



**Introduction to Music Unit for grades 3–5
for “Flight of the Bumblebee”
by Nikolai Rimsky–Korsakov
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Unit Length

There are 3 lessons in this unit for grades 3–5. Lesson plans are designed for class periods of approximately 35 minutes. Teachers will need to adapt the lesson plans to fit their school resources and the individual needs of their students.

Lesson Use

These 3 lessons are designed for general music teachers to use, however, portions of the lessons can be used easily by classroom teachers or homeschool teachers with limited music background.

Standards

National Core Arts Standards for Music (to be adopted in 2014; draft version, 6/14/13) are indicated on each lesson. The 3 lessons combined address all 4 of the Artistic Processes (Creating; Performing; Responding; Connecting). [Note: These new standards have been developed in conjunction with the National Association for Music Education.]

The Ohio 2012 Standards for Music (all 6 Progress Points) are indicated on each lesson also. The 3 lessons combined address all 6 Progress Points from the new 2012 Ohio Standards.

- A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.
- B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.
- C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.
- D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.
- E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.
- F. Form and express opinions about music they hear in formal and informal live and recorded performances.

Music teachers in other states can easily match their standards to those in this Unit.

Critical Thinking and Common Core Connections

The lessons provide observable, measurable verbs from Bloom’s Taxonomy of thinking skills. It is usually left up to the teacher to assess these skills in an age–appropriate and practical way suiting the class, in addition to the assessment suggestions in the lesson plans.

“Common Core” connections to language arts and/or math are included with each lesson plan. It is recommended that the music teacher utilize a Word Wall for music vocabulary as one means of application.



Overview

Music Concepts and Objectives/Outcomes (that is, student learning outcomes) are indicated on each lesson. Over the 3 lessons, the Concept Areas of Rhythm (Tempo, Note Values, Patterns), Melody, Form, Expression, Texture, and Tone Color/Timbre are used. Skills developed over the 3 lessons are Singing, Moving, Listening, Performing, Evaluating, Creating, and Relating music to other subject areas such as history and literature.

The lessons for Rimsky–Korsakov’s Flight of the Bumblebee for grades 3–5 are:

Lesson #1: **Sixteenth, Eighth, and Quarter Notes**

Lesson #2: **A ‘Bzzz-tsar’ Story**

Lesson #3: **Different Versions to Compare and Share**

The length of the Classics for Kids, Vol. 2 recording for this work is 1 minute and 33 seconds.

Prior Knowledge

No prior knowledge on the part of the student is needed, although it is helpful to have had experience reading note values (quarter, eighth, sixteenth), performing note values and rhythms using body percussion or instruments, reading melodies on the treble staff, using a Venn diagram to make comparisons between two similar/different objects or pieces, and following icons or pictures of sound. It is also helpful to have had prior experience playing a keyboard or set of chromatic bells and improvising or composing with instruments.

Materials and Equipment

Each lesson indicates the required materials and equipment. Whenever playing a recording, it is important to have a high-quality sound system and use a high-quality recording. The Classics for Kids CD or website with free Naxos audio files are very helpful in this regard, but your playback equipment is equally important. It should be better than that from a typical computer’s speakers. Special Note: Any indications for the recording time (minutes:seconds) may vary slightly on different playback systems.

Instructional Plans (Lesson Plans)

Each lesson plan has been designed specifically for the grade 3–5 age group, although music teachers may have to adapt portions of each plan. All of the plans have been “teacher-tested” (or are currently being tested) and are easy-to-follow, set up in a format similar to many music series textbooks. Step-by-step guidelines are given under the “Sequence” portion of each lesson. Bear in mind that some external website resources may change periodically.



Supplementary Materials

Some lessons include various custom tailored music teacher resources. By clicking on the highlighted, underlined link at that point of the lesson plan, you can read the handout with Adobe Acrobat Reader and print it out for use in your classroom. You may wish to project the image from your computer, make an overhead transparency, PowerPoint or SmartBoard slide, in addition making to student copies of some items.

There are other activities and materials to this symphonic work that can be found on the [Classics for Kids website](#) under the **“Past Shows” tab**.

Assessment/Evaluation

The assessments for these 3 lessons are designed with the spirit of Race to the Top initiatives and address targeted student instructional outcomes using simple rubrics. **“I can...”** or **“I learned that music can...”** statements are provided within each lesson. Strategies for summative and formative assessment are given. Each student can maintain a Music Listening Portfolio that contains Exit Slips or other work related to their learning.

Teachers may find it helpful to collect assessment data on individual students over *longer periods of time*, assessing perhaps 5–8 students during each class, or whatever is practical, to maximize instructional time for children and to, of course, be actively involved in their own learning. Teachers may also further develop the assessment strategies given to more include specific rubrics that fit their district music curricula or other guidelines.

Extensions

Each lesson includes optional strategies for extending the lesson either that same day or on a separate day. Teachers may devise their own lesson extensions as they take advantage of the “teachable moments” that occur in their classrooms!