

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

ABOUT THE PERFORMANCE

CelloTales: *The Melding of Music, Myth and Memories*

Grade levels: K-12

CelloTales is a unique collaboration of two art forms: music and storytelling. The wonder of timeless stories is melded with boundless music, transporting listeners into the soul and story of the song. In the Japanese folk tale *Suki*, a crane's magic alters the life of an elderly, childless couple. *El Desafio* (Spanish for "The Dare"), is a popular urban legend that makes listeners think twice (or thrice) before accepting a dare. The German tale *The Fisherman and His Wife* describes a humble fisherman who lives with his wife in a modest shack by the sea.

LEARNING GOALS:

- 1) To encourage students to create and perform musical stories using their imaginations and listening skills.
- 2) To spark an interest in stories and music as a means of communication.

PRE-ACTIVITY SUMMARY: *Emotion in Music*

Discuss with students how language can express emotion. Have students note punctuation in a sample paragraph and what the punctuation signifies to the speaker. Practice reading a paragraph with and without expression. Discuss emotion in music. Play "happy" and "sad" music. Play operatic excerpts, and have students listen for the emotions expressed in the music. How would the music sound without expression?

POST-ACTIVITY SUMMARY: *Improvisational Stories*

Have students create a "cooperative" story. Have one student begin with a sentence, and each student add another until the story is complete. Have students set the story to music.

CURRICULUM LINKS:

English Language Arts, Foreign Languages, History and Social Science, Multicultural Studies, Music, Science and Technology, Theater

PRE-ACTIVITY: *EMOTION IN MUSIC*

LEARNING GOAL:

To explore and understand the use of expression in language and music.

MATERIALS/PREPARATION:

tape recorder / CD player, tape / CD "sad" song, "happy" song and operatic excerpts, copies of conversations

TIME:

45 minutes

STEP 1:

Write a paragraph on the board that includes imperative, declarative, exclamatory, and interrogative sentences. Read this paragraph to the class without any expression.

STEP 2:

Ask the students if this paragraph sounded strange to them. Select a student to reread the paragraph with expression. Point out the questions, exclamations, commands, and declarations. How does one's voice change when these sentences are read? Why? Does expression make the paragraph more interesting and easier to understand?

STEP 3:

Have students work with partners. Hand out dialogues to each group that include questions, exclamations, commands, and declarative sentences. Have the partners practice them without and then with expression.

STEP 4:

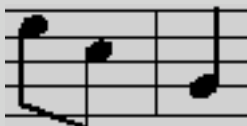
Play a "sad" song. Ask students what emotion this song makes them feel. Play a "happy" song. Ask them what emotion it makes them feel.

STEP 5:

Discuss different types of music that tell stories.

EXTENSIONS:

- 1) **Vocalize** with your students. Have them make different sounds with their voices -- without using words! Have them listen to each other and invent sounds that convey different feelings.
- 2) **Improvise** a "weather chorus" with different sounds. Create music for sunny, windy, rainy, hot, cold, dry, gloomy, and sticky weather.
- 3) **Have** students create characters with their singing voices. Encourage them to move while singing.



POST-ACTIVITY: IMPROVISATIONAL STORIES

LEARNING GOALS:

To work together to produce a "cooperative" story.

To turn simple dialogue into musical conversation.

TIME:

45 minutes

TIPS FOR THE TEACHER:

* Make sure that students realize the story has to make sense, and should include conversation between characters.

STEP 1:

Create a story as a class. Explain the process. One student will start with a sentence, and each thereafter will add one of his/her own. Emphasize to students that this is an exercise in thinking, listening and cooperating. Encourage them to listen to each other, and add sentences that makes sense.

STEP 2:

Create a story. After the class has completed the story, discuss why it was challenging to do so.

STEP 3:

Repeat this activity. This time have students write the story on the board and try to act/sing a few of the scenes.

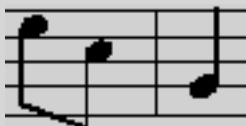
STEP 4:

Review the story with the class. Discuss the characters and their emotions. Have a few volunteers try to sing a scene. Discuss the difference between singing the sentences and simply saying them..

EXTENSIONS:

1) **Choose** one of the excerpts from the presentation. Have students retell the story with a different ending.

2) In small groups, **have** students develop a skit for one of the stories, creating a clear environment and characters.



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RESOURCES:

Children Tell Stories: A Teaching Guide by Martha Hamilton and Mitch Weiss, *Beauty & the Beast* Storytellers.

The Way of the Storyteller by Ruth Sawyer.

The Storyteller's Start Up Book by Margaret Read MacDonald.

Twenty Tellable Tales: Audience Participation Folktales for the Beginning Storyteller by Margaret Read MacDonald.

"CelloTales: The Melding of Music, Myth & Memories," created and performed with cellist Gideon Freudmann, won a 2004 Parents Choice Gold Award and a 2005 Storytelling World Winner Award. This CD received favorable endorsements from *Booklist* and *School Library Journal* (*selected Audio of the Week*).

To order the CelloTales CD:

Send check/money order for \$17.00 to:

Leeny Del Seamonds

Two to Tango Productions

PO Box 1268, Westford, MA 01886-1433

ABOUT THE PERFORMERS:

Awarded the title "2002 National Storyteller of the Year®," Leeny Del Seamonds, Master Story Performer™, is on the Massachusetts Cultural Council's Creative Schools Program roster, the Massachusetts Touring Program, and the New England Foundation for the Arts roster. She is a member of the National Storytelling Network, a past Board Member of the League for the Advancement of New England Storytelling (LANES), and a frequent contributor to the LANES Museletter. Winner of both Parents' Choice Gold and Silver awards and a Storytelling World Winner award, Leeny has also been published in *Storytelling Magazine*, *Tale Trader*, and *Ahhhh! A Tribute to Brother Blue*, and on the website of Parents' Choice Foundation. Leeny stars in *Ribert & Robert's WonderWorld*, an award-winning national PBS Television and DVD series distributed worldwide. For more information, please consult her website: www.LeenyDelSeamonds.com

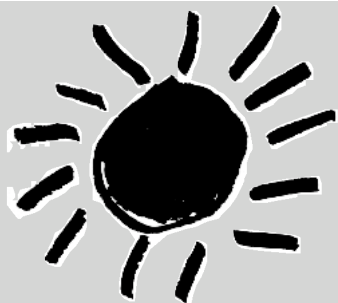
Gideon Freudmann, creator of CelloBop, performs throughout the US and has been featured at the Montreal International Jazz Festival and the Prague Swing Jazz Festival. He has composed music for film, theatre and dance, and selections from his 12 CDs are frequently heard on NPR. Gideon presents master classes and educational concerts at universities and secondary schools across the country, and is a Parents Gold Choice Award winner. A classical musician by training, Freudmann earned a Bachelor of Fine Arts degree in Cello Performance from the University of Connecticut. Gideon Freudmann's mastery of classical cello combined with his skillful use of electronics introduces students to the cello history and construction, offers a wide variety of musical styles from classical, folk, pop and jazz and salutes the joy of music making. For more information on Gideon Freudmann, please consult his website: www.cellobop.com

For more information about CelloTales, please consult the web site:

www.LeenyDelSeamonds.com

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



Young Audiences of Massachusetts

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<http://www.yamass.org>

MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

CelloTales:

The Melding of Music, Myth and Memories

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>Language Arts 15</i>	...identify and analyze how an author's choice of words appeals to the senses, creates imagery, suggests mood and sets tone.
<i>World Language 10</i>	...obtain new information and knowledge.
<i>World Language 16</i>	...identify cultural and linguistic characteristics.
<i>World Language 20</i>	...use a world language to connect with other disciplines such as Arts, English Language Arts, Health, Mathematics, Science and Technology, Social Studies.
<i>Arts-Music 1</i>	Singing...sing, alone and with others, a varied repertoire of music.
<i>Arts-Music 4</i>	Improvisation and Composition...improvise, compose, and arrange music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 6</i>	Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.

