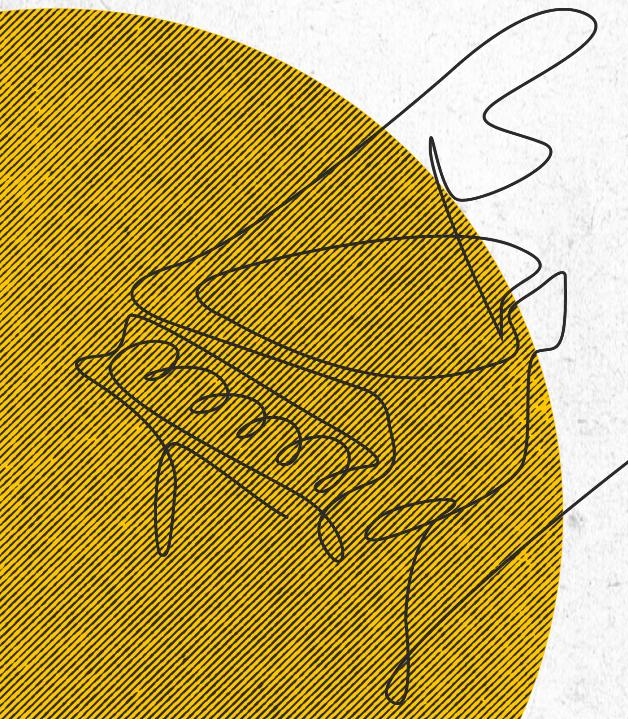


Explorer Curriculum

STORYTELLING THROUGH *music*





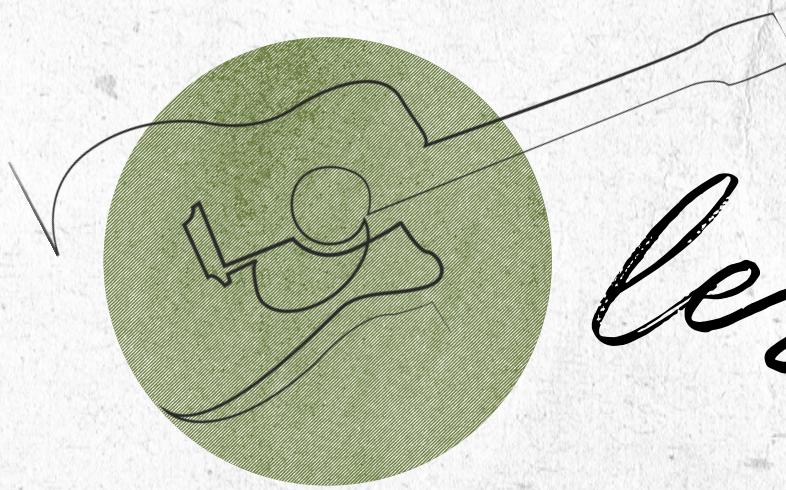
overview

OBJECTIVE

Participants will learn to sing and perform a new folk song with customized lyrics that tell their personal experiences and journey. Students will learn to engage with the environment to provide rhythmic accompaniment to their songs.

Lesson Plans Overview

LESSON 1	Learning the folk song and intro to storytelling	Activity #1: Sing welcome song. Activity #2: Intro to storytelling. Worksheet#1: Story through music. Activity #3: Learn folk song. Verse/Chorus Structure. How does this song tell a story?
LESSON 2	Learning to sing with percussive background	Activity #1: Intro to rhythm: "rhythm circle." Activity #2: Worksheet #2: creating your own rhythms. Activity #3: Learn to combine percussion with song.
LESSON 3	Tell your own story	Activity #1: Review of folk song. Activity #2: Worksheet #3: writing your own lyrics. Activity #3: In small groups, participants can share their work.
LESSON 4	Making instruments incorporate sounds	Activity #1: Review of original folk song and percussion. Activity #2: Worksheet #4: sounds of the forest/making instruments. Activity #3: In small groups, make the required 4 instruments and present to the group.
LESSON 5	Final Performance	Activity #1: Review of personal folk songs. Activity #2: Final group performance. Activity #3: Worksheet #5: takeaways from the musical experience.



Lesson 1

Objectives

In this lesson participants will learn to interact with each other through music, and learn how story telling is used in music.

Materials

- Worksheet #1 - Copy for each participant.
- Writing/drawing Utensils
- Lyric sheet

ACTIVITY #1 - WORKSHEET #1

Time frame: 5-7m

In this activity participants will learn a welcome song to introduce them to interacting with one other through music.

1. Arrange participants in a large circle so everyone can be seen.
2. Ask participants to take a couple of seconds to think of an adjective that starts with the first letter of their name.
 - a. Ex - Standing Sam, Excited Eve, Jolly Joe, Running Rebecca, etc.
3. Ask participants to provide a background rhythm by clapping on beats 2 and 4 of a 4 beat phrase.
Ex - 1-2-3-4.
4. Teach participants the song using the format provided on the hello song handout.

Note: Go around the circle until the group sings everyone's name.

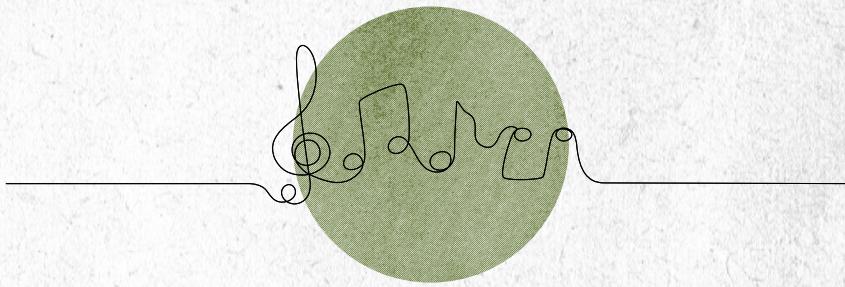
ACTIVITY #2 - WORKSHEET #1

Time frame: 10-15m

In this activity participants will learn to express their experiences and how experiences contribute to story telling.

1. Handout writing utensils and worksheet #1.
2. Walk participants through the first two parts of worksheet #1:
 - a. Take 3 minutes and ask participants to journal about their experiences at camp thus far.
 - b. Ask participants what storytelling means to them and ask a few to share their answers.
3. Using the information found in instructor handout, give a short presentation about how storytelling has been intertwined with music among different cultures.
4. Walk participants through the last part of the handout.
5. Explain how participants will be able to share their experiences in music throughout the remainder of the course.

If working with participants who are unable to read or write, introduce drawing or using symbols they recognize as an option to document their work.



ACTIVITY #3

LEARNING ORIGINAL FOLK SONG

Time frame: 10-12m

In this activity participants will learn the original folk song that was composed for this course.

1. Pass out the lyric sheet that accompanies the song. Explain to participants that while music is provided, participants do not need to be able to read music. Music is available for participants who might understand how to read.
2. Introduce the folk song by singing the entire Verse and Chorus to the participants. If possible, use other Instructors to help demonstrate the song.
3. Begin teaching the song to participants by rote, singing line-by-line with the participants repeating the song back. Continue this until participants can sing the entire song with their lyric sheet.

WORKSHEET #1

1.

Take 3 minutes and journal about your time at camp so far. Write about your favorite activities, interactions you have had with friends, people you have met, your surroundings, or general things you have noticed.

Use the attached journal page to journal following days.

2.

In your own words, what does story telling mean to you? What makes a good story?

3.

What are the three main parts of story telling?

1. _____ 2. _____ 3. _____

4.

Can you think of any songs that tell a story? If so, share with the group!



Lesson 2

Objectives

In this lesson, participants will learn how to perform and create their rhythms to accompany the previously learned folk song.

Materials

- Worksheet #2 - Copy for each participant
- Writing Utensils
- Lyric sheet - Copy from previous day.

ACTIVITY #1

INTRODUCTION TO RHYTHM

Time frame: 7-10m

In this activity participants will learn to associate words with rhythm to provide a steady beat for our music.

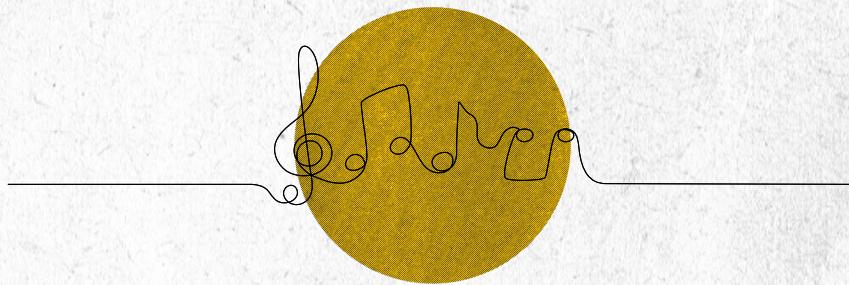
1. Arrange participants in a large circle so everyone can be seen.
2. Ask the participants to stomp a steady beat in unison. Note: do not stomp too quickly (around 100 BPM).
3. Using a combination of one and two syllable words found on the supplemental worksheet, ask participants to repeat the words (in groups of 4) directly after you in a rhythmic fashion.
 - a. Ex - fire, fire, backpack, tent.
 - b. Note: make sure two syllable words are said in one beat to provide correct timing.
4. Replace the 2nd and 4th stomps with clapping to provide some variety to the percussive sounds.
5. Repeat with several variations of words and phrases until time runs out or interest begins to fade.

ACTIVITY #2 - WORKSHEET #2

Time frame: 8-12m

In this activity participants will learn to create their own custom rhythms to accompany music.

1. Handout writing utensils and worksheet #2.
2. Walk participants through the various steps of the worksheet.
 - a. Write the word that corresponds to each picture.
 - b. How many syllables are in each word?
 - c. Create 4 custom rhythmic phrases by drawing in four words per phrase.
 - d. Plan to perform rhythms by assigning claps and stomps for each word in the rhythmic phrases.
3. Ask 3 or more participants to share a few of their original rhythmic phrases.



ACTIVITY #3

ADDING RHYTHM TO FOLK SONG

Time frame: 8-12m

In this activity participants will learn to add rhythmic accompaniment to the previously learned folk song.

1. Review the folk song learned from the previous day with the provided lyric sheet.
2. Pick one participant's original rhythmic phrases to provide the background rhythm to the song.
3. Rehearse singing the song while simultaneously performing the percussive background.

WORKSHEET #2

1.

Name each object and underneath write how many syllables each word has.

Name:

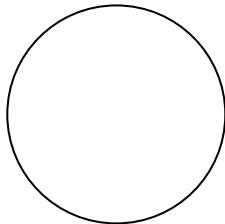
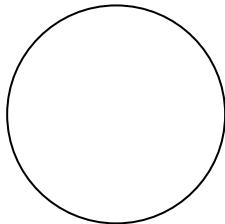
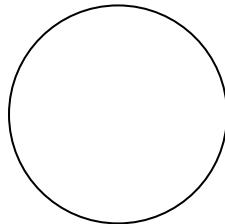
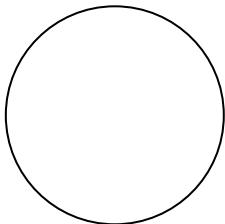


Syllables:

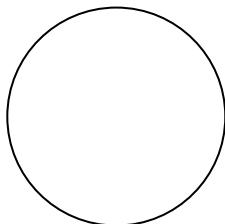
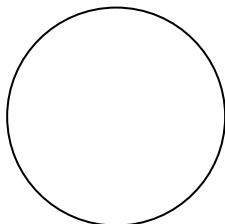
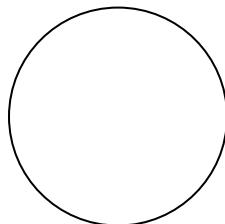
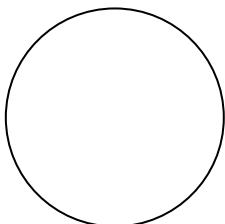
2.

Create 4 custom rhythmic phrases by drawing in four of the objects above per phrase.

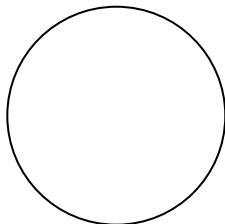
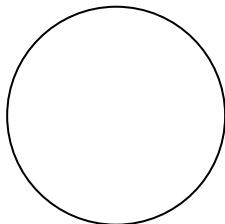
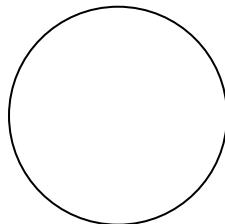
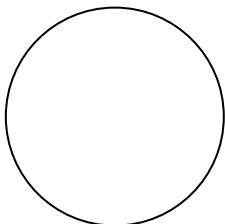
Rhythmic phrase #1:



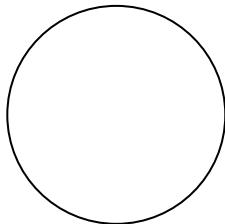
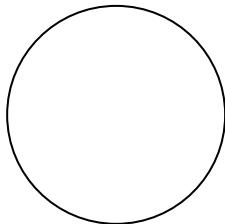
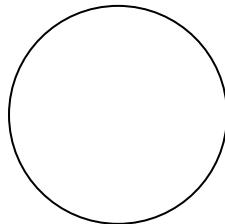
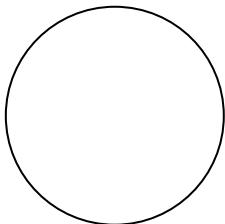
Rhythmic phrase #2:



Rhythmic phrase #3:



Rhythmic phrase #4:





Lesson 3

Objectives

In this lesson, participants will learn how to apply the basic elements of storytelling into their own story, and modify lyrics to musically express themselves.

Materials

- Worksheet #3 A,B,C - Copy for each participant.
- Writing Utensils
- Lyric sheet - Copy from previous day.

ACTIVITY #1

REVIEW OF FOLK SONG

Time frame: 5-7m

In this activity participants will review the original folk song to help solidify the melodic and rhythmic foundation.

1. Ask participants to form a circle and ask for a volunteer to begin the rhythmic circle using a word combo they made on Day #2. The rest of the group will repeat that combo until a steady rhythm is formed.
2. With the rhythm, proceed by singing the song line-by-line, asking participants to repeat the line directly after.
3. After the song is finished line-by-line, ask the group to sing the song in its entirety, in unison.
4. After the song, lead a short discussion reviewing the elements of storytelling. Ask participants how the lyrics in this song showcase the 9 year old's experience camping?
 - a. Who is the character?
 - b. What is the setting/ environment?
 - c. What is the plot/activities the character is engaged with?

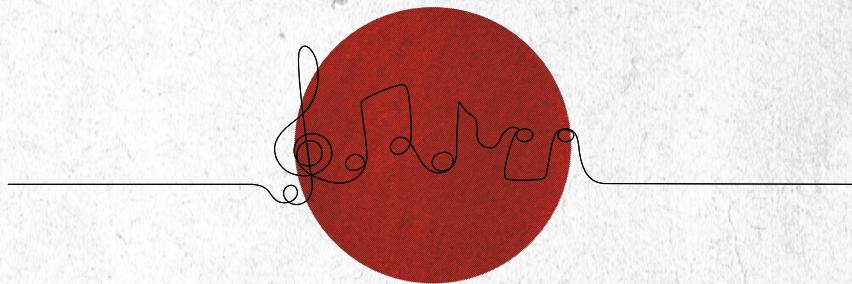
ACTIVITY #2 - WORKSHEET #3

TELLING YOUR STORY

Time frame: 12-15m

In this activity participants will work through a worksheet that allows them to modify lyrics to tell their experience.

1. Walk participants through the various steps of the worksheet.
 - a. Using your journal as a guide, summarize your overall camp experience in 3-4 sentences.'
 - b. Answer the three basic elements to a story related to your experience: character, setting, and plot.
 - i. With your summary in mind, fill in the blanks on the worksheet to tell your experience at camp.
 1. Encourage participants to rhyme their words if possible.
 2. Inform participants that the goal is to use the original folk song melody, but modify the words to tell their experience. It is also okay, however, to disregard the original tune and come up with something original.



ACTIVITY #3

STORY WORKSHOP

Time frame: 8-10m

In this activity participants will have the opportunity to briefly workshop their original lyrics with other participants.

1. Have participants form small groups of 3-4 and spread the groups out.
2. Ask participants to share their work with the other members in their group. Inform participants that while they are encouraged to sing the melody, they do not have to and can simply speak the words as a poem/story.
3. Group members should give feedback using the Oreo cookie method: Compliment-Suggestion-Compliment.

WORKSHEET #3A

1.

In this activity we will be taking a look how to use the original folk song you have learned to tell your own experience at camp. To start, consult your journal and summarize your experience thus far in 3-4 sentences.

Tip: Use descriptive words that might make catchy lyrics!

2.

In order to tell a proper story we need to think about the three basics of story telling based on ourselves. Consult the original lyrics for suggestions and ideas.

Character: _____

Setting: _____

Plot: _____

Hint: you are the character. Write how old you are and other facts about yourself. For the setting, describe the place your favorite activities have taken place. Lastly, the plot should be some sort of activity or story that you experienced here at camp.

WORKSHEET #3B

3.

In this section we will begin to write our own lyrics to the verse of the song. Feel free to take ideas from the original song, switch out words or phrases, and rhyme if you can!

Try to use the same amount of syllables per line, as the words will fit the melody more smoothly.

Syllables 1 2 3 4 5 6 7 8 9 10-11

Line 1: I was nine years old when I first camped outside

Syllables 1 2-3 4 5-6 7

Line 2: Stars above my o-nly guide.

Syllables 1-2 3 4 5 6 7-8 9 10 11

Line 3: Lying by a stream and longing just to dream

Syllables 1 2 3 4 5-6 7 8

Line 4: 'Til it's time to clo-se my eyes.

Write your completed verse below:

Tip: the rhyme structure of the original song has the first, second and fourth line rhyming at the end, while the third line rhymes on its own. Using 'slant rhymes' is also helpful as they connect words that almost rhyme.

WORKSHEET #3C

4.

In this section we will begin to write our own lyrics to the Chorus of the song.

Syllables 1 2 3 4 5 6 7 8 9 10-11

Line 1: When the world a-wakes and day has just begun

Syllables 1 2 3 4-5 6 7

Line 2: My skin's warmed b-y the sun.

Syllables 1 2 3 4 5 6 7 8 9-10 11. 12

Line 3: Just my shoes, my pack, and the clothes u-pon my back,

Syllables 1 2 3 4 5-6 7 8

Line 4: With the earth I fe-el as one.

Write your completed verse below:

Provide an opportunity for participants to share their songs and revise their lyrics based on peer feedback.



Lesson 4

Objectives

In this lesson, participants will learn to interact with their environment to create musical instruments that will be used to accompany their music.

Materials

- Worksheet #4 - Copy for each participant.
- Lyric sheet - Copy from previous day.
- Custom lyrics/song from Day #3.

ACTIVITY #1

REVIEW

Time frame: 5-7m

In this activity participants will review the original folk song to help solidify the melodic and rhythmic foundation.

1. Ask participants to form a circle and ask for a volunteer to begin the rhythm circle using a word combo they made on Day #2. The rest of the group will repeat that combo until a steady rhythm is formed.
2. With the rhythm, proceed by singing the song line-by-line, asking participants to repeat the line directly after.
3. After the song is finished line-by-line, ask the group to sing the song in its entirety all together.
4. Keep the rhythm going and tell participants they can quietly practice their version of the song made on Day #3.

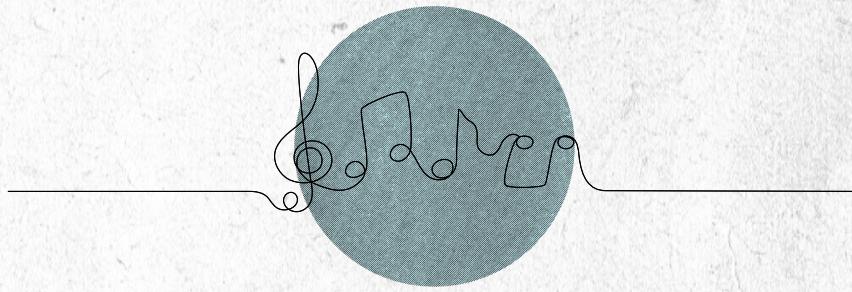
ACTIVITY #2 - WORKSHEET #4

SOUNDS OF THE FOREST

Time frame: 12-15m

In this activity participants will use their creativity to assemble instruments that can be used in a percussion ensemble.

1. Handout writing utensils and worksheet #4.
2. Walk participants through the various steps of the worksheet.
 - a. Take a minute of silence and listen to the sounds of nature. What different sounds can you hear?
 - b. How can we use nature to make instruments to accompany our singing?
 - c. In groups of 3-4, ask participants to brainstorm instrument ideas using only materials nearby and in nature.
 - d. Ask participants to make their instruments, making sure each participant has their own instrument. Help participants as needed.
3. Ask each group to present what instruments they made.



ACTIVITY #3

FORMING A COMPLETE MUSICAL ENSEMBLE

Time frame: 8-12m

In this activity participants will use their newly created instruments to form a complete ensemble.

1. Arrange participants in a circle and spread out instrument types for sound variety.
 - a. Ex - shaker, clave, drum, shaker, clave, drum, etc.
2. With participant help, create a percussion arrangement by adding in one instrument group at a time, each performing a unified rhythm. Ex - shakers begin, followed by drums, then claves.
 - a. Note: It might help to 'cue' each instrument group when they should come in.
3. Practice the arrangement, and as participants begin to feel comfortable, sing the folk song with it!

WORKSHEET #4

1.

Take a minute to listen to your surroundings. What are three sounds in nature you can hear?

1. _____

2. _____

3. _____

2.

Music can be found anywhere, and made with many objects. Humans created instruments for thousands of years using only materials from their surroundings. In groups of 3-4 brainstorm how to make instruments combining materials you have, with objects in nature.

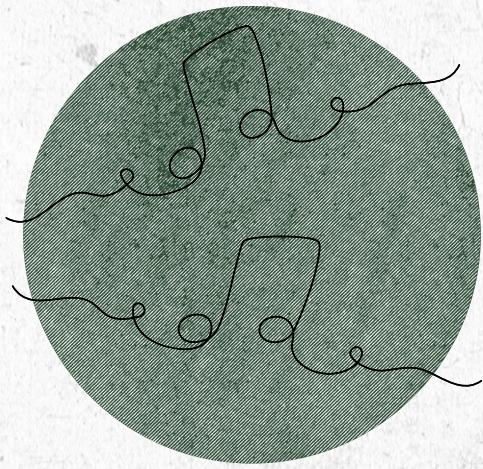
Use the sounds of nature to guide you in this project. Listen to water running over rocks, wind moving, birds singing, trees creaking, and ask: "how could we use these ideas to create music?"

3.

After brainstorming, assemble one instrument for each group member. You will use these instruments as a group to perform rhythm and texture to your ensemble.

You may use the suggestions below for examples on simple instruments to assemble.

- Shaker - with a cup or bottle, gather small rocks or other particles and place them inside. Shake well.
- Claves - find two medium sized rocks to click together. They should make a high pitched, percussive sound.
- Drum - Find a relatively hollow object, remnants of a tree log for example, and drum with two sticks.
- Whistle - find thick blades of grass or leaves, roll them to make a "straw-like" tube and blow into the end with tight lips to make a whistle sound.
- Music Glasses - with a water container, (some sort of metal or glass material works best) fill up with water and gently tap the side to create pitches. More water, the higher the pitch.



Lessons

Materials

- Worksheet #5 - Copy for each participant.
- Lyric Sheet.
- Writing Utensils.
- Custom lyrics/song from Day #3.
- Instruments from Day #4.

Objectives

In this lesson, participants will have the opportunity to share their personal renditions of the folk song created throughout the course.

ACTIVITY #1

REVIEW

Time frame: 7-10m

In this activity participants will review the folk song with the instrument arrangement to work on group performance.

1. Ask participants to form a circle with instruments they made from Day #4. Review the percussion arrangement with the participant's instruments. (Feel free to change the order of instruments!).
2. With the percussion arrangement, proceed by singing the song.
 - a. Attempt to sing the song all the way through with the participants.
 - b. If needed, sing the song line-by-line having them repeat, just like the previous day.
3. Keep the rhythm going and tell participants they can quietly practice their version of the song made on Day #3.

ACTIVITY #2

PERFORMANCES

Time frame: 8-12m

In this activity participants will be invited to share their versions of the folk song with the rest of the group.

1. Ask participants if anyone is interested in sharing their version of the folk song.
 - a. Note: Students should be invited to perform and share, never required.
2. Allow as many participants to share as possible. While they are performing, allow the ensemble to perform with the 'soloist,' making sure to not play too loud so everyone can hear the performer.
3. Compliment all participant's who shared and the ensemble on a creative week of music activities.

ACTIVITY #3 - WORKSHEET #5

Time frame: 8--12m

In this activity participants will reflect on their experiences and explore how to use these experiences beyond camp.

1. Handout writing utensils and worksheet #5.
2. Walk participants through the various steps of the worksheet.

ACTIVITY #4

GOODBYE SONG

Time frame: 5-7m

In this activity participants will sing a goodbye song to say farewell.

1. Arrange participants in a large circle so everyone can be seen.
2. Using a similar format to the hello song from Day #1, replace hello with goodbye and sing everyone's name.

WORKSHEET #5

1.

Take a moment to reflect on the week. What are three memories you will remember from this camp?

1. _____

2. _____

3. _____

2.

Throughout the week we learned how storytelling can be used in music and how our surroundings can be used to create a rich musical texture. How can you use these ideas to convey your own experiences after this camp is over?

3.

Is there anything you specifically enjoyed about music at camp? Is there anything you would change about this music camp?

LYRIC SHEET

Verse

I was nine years old when I first camped outside
Stars above my o-n-ly guide.
Lying by a stream and longing just to dream
'Til it's time to clo-se my eyes.

Chorus

When the world awakes and day has just begun
My skin's warmed b-y the sun.
Just my shoes, my pack, and the clothes upon my back
With the earth I fe-el as one.

A musical staff in G major, common time. The notes are mostly eighth notes with some sixteenth-note patterns. The lyrics "I was nine years old when I first camped out-side stars a-bove my on-ly" are written below the staff.

I was nine years old when I first camped out-side stars a-bove my on-ly

A musical staff in G major, common time. The notes are mostly eighth notes with some sixteenth-note patterns. The lyrics "guide. Ly-ing by a stream and long-ing just to dream 'til it's time to clo-se my eyes. When the" are written below the staff.

guide. Ly-ing by a stream and long-ing just to dream 'til it's time to clo-se my eyes. When the

A musical staff in G major, common time. The notes are mostly eighth notes with some sixteenth-note patterns. The lyrics "world a-wakes and day has just be-gun my skin's warmed b-y the sun. Just my" are written below the staff.

world a-wakes and day has just be-gun my skin's warmed b-y the sun. Just my

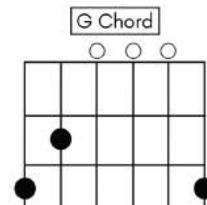
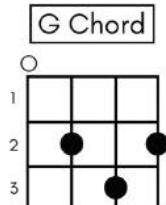
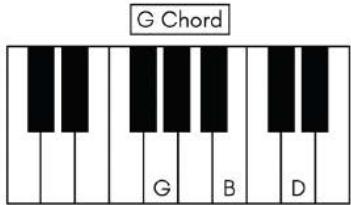
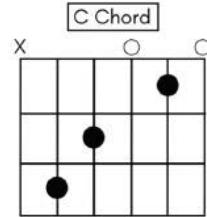
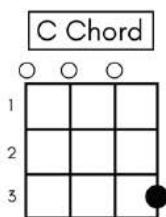
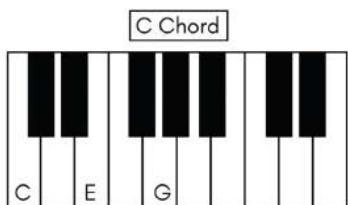
A musical staff in G major, common time. The notes are mostly eighth notes with some sixteenth-note patterns. The lyrics "shoes, my pack, and clothes up-on my back, with the earth I fe-el as one" are written below the staff.

shoes, my pack, and clothes up-on my back, with the earth I fe-el as one

HELLO SONG

Words marked with () should be sung by students

C G C G C G C G
 Hello! Hello! (Hello!) Hello! It's time to say hello! (It's time to say hello!)
 C G C G C G C G
 Hello! Hello! (Hello!) Hello! It's time to say hello! (It's time to say hello!)
 C G C G
 I'm Excited Eve! (Hello!) Name*)
 C G C G C G C G
 Hello! Hello! (Hello!) Hello! It's time to say hello! (It's time to say hello!)
 C G C G C G
 Hello! Hello! (Hello!) Hello! It's time to say hello! (It's time to say hello!)



INSTRUCTOR HANDOUT

INTRODUCTION

Throughout time, the art of storytelling has been intertwined with music. Telling a story through music allows listeners to engage with not just the words and message of a story, but further connect with the emotional aspect of that story. It also allows for more creativity to allow individuals to fully express their story.

BACKGROUND

There are examples of storytelling throughout many cultures:

- Indigenous Australians use music to tell stories of their spirituality as a way to connect them with their land.
- Since the 15th century, ballet has been intertwined with music and stories by combining an instrumental narrative with expressive dance to convey messages.
- Composers have used instrumental symphonies to tell stories such as the famous tune: "In the Hall of the Mountain King."
- Popular artists such as Bob Dylan and the Beatles often wrote songs that told songs in a verse-chorus format.
- Folk artists often take poetry, especially rhymed lines, and add melody and rhythm to make songs.

Elements of Storytelling

There are many ways to tell a story. However, there are three primary elements to every story:

1. Character - Every story needs a character. While songwriters often write in first person and depict themselves as the character, some also choose to write about someone else. This provides a personal element to the story and can allow for emotion.
2. Setting/Environment - Along with the character, stories also typically have details that provide context for our characters. Many songwriters use descriptive language to describe a room or a space the character is in. Others simply state where the location is taking place. This allows the listener to further visualize the story.
3. Plot - A story wouldn't be a story if there was not a plot for our character. Essentially, the plot of the story should describe the character's actions, or the thoughts and emotions they are feeling.

What are the three elements in the folk song: 'Wayfaring Stranger?'

I'm just a poor wayfaring stranger
Traveling through this world below
There's no sickness, no toil or danger
In that bright land to which I go

II'm going there to see my father
And all my loved ones, who've gone on
I'm just going over Jordan
I'm just going over home

CAMP JOURNAL

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

ADAPTATIONS AND TIPS

- When working with younger youth or folks less able to read and write, consider using pictures, drawings, or flashcards for participants to organize or draw to record their lyrics rather than writing.
- Recommended for small groups of less than 12
- To extend the lesson time consider sharing additional songs, music genres, and histories of genres or artists. Encourage participants to share their favorite music, songs, and storytelling traditions
- Activity four can be extended by having youth create the instruments they brainstormed about and/or provide an opportunity to imagine and build new instruments