



## The Cat and the Mouse COPLAND "The Cat and the Mouse"

### CLASS ACTIVITY: CREATING A SOUND STORY

#### OVERVIEW

In this activity, students will work to understand how elements of pitch, rhythm, and dynamics can represent characters and tell a story.

**MATERIALS:** Variety of rhythm instruments/noise makers, *Goldilocks and the Three Bears* story

#### HOW TO PLAY

Read the story of *Goldilocks and the Three Bears* with the group. Ask the students to identify each character: Goldilocks, Baby Bear, Mama Bear, Papa Bear. Discuss the characteristics of each (i.e. Papa Bear is big, Mama Bear is nice, Baby Bear is shy, etc.)

Now, discuss how each character might sound if played on a musical instrument. Use these questions to help lead the discussion with students:

- Would Papa Bear sound loud or quiet?
- Would Mama Bear sound low or high?
- Would Baby Bear sound fast or slow?
- Would Goldilocks' voice be played high or low?

Divide the students into groups of four. Have each group assign the roles of Papa Bear, Mama Bear, Baby Bear, and Goldilocks to the students in their group. Once the roles have been assigned, give each group four different rhythm instruments/noise makers. Have the groups assign one instrument to each character in the story and decide on "sound effects" and short rhythm patterns that represent each character. (The rhythm patterns can reflect elements like Papa Bear's heavy footsteps, Goldilocks knocking on the door, etc.)

Now it's time to add the story. As the story is told, students must listen for their character's name to be read. When they hear their character's name, students will play the "sound effect" or rhythm patterns for their character.

Once the story is over, ask for volunteers to demonstrate their character's "sound effect" for the whole class, and explain why they chose it for their character. If desired, have groups change characters and repeat the activity.