Dear Educator,

Thank you for choosing the Cleveland Institute of Music. Inside this packet, you will find all of the materials your class will need for your upcoming *Let’s Go to the Movies!* video conference. **There are no pre-conference lessons for this class.** If at any time you have questions or concerns, please feel free to contact me. We look forward to “meeting” you!

Sincerely,

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During the Video Conference

Classroom Set Up:
- Make sure students have enough room to move around the room freely.
- Please assist us during the video conference by calling on your students to ask and answer questions.

Video conference activities will be selected from the following:
- **Discussion:** Ways that music is used in movies
- **Interactive Example:** Musicals
- **Activity:** Responding to music with movement
- **Activity:** Using movement to create a story
- **Discussion:** Putting music in the movie
- **Live Performance:** Cartoon Music
- **Activity:** Becoming your own cartoon character
- **Activity:** Creating your own hit list
- **Live Performance:** Choosing the best music for a scene
- **Activity:** Making sound effects to identify hits

Audio and video clips will be selected from the following films (please let us know if you feel any are unsuitable for your students):
- Annie
- Cinderella
- Ramona and Beezus
- Bee Movie
- How to Train your Dragon
- Winged Migration
- Howl’s Moving Castle
- Beethoven
- Surf’s Up
- The Tale of Despereaux
- Wallace and Gromit
- Looney Toons
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National Core Arts Standards (Music)

Creating
Imagine
K

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).
MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

Grade 1

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

Plan and Make
K

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

Grade 1

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

Grade 2

MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

Performing
Select
K

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

Grade 1

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

Grade 2

MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Interpret
K

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.

Grade 1

MU:Pr4.3.1a Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).

Grade 2

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Grade 3

MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
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Present

**Grade 3**
**MU:Pr6.1.3b** Demonstrate *performance decorum* and *audience etiquette* appropriate for the *context* and *venue*.

Responding

Select

**K**
**MU:Re7.1.Ka** With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

**Grade 1**
**MU:Re7.1.1a** With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific *purposes*.

**Grade 2**
**MU:Re7.1.2a** Explain and demonstrate how personal interests and experiences influence musical selection for specific *purposes*.

**Grade 3**
**MU:Re7.1.3a** Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or *purposes*.

Analyze

**K**
**MU:Re7.2.Ka** With guidance, demonstrate how a specific music *concept* (such as *beat* or *melodic direction*) is used in music.

**Grade 1**
**MU:Re7.2.1a** With limited guidance, demonstrate and identify how specific music *concepts* (such as *beat* or *pitch*) are used in various styles of music for a *purpose*.

**Grade 2**
**MU:Re7.2.2a** Describe how specific music *concepts* are used to support a specific *purpose* in music.

Interpret

**K**
**MU:Re8.1.Ka** With guidance, demonstrate awareness of expressive qualities (such as *dynamics* and *tempo*) that reflect creators’/performers’ expressive intent.

**Grade 1**
**MU:Re8.1.1a** With limited guidance, demonstrate and identify expressive qualities (such as *dynamics* and *tempo*) that reflect creators’/performers’ expressive intent.

**Grade 2**
**MU:Re8.1.2a** Demonstrate knowledge of music *concepts* and how they support creators’/performers’ expressive intent.
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Grade 3  
**MU:Re8.1.3a** Demonstrate and describe how the **expressive qualities** (such as **dynamics** and **tempo**) are used in performers’ interpretations to reflect **expressive intent**.

**Evaluate**

**K**  
**MU:Re9.1.Ka** With **guidance**, apply personal and expressive preferences in the evaluation of music.

**Grade 1**  
**MU:Re9.1.1a** With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**.

**Grade 2**  
**MU:Re9.1.2a** Apply personal and expressive preferences in the evaluation of music for specific **purposes**.

**Grade 3**  
**MU:Re9.1.3a** Evaluate **musical works** and **performances**, applying **established criteria**, and describe **appropriateness to the context**.

**Connecting**

**Connect #10**

**K**  
**MU:Pr4.1.Ka** With **guidance**, demonstrate and state personal interest in varied musical selections.

**MU:Pr4.3.Ka** With **guidance**, demonstrate **awareness of expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the creators’ **expressive intent**.

**Grade 1**  
**MU:Cr2.1.1a** With limited **guidance**, demonstrate and discuss personal reasons for selecting **musical ideas** that represent **expressive intent**.

**MU:Re7.1.1a** With limited **guidance**, identify and demonstrate how personal interests and experiences influence musical selection for specific **purposes**.

**Grade 2**  
**MU:Cr2.1.2a** Demonstrate and explain personal reasons for selecting **patterns and ideas for music** that represent **expressive intent**.

**MU:Pr4.3.2a** Demonstrate **understanding of expressive qualities** (such as **dynamics** and **tempo**) and how **creators** use them to convey **expressive intent**.

**MU:Re7.1.2a** Explain and demonstrate how personal interests and experiences influence musical selection for specific **purposes**.

**Grade 3**  
**MU:Pr4.3.3a** Demonstrate and describe how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).
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**MU:Re7.1.3a** Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

**Connect #11**

**K**

**MU:Re7.2.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

**MU:Re9.1.Ka** With guidance, apply personal and expressive preferences in the evaluation of music.

Grade 1

**MU:Cr1.1.1a** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

**MU:Re7.2.1a** With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

**MU:Re9.1.1a** With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

Grade 2

**MU:Re7.2.2a** Describe how specific music concepts are used to support a specific purpose in music.

**MU:Re9.1.2a** Apply personal and expressive preferences in the evaluation of music for specific purposes.

Grade 3

**MU:Pr6.1.3b** Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

**MU:Re9.1.3a** Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

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**Ohio Academic Content Standards- Music**

**Perceiving/Knowing/Creating**

**Kindergarten**

2CE Explore steady beat and rhythm.
3CE Listen to and explore the music of various styles, composers, periods and cultures.
4CE Explore and identify a wide variety of sounds, including the human voice.
6CE Attend live music performances.
7CE Identify a musician and his or her roles (e.g., composer, conductor and Performer).

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Grade 1
2CE Explore steady beat, rhythm and meter.
3CE Listen to and identify music of various and contrasting styles, composers, periods and cultures.
4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
5CE Explore selected musical instruments aurally and visually.
6CE Attend live music performances with emphasis on concert etiquette.

Grade 2
3CE Listen to and identify music of various styles, composers, periods and cultures.
4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
5CE Explore selected musical instruments visually and aurally.
6CE Attend live music performances with emphasis on instrument and voice identification.

Grade 3
1CE Visually and aurally, identify the four families of orchestral instruments.
2CE Identify and discriminate between sounds produced by various instruments and the human voice.
3CE Listen to and identify the music of different composers of world cultures.
5CE Identify elements of music using developmentally appropriate vocabulary.
6CE Identify careers in music including composing, performing and conducting

Producing/Performing
Kindergarten
2PR Demonstrate a steady beat and maintain it while performing.
3PR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.
4PR Create a wide variety of vocal and instrumental sounds.
6PR Demonstrate audience behavior appropriate for the context and style of music performed.

Grade 1
2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
7PR Demonstrate audience behavior appropriate for the context and style of music performed.

Grade 2
2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
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Grade 3
1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.
3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.
5PR Sing, move and respond to music from world cultures and different composers.
9PR Demonstrate appropriate audience etiquette at live performances.

Responding/Reflecting
Kindergarten
1RE Share ideas about musical selections of various and contrasting styles, composers and musical periods.
5RE Identify and discuss various uses of music in the United States and the various meanings of the term “musician.”
7RE Offer opinions about their own musical experiences and responses to music.

Grade 1
1RE Recognize how music is used for a variety of occasions.
2RE Describe how music communicates feelings, moods, images and meaning.
3RE Communicate a response to music using dance, drama or visual art.
4RE Connect concepts shared between music, other art forms and other curricular subjects.
5RE Form and express personal opinions about a musical performance and show respect for the opinions of others.
7RE Discuss audience behavior appropriate for the context and style of music performed.

Grade 2
1RE Explain how music is used for a variety of purposes and occasions.
2RE Discuss music of various composers, periods, cultures and contrasting styles.
3RE Discuss how music communicates feelings, moods, images and meaning.
4RE Interpret music through dance, drama and visual art.

Grade 3
2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.
3RE Explain personal preferences for specific musical selections using music vocabulary.
4RE Evaluate audience etiquette associated with various musical performances and settings.
5RE Analyze music in terms of how it communicates words, feelings, moods or images.

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