

Music
The Pasadena Symphony

The Firebird

Time: 45 minutes
1-2

Grade

Open Court Theme Grade One: Animals or Journeys, Grade Two: Sharing Stories

California VAPA Content Standards

Music

Grade K

- 1.1 Use icons or invented symbols to represent beat.
- 1.2 Identify and describe basic elements in music (high/low, fast/slow, loud/soft, beat).

Grade 1

- 1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

Grade 2

- 1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.
- 1.2 Read, write, and perform simple patterns of pitch, using solfege.
- 2.1 Sing with accuracy in a developmentally appropriate range.

California Science Content Standards

Grade K

Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
 - a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
 - b. Students know stories sometimes give plants and animals attributes they do not really have.

Grade 1

Life Sciences

1. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
 - a) Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
 - b) Students know both plants and animals need water, animals need food and plants need light.

Indicators of Achievement

- Students will demonstrate an ability to discuss the following points from the story: cause and effect, setting/environment, character resolution.
- Students will demonstrate from their mural the real/magical elements of the firebird based on actual environmental elements. (i.e. trees, food, weather)

- Based on the story, students will form assumptions about the environment of the firebird.
- Students will learn to sing a famous musical theme from Stravinsky's *Firebird Suite* through song and movement.

Materials

Mural paper, crayons, paints, collage materials, CD excerpts from the final movement of Stravinsky's *Firebird* will be located with the school site arts rep; Vladimir Vagin; photo of bird; *Firebird Song*, CD and lyric sheet

Science Related Vocabulary

Firebird, magical, fantasy, environment, nature, inhabit, abstract, multi-colored, hue, cause and effect, feather

Music Vocabulary

Melody-the tune

Tempo-fast or slow pace of music

Orchestra-the members of the orchestra are divided into 4 sections; strings, winds, brass and percussion.

Theme-the main musical idea.

Preparation/Background

Igor Stravinsky (1882-1971) was born in St. Petersburg, which was the capital of Russia at the time. His father was a famous opera singer, so as a child, Igor was able to spend a lot of time at the opera house, where he met all the famous musicians of the day. Igor began taking piano lessons at age 9. When he grew up, he started studying law. One of his fellow law students was the son of composer Nikolai Rimsky-Korsakov, who agreed to give Stravinsky composition lessons. Law fell by the wayside completely after Stravinsky had such success with *The Firebird*, which he composed for Serge Diaghilev, head of the Russian Ballet.

The Story of The Firebird

In a certain land, in a certain kingdom, a Prince named Ivan found himself lost in a Wizard's garden. Being a great hunter, he caught sight of a Firebird eating golden apples from a magic tree in the garden. Ivan quickly caught her but did not want to destroy such a beautiful creature. The Firebird was grateful to him and offered a magic feather to the Prince with a promise that she would help him if he were ever to need it. He accepted it, and she flies off.

Ivan found a Princess who has been captured by the evil Wizard. The Prince becomes enchanted with her but she warns him that nobody can escape the power of the Wizard. In a panic, she scurries back to the Wizard's castle so as not to arouse the Wizard's anger for their tardiness.

The Prince decides to rescue his princess. Ivan goes to the castle, opens the gates and tries to start the rescue. The Wizard is so angry with the Prince that he begins to cast a spell that would turn Ivan to stone. Suddenly, Ivan remembers his magic feather from the Firebird. No sooner does he wave it above his head than the Wizard's spell is broken by the appearance and the magic of the Firebird. Ivan and the Princess marry and live happily ever after. The story ends with the Firebird leaving with a feeling of hope and joy.

Activity

1. Tell or read the story of the Firebird to the students. Then retell the story together as a group.
2. Introduce a mural as one way to picture and remember the important elements of the Firebird story. Show or remind them of examples of murals around your school.
3. Discuss a scene from the Firebird story that can be recreated for the mural. Ask what would be an environment in which the Firebird could survive. Challenge students to volunteer what elements should be included in the mural scene as you list them on the board. Encourage them to consider which elements on the list show cause and effect, character and setting, and sequence.
4. Have students work in small groups to create various pieces of the scene using materials provided.
5. Ask the groups to lay their finished pieces on the mural paper, moving them around until they find a pleasing composition that communicates the story elements. Help the students glue the pieces onto the mural paper.
6. Have some students use poster paint to fill in a unifying background. An alternative is to paint the background before the pieces are glued down.

Assessment

Evaluate the student's participation in the mural-making and the story-writing/journal entries. What did the student learn about working cooperatively with classmates? Do the student's writing/journal entries show the understandings gained from participation in this unit? Some questions they should be able to consider successfully are: How does the classroom mural represent music and the natural environment of the Firebird? What important elements of the story does it show? What has the student learned about the environment of living or magical creatures? How is music able to help a person think about a story?

Contact Information

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