

Music Experience w/"Handsome Coyote and Wildcat"

Life Skills:

- Collaboration
- Complex Thinking

Curriculum Tie:

- **Music**
4th Grade
[Standard 2](#)
[Objective 1](#)
- **Music**
5th Grade
[Standard 3](#)
[Objective 1](#)

Time Frame:

2 class periods that run 45 minutes each.

Group Size:

Small Groups

Summary:

After reading the Shoshone traditional tale "Handsome Coyote and Wildcat," students will explore timbre, rhythm, and beat with simple musical instruments to recreate the action of the story in an musical echo activity. After reading the story, students will recreate sections of the story and "trade" the sounds, like Coyote and Wildcat traded their physical features, to create an "echo" composition with simple musical instruments, including a tamborine, maracas, triangles, and timbre box. Two groups each will have sets of identical instruments.

Main Curriculum Tie:

Music - 3rd Grade

[Standard 3 Objective 1](#)

Create original music and add expression and timbres to existing music.

Career Connections:

- Artistic-Composer/Performer

Materials:

Copies of the Shoshone traditional tale "Handsome Coyote and Wildcat" for paired reading; chart paper for interactive writing; at least five different musical instruments, and two of each kind (for example, 2 sets of maracas, 2 triangles, 2 tambourines, etc.)

Attachments

- [Musical_terms.doc](#)
A reproducible page with two sets of four musical terms to choose from: rhythm, tempo, dynamics, timbre. This can be printed out and used as the cards to be given to the groups in the musical experience.

Web Sites

- [San Juan School District Media Center](#)
San Juan School District Media Center, in correlation with the State Office of Education, produced CDs with 35 traditional tales, including "Handsome Coyote and Wildcat." The CDs have printable copies of the stories for students to use, which include glossary, vocabulary, and teaching points.

Background For Teachers:

Teachers can familiarize themselves with the traditional tales of the Shoshone Nation. Read the following *Deseret News* article that

tells about the Northwestern Band of the Shoshone Tribe (the Shoshone people that live in Utah) and the recent publication of "Coyote Steals Fire," written and illustrated by the children of the tribe. Also, musical terms, including rhythm, dynamic, timbre, etc., could be reviewed.

Attachments

- [Shoshone_Interview.txt](#)
Interview and information about the Northwestern Band of the Shoshone tribe and their recent publishing of the traditional tale "Coyote Steals Fire."

Web Sites

- [Music terms and resources](#)
A great resource for teachers wanting to teach music terms and experiences.

Student Prior Knowledge:

Reading and understanding the story of "Handsome Coyote and Wildcat"; simple composition skills, using elements of music; rules concerning the use of the musical instruments, such as keeping instruments quiet until it's a student's turn to play.

Intended Learning Outcomes:

After students read the traditional tale, they will capture the storyline through music. They will compose a piece using their musical instruments that will be "echoed" back by another group. Thinking skills, listening skills, and music skills will be employed. They will learn the definitions of rhythm, dynamics, and timbre.

Instructional Procedures:

PRE-ACTIVITY:

FIRST, students will read the story "Handsome Coyote and Wildcat" in paired readings or group read-aloud. Second, the teacher will lead the class in mapping out the events of the story using a graphic organizer (story pyramid, attached) to show what happened first, next, last, etc.

MUSICAL EXPERIENCE:

STEP 1: Teacher will post the words RHYTHM, TIMBRE and DYNAMICS on the board. Discuss what each means, and have the students demonstrate understanding with clapping, using several examples of each. (See website link listed below for definitions.)

STEP 2: Next, the teacher will demonstrate with an instrument (maracas, triangle, etc.) each of the terms.

STEP 3. Tell the students they are going to compose an examples of each of these terms. The class will be put into six groups. The odd-numbered groups (groups 1, 3, and 5) will go to one side of the room. The even-numbered groups (2, 4, 6) go to the other side.

STEP 4. Each group on each side will be given a card with the word rhythm, timbre, or dynamics on it. The small group will compose a short example of that musical term with the instruments they are to be given.

STEP 5. When the groups have been given their card, give each group their instrument. The groups will be given five minutes to compose their "piece."

STEP 6. Have the groups come back together, the evens on one side, the odds on the other.

STEP 7. One group from the odd side will play their piece. The even side groups will have to decide which of their smaller groups has the term that has just been demonstrated. Then that smaller unit must "echo" back the composition with their instruments.

STEP 8. Each group will get a chance to "trade" back and forth the term they've worked on until everyone has gone.

Attachments

- [Story_Pyramids.doc](#)
Strategy explanation and format. This is a popular comprehension/assessment strategy used by teachers in the Texas/Rio Grande Valley, where ESL/bilingual learners comprise a large percentage of the student base.

Web Sites

- [Musical Terms and Resources for Teachers](#)
A great resource for teachers wanting to teach music terms and experiences.

Strategies For Diverse Learners:

Students' comprehension of the story can be enhanced by using the story pyramid strategy (included in the instructional section of the lesson). Advanced learners can research the Northwestern Band of the Shoshone Nation utilizing the Internet and the website included.

Attachments

- [Story_Pyramids.doc](#)
Comprehension strategy for struggling readers.

Extensions:

Additional language arts/music lessons can be used to build on the theme of "trading" features in much the same way Coyote and Wildcat did. Please explore the following possibilities, including music games and even a P.E. game, listed in the attachments below:

Attachments

- [Catch_a_Coyote_s_Tail.doc](#)
An energizing game to try out during P.E. time! Groups of 8-10 needed, and a large, open space, like a gym or playground.
- [Jingle_Bells.htm](#)
Great activity for auditory skills. The game builds on the students' understanding of rhythm and beat, as well as building on listening skills and concentration. It is a fun whole-group activity.
- [Creative_Music_Game.htm](#)
Another fun game that links language arts with music.

Assessment Plan:

Assessment will be based upon one of three things: (1) the performance of the group. (2) Thumbs Up/Thumbs Down Assessment: Students will be asked at the end of the activity three questions, and respond with thumbs up if they agree with the statement, thumbs down if they disagree. Have them practice giving their response immediately after a signal or code word is given by the teacher (for example: "Students, when I say 'wildcat,' give me thumbs up for yes, thumbs down for no when I say the following statements. First, let's practice. My hair is the color of a bright yellow banana. Listen for the signal..." (say "Wildcat"). See if they understand... Then, do the quick assessment using the statements on the attachment. (3) Ticket-out-the-door: students will be asked to define one of the three new terms learned in the lesson.

Bibliography:

1. <http://www.lessonplanspage.com>
2. Utah State Office of Educaiton/Indian Education Literacy Project. "Handsome Coyote and Wildcat: A Traditional Shoshone Tale." San Juan School District, 2006.
3. <http://www.classicalworks.com>.
4. Reutzel, Ray and Cooter, Robert. *Balanced Reading Strategies and Practices*. Prentice Hall, 1999. ISBN0-02-324715-0.

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