, write down what students think happens at the beginning, middle, and end of the story based on what they heard.

**Step 3:** Re-play the piece, but this time, read the story while the music is playing. What was the same and different from the story students thought they heard the first time?

**Step 4:** Working in groups of 3, have students combine their original stories to create a new story. Each person contributes to either the beginning, middle or end. Then, create a musical composition using either found sounds or instruments to convey the message of the story.

## 👤 TEACHER NOTES

## MATERIALS LIST:

- [Active Listening strategy](#)
- [Danse Macabre music](#)
- Danse Macabre story
- Variety of instruments or found sound sources
- Board, markers/chalk, paper, sound system

## ASSESSMENT:

### CHECKLIST

Did students create a cohesive composition with a beginning, middle and end?

Did the sound effects selected accurately depict what was happening in the story?