

GOLDILOCKS WITH MOTIVES

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STANDALONE LESSON PLAN

FOR INDIVIDUAL INSTRUCTION

FOR BEGINNER STUDENTS (YOUNG)

MINIMUM INSTRUCTOR REQUIREMENTS

PREPARATION	KNOWLEDGE	CREATIVE INPUT
Print story if necessary	No specialized knowledge required	None required

OVERVIEW

Description: An introduction to the concept of motives: the teacher tells an abridged version of *Goldilocks and the Three Bears* while the student contributes short, musical motives for each of the characters.

Lesson time required to complete assignment: It's best to teach the motives in advance, at a comfortable pace, such as one per lesson, until the student knows all of them. After that, the lesson takes as long as you spend telling the story.

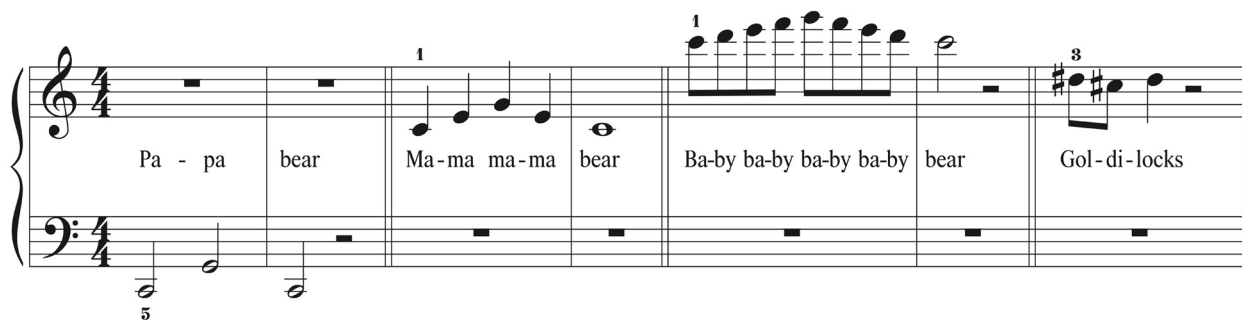
Materials required: The motives (included in the lesson steps below) and the story, which can be found on p. 4.

LESSON

Step 1: Teach the motives to the student by rote (lyrics optional)

Use this activity only with the youngest students and teach the motives by rote first, at a comfortable pace, starting with Goldilocks and then progressing through the three bears in any order. It's great if the student has already mastered the location of high C, low C, and middle C, but if not, this activity will help with that.

Goldilocks Motives



Step 2: Explain the activity

Don't explain the activity until the student has learned all the motives. Then, tell the student that you're going to tell a story with their help. Every time you say the name of one of the characters in the story, the student has to play the appropriate motive.

Step 3: Read the story with student accompaniment

The slightly abridged version of the story moves quickly enough that it should keep things interesting for the student. If you have a different version that you prefer, feel free to use it instead.

At the end, encourage the student to “roar loudly” on the piano (you might say that this is the only chance they will ever get to make the piano roar loudly), and perhaps have them express Goldilocks running away with an ascending *glissando*.

COMMENTS

This activity isn't for complete beginners—they have to be able to play a C major pentascale and pentachord, both of which take preparation to execute with proper wrist, hand, and finger position.

Students do not need to play the motives perfectly in rhythm.

This activity is useful for several concepts:

- 1) Finding high, middle, and low C
- 2) Connecting the idea of low notes with Papa Bear, high notes with Baby Bear, etc.
- 3) Connecting characters and moods with music

EXTENDING THE LESSON

Try other stories. Your student can try making up their own motives for each character, making sure that the musical character of the motive matches the character of the story. For example, in *Little Red Riding Hood*, the student would need to think about what Little Red Riding Hood's motive would sound like, and how it would be different from Grandma's or the Wolf's.

Goldilocks and the Three Bears

Once upon a time there was a nosy little girl called **Goldilocks**. One day, **Goldilocks** was walking through the forest when she happened to notice the house of the three bears, with the door wide open. She thought, “Those silly bears forgot to close the door.” So she went up to the house and, being a nosy little girl, walked right in.

Inside the house, **Goldilocks** did all kinds of silly things: she sat in chairs, she ate porridge, and then she suddenly got very tired, so she went upstairs to bed. Soon after this, the three bears came home. The first thing they did was stand around in their living room looking at their chairs.

“Well, I never!” said **Papa Bear**. “I do believe someone has been sitting in my chair!”

“That’s just what I was going to say!” said **Mama Bear**. “Someone has been sitting in my chair too!”

And then **Baby Bear** said, “I don’t know how you can tell that someone was sitting in your chairs, but I know someone was sitting in *my* chair, because it’s broken!” Then the three bears stood around the dining room table.

“Well, I never!” said **Papa Bear**. “I do believe someone took a bite of my porridge!”

“That’s just what I was going to say!” said **Mama Bear**. “Someone took a bite of my porridge too!”

And then **Baby Bear** said, “Well, someone took a lot of bites of my porridge, and they didn’t leave any bites for me!” Then the three bears went upstairs to check out the bedroom.

“Well, I never!” said **Papa Bear**. “I do believe someone has been sleeping in my bed!”

“That’s just what I was going to say!” said **Mama Bear**. “Clearly someone has been sleeping in my bed too!”

And **Baby Bear** said, “I don’t mean to keep one-upping you, but someone has *definitely* been sleeping in my bed too—because she’s still there!” And sure enough, there was **Goldilocks**. The bears were not impressed.

Papa Bear said: “I think we should roar loudly to wake her up.”

Mama Bear said: “That’s just what I was going to say! We need to roar loudly.”

And then **Baby Bear** said: “I like roaring loudly!” So the three bears roared loudly.

Did their roaring wake **Goldilocks**? You bet it did, and she did the most sensible thing she’d done all day: she got out of the bears’ house as fast as her legs could carry her!

THE END