

2013–2014 Midweek Concert

# Teachers' Guides

BALTIMORE  
SYMPHONY  
ORCHESTRA

in collaboration with



## Carnival of the Animals



*Creative and  
Innovative Lesson  
Seeds, Sprouts and  
Resources*

**STEAM**  
**activated**  
arts integrated

**TINY TOTS** • PreK-Kindergarten

**PRIME TIME** • Grades 1-3

Thursday, February 6, 2014  
10am & 11:30am

Friday, February 7, 2014  
10am & 11:30am

# CARNIVAL OF THE ANIMALS

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## INTRODUCTION ●

### Welcome to the Baltimore Symphony Orchestra's Teachers' Resource Guide!

We are delighted you will be joining us, along with educators and students from across the state of Maryland and beyond, for the BSO's **2013-14 Midweek Education Concerts**.

In ***Carnival of the Animals***, the animals come to life through Bob Brown Puppets and the instruments of the Baltimore Symphony. We hope that you will use this guide to prepare students for an exciting exploration of the instrument families of the orchestra and the numerous animals they can depict.

This guide was thoughtfully designed by a hand-picked team of teachers from a range of counties across Maryland. The Lesson Plan Seeds and Sprouts are built upon the **STEAM** Initiative (Science, Technology, Engineering, Arts, and Mathematics) and immersed in an **Arts Integrated** format. Additionally we worked in close collaboration with Arts Education in Maryland Schools Alliance (AEMS), to ensure these resources meet a high standard for educators.

The guide has been created to be easy to read, inspirational for implementation, and most importantly, a fun way to explore the concert's themes and curricular connections. For each lesson plan seed, we have identified the key standards that link directly to the provided seeds and sprouts, and have listed a variety of additional resources to enhance classroom activities.

We hope you find the resources exciting, engaging, and invaluable as you plan your upcoming concert visit and we so look forward to seeing you at the Meyerhoff!

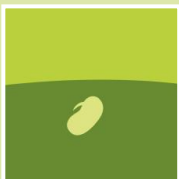


A handwritten signature in black ink, appearing to read "Annemarie Guzy".

**Annemarie Guzy**  
Director of Education  
Baltimore Symphony Orchestra

## HOW TO USE THIS GUIDE ●

### Lesson Plan Seeds and Sprouts Choose one or grow your own!



#### Seed

Each BSO Education Concert has approximately five lesson “seed” suggestions. Think of the lesson seed as a topic. Each seed has an objective, essential questions, standards, and resources.



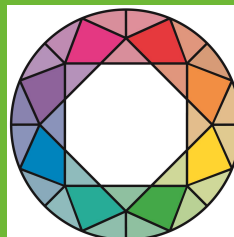
#### Sprout

Each seed has approximately five suggested “sprouts” or ideas that grow out of the seed. As you grow the sprouts, look to the resource list on each page. This list contains resources that are provided within this teachers’ guide, as well as a range of additional resources you may wish to use.



**Grow your own!** We hope one of our lesson ideas will spark a new idea for you and your students. **Encourage collaboration** with other teachers in your building, and create your own arts-integrated seeds & sprouts.

### Music & Composers The Facets Model



The Facets Model is designed like a gem; it allows a teacher or student to explore a piece of music from many different angles, with each facet contributing to the beauty of the whole object. By considering a piece of music through the Facets Model, we hope students can learn more about the composer, the date of composition, the form, and unique sounds of the music.

### Don't leave your concert experience behind at the Meyerhoff!

Use another sprout as a follow-up activity, use one of our suggested closure activities, or use our wrap-up worksheet.

Tell us what you think by sharing your feedback and ideas with the BSO!



A SNAPSHOT OF CARNIVAL OF THE ANIMALS • FACETS MODEL



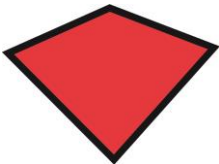
The Facets Model is adapted from Barrett, J. R., McCoy, C. W., & Veblen, K. K. (1997). *Sound ways of knowing: Music in the interdisciplinary curriculum*. New York, NY: Schirmer Books. Used with permission of the author.

## A SNAPSHOT OF *CARNIVAL OF THE ANIMALS* • IN DEPTH



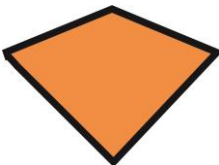
### **Who created it?**

*Carnival of the Animals* was written by French composer Camille Saint-Saëns.



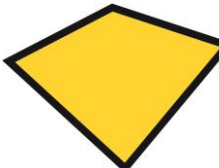
### **When and where was the work created?**

It was written in 1886 while Saint-Saëns was vacationing in Austria.



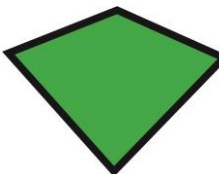
### **Why was it created? For Whom?**

Saint-Saëns wrote the piece to provide entertainment for his friends.



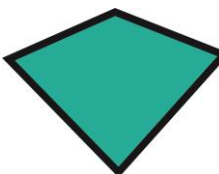
### **Subject: What is the subject of the work?**

*Carnival of the Animals* is a musical parade of animals.



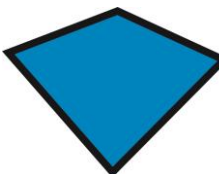
### **Content: What is being expressed?**

This piece is a humorous musical depiction of each animal.



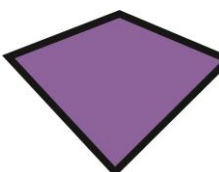
### **Techniques: What techniques did the composer use to help us understand what is being expressed?**

The instruments of the orchestra mimic the sound of the animal in each piece of music.



### **Form: What is the structure or form of the work?**

*Carnival of the Animals* is a collection of fourteen short pieces.



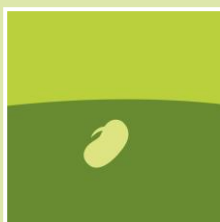
### **Sound: What does each piece sound like?**

The music captures the sounds and actions of each animal.

**LESSON PLAN SEEDS • STEAM Activated –Arts Integrated**



**THE MUSIC:**  
*CARNIVAL OF THE ANIMALS*



**LESSON PLAN**  
**Seeds & Sprouts**

*(Choose one or grow your own!)*

**SEED 1: See the animals. Hear the instruments. They're matching!**

**ESSENTIAL QUESTIONS**

- How does tone color match the animals in the story?
- If the instruments were changed, how might the listener's perception of the music be affected?

**ACTIVITIES**

1. Experiment with classroom instruments to discover if any of them sound like an animal we know?
2. Build instruments out of recycled materials and classify them by "family". Then assign them to an animal they might represent.
3. Sketch or paint the animal images that come to mind while listening to each piece (without the narration).



**Sprout 1:** Describe how the instruments in each piece depict each animal.

**Sprout 2:** Discuss which elements of music (melody, rhythm, tempo, dynamics) make you think of the animal.

**Sprout 3:** Compose your own Carnival and list which instrument(s) you would choose to describe each animal.

**STANDARDS**

Music Content Standards: 1.0 Perceiving and responding: Aesthetic Education—Students will demonstrate the ability to perceive, perform and respond to music.

Music Content Standards: 6.0 Listening to, analyzing, and describing music. Students will listen to, analyze, and describe musical examples using appropriate vocabulary/terminology. Students will analyze specific events in a given musical example.

**BSO RESOURCES**

BSO Teachers' Guide Digital CD:  
<http://www.bsomusic.org/bsokids/main.taf?p=1,2,2,1>

*Carnival of the Animals* Listening Guide (p.11)

**ADDITIONAL RESOURCES**

Audio recording "The Carnival of the Animals" by Camille Saint-Saens, published 1922

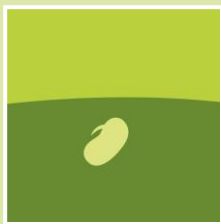
The book, "The Carnival of the Animals" by Jack Prelutsky; Illustrated by Mary GrandPre. Knopf Book for Young Readers, 2010.

Listening/Activity Guide  
[http://www.foresoundmusic.com/uploads/5/2/4/4/5244993/carnival\\_listen\\_along\\_sheets.pdf](http://www.foresoundmusic.com/uploads/5/2/4/4/5244993/carnival_listen_along_sheets.pdf)

**LESSON PLAN SEEDS • STEAM Activated –Arts Integrated**



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**SEED 2: Rhyming words and sentences equal musical fun!**

**ESSENTIAL QUESTIONS**

- What rhyming words go with the music?
- Why do you think the author of the book chose the words he did? (Ex: Aquarium- Swim/Brim)

**ACTIVITIES**

1. From “The Carnival of the Animals” by Jack Prelutsky, teacher chooses a poem from which students identify the rhyming words and create pairs of rhyming words.  
Example: Aquarium: brim/swim; wish/fish
2. Define the words in the poem and create new sentences.  
Example: Aquarium: brim/swim  
The fish swim to the brim of the pool.



**Sprout 1:** Explore the world of literature about animals while identifying rhyming words.

**Sprout 2:** Create your own rhyming sentences and share them with your classmates.

them with your classmates.

**Sprout 3:** Become a narrator. Recite your sentences or record them and play them with one of the pieces from *Carnival of the Animals*.

**STANDARDS**

*CC RF2; Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*

*W3- Text types and purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

*RL 1.4-Reading Literature: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

**BSO RESOURCES**

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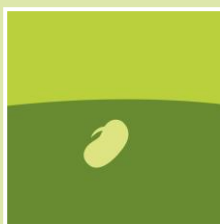




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**THE MUSIC:**  
*CARNIVAL OF THE ANIMALS*



**LESSON PLAN**  
**Seeds & Sprouts**

*(Choose one or grow your own!)*

**SEED 3:** Explore the animals that make up *Carnival of the Animals*.

**ESSENTIAL QUESTIONS**

- How did you use the clues from the music to figure out the animal being depicted?
- Can you think of other animals, not in *Carnival of the Animals*, that could be depicted by the same music?

**ACTIVITIES**

1. Who's in the Carnival?

*Example: Word bank with names of all animals*

**Motivation/Vocabulary Development:** Motivate the children by modeling the questioning game: *Who's in the Carnival?*

- Display five or six of the animals from *The Carnival of the Animals* picture word cards.
- Choose one animal as the target animal for the questions.



**Sprout 1:** Who? What? Where?

Discover characteristics and habitats of each animal in *Carnival of the Animals*.

**Sprout 2:** While listening to

"Aquarium" with eyes closed, what do you imagine?

**Sprout 3:** Give auditory/visual clues so students may guess which animal is being described.

**ACTIVITIES CONT.**

- Place *Yes* and *No* word cards on the pocket chart.
- Provide the selected child with the bag.
- Use the question cards to ask about the animal, and have the child respond *Yes* or *No*.
- As each question is answered, have the child place the question card on a T-Chart, under the correct response, *Yes* or *No*.
- After each question is answered, provide opportunities for two or three children to guess what is in the bag.
- Continue until animal is identified.

**STANDARDS**

Common Core Standards:

CC SL1.c (Speaking and Learning) Ask questions to clear up any confusion about the topics and texts under discussion.



**BSO RESOURCES**

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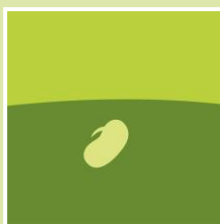
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**SEED 4: It's Performance Day at the Carnival!**

**ESSENTIAL QUESTIONS**

- How can drawings or masks be used to help tell a story?
- How do elements of Drama help students comprehend storytelling?

**ACTIVITIES**

1. Working in groups, students select an animal in the story to dramatize. Ex: Fish  
(a) Students use scarves/step bells to show the melodic direction
2. Students create “fish hats” to wear as they move around in their “schools”.
3. Students choose a different animal not in the story to include in the flannel board when retelling the story.



**Sprout 1:** Perform *Carnivals of the Animals* as a classroom drama. Capture your performance on video.

**Sprout 2:** Make paper plate masks for each animal and have a parade.

**Sprout 3:** Create a (real or virtual) flannel board using animal and instrument pictures to retell the story.

**STANDARDS**

Common Core Standards:

*SL4/SL5-Presentation of Knowledge and Ideas*

*SL4: Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.*

*SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.*

**BSO RESOURCES**

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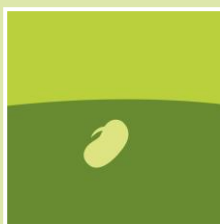
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**LESSON PLAN SEEDS • STEAM Activated –Arts Integrated**



**THE MUSIC:**  
*CARNIVAL OF THE ANIMALS*



**LESSON PLAN**  
**Seeds & Sprouts**

*(Choose one or grow your own!)*

**SEED 5: The animals on the pages come to life!**

**ESSENTIAL QUESTIONS**

- How can dramatizing a story/book give the listener/reader insight into the thinking of the composer/author?

**ACTIVITIES**

1. Teacher or students select non-fiction text about animals. Ex: *Animals on the Farm*; *Donkeys* by Anita Yasuda; *Chicks and Chickens* by Gail Gibbons; *Daisy Comes Home* by Jan Brett. Compare/contrast non-fiction and literary text about animals (verbally or written).
2. Students (in groups) create a new animal to put in the carnival! Students can create a hybrid of known animals, or a completely new one! Drawing and/or dramatizing can do this.



**Sprout 1:** Select fourteen non-fiction books, one for each animal in the carnival, to share with students

**Sprout 2:** Compare animals in nature to animal caricatures depicted in *Carnival of the Animals*.

**Sprout 3:** If I were a new species of animal...Draw or paint a picture of how you would look. Create a costume.

**ACTIVITIES CONT.**

3. Students “Adopt-an-Animal” from “The Carnival of the Animals.” As a class, create a poster (drawing) and name the animal. Posters will be displayed upon your arrival at the concert.

**THINGS TO DO AFTER THE CONCERT**

Upon returning from the concert, have students vote on their favorite animal in the carnival.

**STANDARDS**

Common Core Standards:

CC RI3-Integration of Knowledge and Ideas *Compare and contrast the most important points and key details presented in two texts on the same topic.*

**BSO RESOURCES**

BSO Teachers' Guide Digital CD: <http://www.bsomusic.org/bsokids/main.taf?p=1,2,2,1>

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**CARNIVAL OF THE ANIMALS MAP • LISTENING GUIDE #1-3**

|                        |   |   |   |
|------------------------|---|---|---|
| <b>I see</b>           |  |  |  |
| <b>I imagine</b>       | <b>1. Introduction and Royal March of the Lions</b>                               | <b>2. Hens and Roosters</b>   | <b>3. Wild Horses</b>   |
| <b>I hear</b>          | Roar on the piano, strings  | Strings, piano and clarinet   | Piano   |
| <b>The music feels</b> | Slow & majestic   | Quick, detached   | Very fast, repetitive   |

**CARNIVAL OF THE ANIMALS MAP • LISTENING GUIDE #4-6**

I see



I imagine

**4. Tortoise**

**5. The Elephant**

**6. Kangaroos**

I hear

**Piano and strings**

**Double Bass**

**Two pianos**

The music feels

Very slow  
Can-Can melody

Slow, steady, low

Short, soft, detached

**CARNIVAL OF THE ANIMALS MAP • LISTENING GUIDE #7-9**

I see



I imagine

|             |  |                                      |
|-------------|--|--------------------------------------|
| 7. Aquarium | 8. Personages with Long Ears (Donkeys) | 9. Cuckoo in the Depth of the Forest |
|-------------|--|--------------------------------------|

I hear

|  |             |                         |
|--|-------------|-------------------------|
| Piano, flute, strings, glockenspiel or glass harmonica | Two violins | Clarinet and two pianos |
|--|-------------|-------------------------|

The music feels

|                |                          |                                   |
|----------------|--------------------------|-----------------------------------|
| Legato, smooth | Listen for the “hee haw” | Minor third, repetitive, haunting |
|----------------|--------------------------|-----------------------------------|

**CARNIVAL OF THE ANIMALS MAP • LISTENING GUIDE #10-12**

I see



I imagine

**10. The Aviary**

**11. The Pianists**

**12. Fossils**

I hear

Flute, piano, strings

Two pianos and strings

Xylophone, clarinet, piano, strings



The music feels

Quick, short, fluttery

Scales

Lively, humorous; Listen for "Twinkle Twinkle"

**CARNIVAL OF THE ANIMALS MAP • LISTENING GUIDE #13-14**

|                  |   |  |
|------------------|---|--|
| <b>I see</b>     |  |  |
|                  | <b>13. The Swan</b>   | <b>14. Finale</b>  |
| <b>I imagine</b> | <b>Cello and piano</b>  | <b>Piano and orchestra</b>   |
|                  | <b>The music feels</b>  | Legato gliding melody  |



Name \_\_\_\_\_

Class \_\_\_\_\_

**BALTIMORE SYMPHONY ORCHESTRA**  
**Concert & Fieldtrip Review**



1. What concert did you see the Meyerhoff Symphony Hall?

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2. Who was the composer (or composers) featured?

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3. What pieces did you hear?

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4. What was your favorite part of the concert?

---

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5. What part of the concert would you like to know more about?

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ADDITIONAL RESOURCES



**Dean Shostak, American glass Armonica player**

His CD/DVD set "The Glass Armonica" has a great video of how the glass Armonica is made and a short video of Dean playing the aquarium piece. Plus - Dean's appearance on Mr. Rogers! <http://www.crystalconcert.com>

**Source for free Audacity recording software:**

<http://audacity.sourceforge.net/>

**Printable *Carnival of the Animals* handouts and pictures**

[http://www.foresoundmusic.com/uploads/5/2/4/4/5244993/carnival\\_listen\\_along\\_sheets.pdf](http://www.foresoundmusic.com/uploads/5/2/4/4/5244993/carnival_listen_along_sheets.pdf)

**Ogden Nash poetry**

To accompany *Carnival of the Animals*

<http://www.informatik.uni-hamburg.de/RZ/lehre/C++/4/carnival>

**Make your own recycled instrument:**

<http://www.nyphilkids.org/lab/main.phtml>



SPECIAL THANKS



The Baltimore Symphony Orchestra acknowledges with gratitude the work of the following individuals who contributed to the development of these materials:

Michael DuBose, Lesson Plan Writing Workshop Facilitator; Lead Writer Music Technology Specialist for Prince George’s County Public Schools

T. Brooke Rucker-Naidu, Music Specialist Vocal and instrumental teacher for Harford County Public Schools

Joann Benson, Music Specialist Vocal and general music teacher at Sandy Mount Elementary School, Carroll County

Carol Muhammad, Language Arts Specialist Classroom teacher, West Towson Elementary School, Baltimore County

Mary Cary, Executive Director Arts Education in Maryland Schools Alliance

Carol Bogash, Vice President for Education and Community Engagement Baltimore Symphony Orchestra

Annemarie Guzy, Director of Education Baltimore Symphony Orchestra

Ken Lam, Education Conductor Baltimore Symphony Orchestra



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Official Education Partner: SYLVAN/LAUREATE FOUNDATION

Official Curriculum and Assessment Partner:



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LEGG MASON GLOBAL ASSET MANAGEMENT



Maryland State Department of Education