

Materials-

Piano

Two contrasting songs from Disney's "The Lion King" (rated-G)

Standards-

C. Critical Analysis/Investigate

MK-5GM.6 – Listening to, analyzing, and describing music

- a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.
- b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, slow).
- c. Identify basic classroom instruments by sight and sound using visual representations.
- d. Aurally distinguish between the voices of men, women, and children.

MK-5GM.7 – Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works using appropriate vocabulary.

D. Cultural and Historical Context

MK-5GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe the relationship between music and the other arts.
- b. Describe the relationship between music and disciplines outside the arts.

MK-5GM.9 – Understanding music in relation to history and culture

- a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., holidays).
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

Lesson-

Begin with an intro to describing music, just to refresh their ability to analyze using appropriate vocabulary.

Redefine analyze and evaluate. Discuss terms to describe music.

Watch "Hakuna Matata" (approx 4 min). Discuss elements of the music (ie fast, slow, high, low, etc.)

Differentiate between voices of young simba and adult simba.

Watch "can you feel the love tonight." (approx 4 min)

Discuss musical elements, differentiate between male and female voices. (More difficult-is there only one female singing or are there two or more? Do we ever hear a group of both males and females?)

Compare and contrast the songs. What elements make them different? Why do you think they were written differently? Do they convey different ideas?

Connection- using songs they have already learned, have students sing and then analyze and evaluate their own performance in relation to the emotional concomitant of the piece. What elements are similar between these and the movie?