



# artsNOW

Integrated learning solutions

## COMPARE AND CONTRAST WITH THE NUTCRACKER

Grade Band: K-1

Content Focus: Music & ELA



### LEARNING DESCRIPTION

In this lesson, students will use music to examine and explore the scores of two renowned composers by comparing and contrasting their versions of *The Nutcracker*.

### LEARNING TARGETS

Essential Questions	"I Can" Statements
How can we compare and contrast different variations of <i>The Nutcracker</i> ?	I can listen to compare and contrast different variations of <i>The Nutcracker</i> .  I can analyze music by exploring instruments, dynamics and sound.

### GEORGIA STANDARDS

Curriculum Standards	Arts Standards
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**Kindergarten**

ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Grade 1**

ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.

ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.

**Kindergarten**

ESGMK.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- b. Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short).
- c. Identify basic classroom instruments by sight and sound.

ESGMK.RE.2 Evaluate music and music performances.

- c. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGMK.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- b. Describe connections between music and disciplines outside the fine arts.

**Grade 1**

ESGM1.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- b. Describe music using appropriate vocabulary (e.g. high/low, upward/downward, loud/soft, fast/slow, long/short, same/different).

ESGM1.RE.2 Evaluate music and music performances.

- c. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM1.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- b. Describe connections between music and disciplines outside the fine arts.

**SOUTH CAROLINA STANDARDS**

Curriculum Standards	Arts Standards
<b>Kindergarten</b> <b>READING - LITERARY TEXT</b> <b>Meaning and Context (MC)</b> <b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics in multiple media,	<b>Anchor Standard 6:</b> I can analyze music. Benchmark IM.R NL.6-I can identify the elements of music in compositions that I hear.



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formats, and in visual, auditory, and kinesthetic modalities.

7.2 Read or listen closely to compare familiar texts

**COMMUNICATION - Meaning and Context (MC)**

**Standard 3:** Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Explore how ideas and topics are depicted in a variety of media and formats.

**Grade 1**

**READING - LITERARY TEXT**

**Meaning and Context**

**Standard 7:** Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.

**COMMUNICATION - Meaning and Context (MC)**

**Standard 3:** Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.

**KEY VOCABULARY**

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"><li>● <u>Compare</u> - To look for similarities between two different things</li><li>● <u>Contrast</u> - To look for differences between two things</li></ul>	<ul style="list-style-type: none"><li>● <u>Composer</u> - Someone who writes music</li><li>● <u>Jazz</u> - A genre of music that originated in the African American communities of New Orleans in the late 19th and early 20th centuries; it is characterized by its use of swing and blue notes and complex chords</li></ul>



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- Classical - The formal music tradition of the Western world; the Romantic Period of classical music focused on emotion and expansion of the orchestra
- Instruments - Tools used to make sound
- Dynamic - How loud or soft something is
- Mood - How the music makes someone feel

## MATERIALS

- Smart board
- [Battle of the Nutcrackers](#) PowerPoint presentation
- [Nutcracker Music Analysis Worksheet](#)
- Pencils
- [Music Analysis self-reflection checklist](#)

## INSTRUCTIONAL DESIGN

### Opening/Activating Strategy

- Lead students in a musical warm-up to two different songs instructing them to listen carefully to the music played and move different body parts based on how they think the music sounds.
  - This might include sharp movements like marching or smooth movements like swinging arms, etc.
  - Ask them how the two pieces were the same and how they were different.

### Work Session

#### COMPARING AND CONTRASTING STORIES: *THE NUTCRACKER*

- Show covers of two different versions of the story, [The Nutcracker](#), and compare and contrast the images as a whole class.
- Read the two different versions of *The Nutcracker*.
  - Have students compare and contrast the two stories using a Venn diagram.
    - This can be done with a partner, individually, or as a whole class discussion.
    - Remind students when they analyze stories, they look at the characters, the setting and the plot.

#### COMPARING AND CONTRASTING MUSICAL COMPOSITIONS

- Tell students that they will be analyzing music by exploring the instruments, dynamics and mood.
- Using the Powerpoint slides, [Battle of the Nutcrackers](#), discuss two styles of music, classical and jazz, as a whole group.



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- Introduce students to:
  - Instruments - Students will use pictures to help decide which instrument they hear.
  - Dynamics - Students will use high, medium and low body levels to help decide the dynamic of the music.
  - Mood - Students will use color to help them determine how the music made them feel.
- Connect back to *The Nutcracker*, and introduce composers, people who write music.
  - Tell students that they will be listening to Tchaikovsky (classical) and Duke Ellington (jazz), who composed the music for two different variations of *The Nutcracker: The Nutcracker* and *The Harlem Nutcracker* (see “Additional Resources”).
- Tell students that they will compare and contrast the two pieces using the [Nutcracker Music Analysis Handout](#) as they listen to the two versions of *The Nutcracker*.
  - After listening to the two pieces, students will find a partner, and compare how they analyzed the piece.

### Closing/Reflection

- Facilitate a class discussion around students’ responses to the music.
  - Ask students if their answers differed from their partner’s. Have students justify responses using evidence from the music.
- Ask students to share which composer they preferred and why.
- Students will complete the [Music Analysis self-reflection checklist](#).

## ASSESSMENTS

### Formative

Teachers will assess student understanding by observing students’ contributions to class discussion, music analysis, and ability to work with a partner to compare and contrast.

### Summative

#### CHECKLIST

- Students can compare and contrast two versions of the same story.
- Students can compare and contrast music.
- Students can identify mood, dynamics, and instruments in a composition.

## DIFFERENTIATION

**Accelerated:** After listening to both Tchaikovsky’s and Ellington’s versions of a piece from *The Nutcracker*, students will write or draw a picture (for younger students) to tell about which composer’s piece they preferred. In their writing they should describe the instruments they heard and how it made them feel.

#### Remedial:

- Allow students to work with a partner during the listening analysis.
- Complete the Venn diagram and/or music analysis as a class.



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## ADDITIONAL RESOURCES

- [Tchaikovsky: "The March"](#) versus [Duke Ellington: "Peanut Brittle Brigade"](#)
- [Tchaikovsky: "Waltz of the Flowers"](#) versus [Duke Ellington: "Dance of the Floreadores"](#)
- [Tchaikovsky: "Spanish Chocolate"](#) versus [Duke Ellington: "Punch Bowl Espanol"](#)
- [Tchaikovsky: Waltz of the Snowflakes](#) versus [Duke Ellington: "Snowflake Joys"](#)
- [Tchaikovsky: "The Chinese Dance"](#) versus [Duke Ellington: "Chinoiserie"](#)
- [Tchaikovsky: "The Dance of the Sugar Plum Fairy"](#) versus [Duke Ellington: "Sugar Plum Cherry"](#)
- [Tchaikovsky: "Dance of the Reed Flutes"](#) versus [Duke Ellington: "Toot Toot Tootie Toot"](#)

*\*This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

*Ideas contributed by: Alexis Patsalos*

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