

National Standards

ENGLISH LANGUAGE ARTS

NL-ENG.K-12.4: Students adjust their use of spoken, written, and visual (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

MUSIC

Standard 6: Listening to, analyzing, and describing music

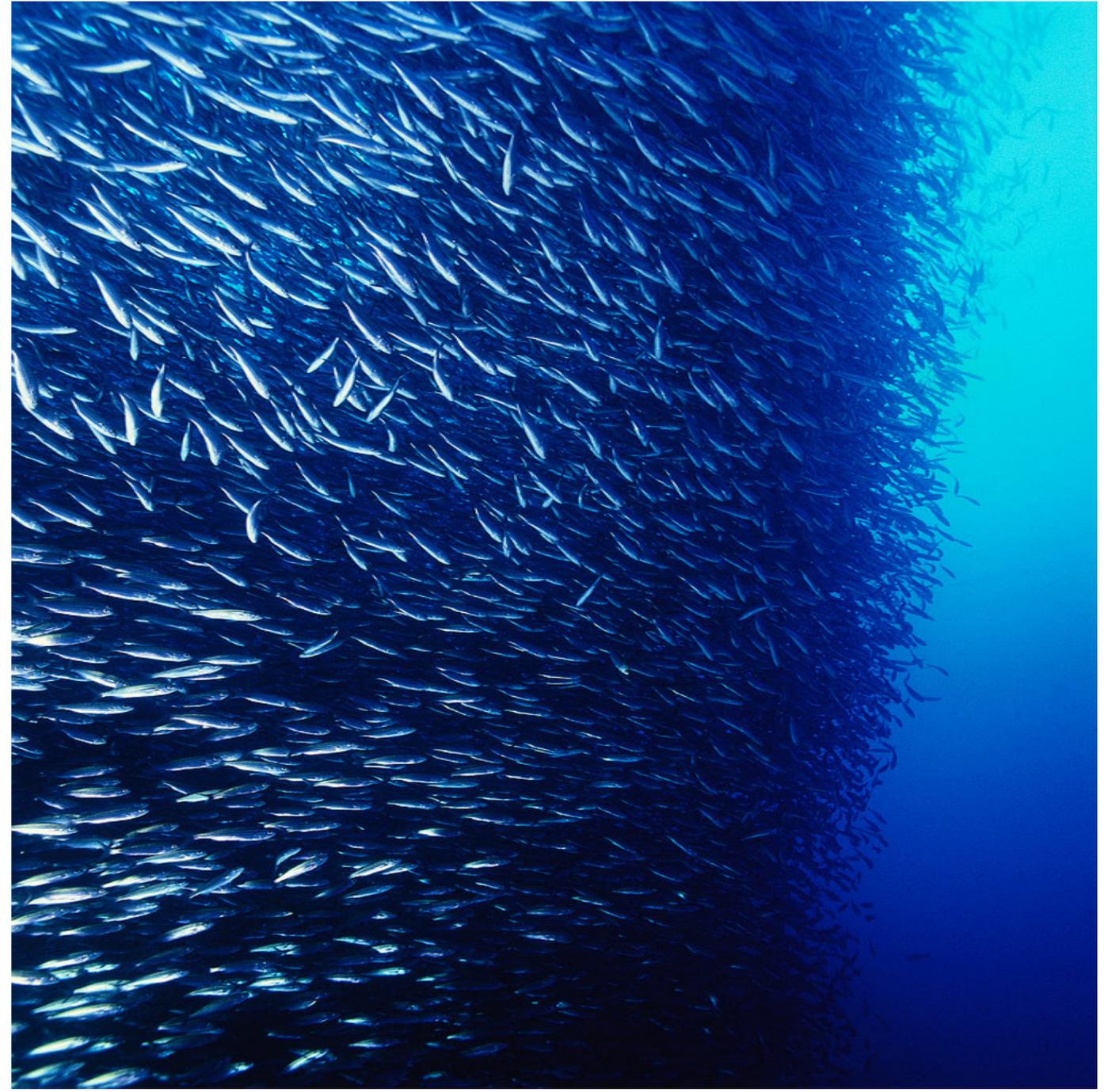
Idea Contributed by Sandi Evans
Modifications, Extensions, and Adaptations Contributed by:
Peggy Barnes, Candy Bennett, Lindsey Elrod, Jennifer Plummer, and Vilma Thomas
Reviewed by Emily Threlkeld

2011 - 2012 © ArtsNOW
100 Edgewood Ave, Suite 100
Atlanta, GA 30303
Phone: 404.688.2480
Fax: 404.688.2424
www.artsnowlearning.org

ArtsNow
Teaching and Learning Across the Curriculum

Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Form/Structure/Organization • Relationships •
Unity/Diversity • Environment • Classification



Build music vocabulary and persuasive writing skills
through *The Carnival of the Animals!*

Carnival of the Animals

Students will expand knowledge about music vocabulary through exploration of *The Carnival of the Animals*, composed by Camille Saint-Saëns. Students will be able to use key music terms in discussions with their peers and in persuasive writing.

Essential Question: How can you write to describe and share your opinion about music you hear?

Process

- Have a recording preset to use the selections of *The Carnival of the Animals* you want students to hear. Place the large pictures of the animals on chart paper and hang up for students to see.
- Have students sit in a circle on the floor.
- Discuss that music has different qualities, including timbre, pitch, tempo, and dynamics. Play two different sized tone bars to illustrate the difference in high and low pitch. Discuss the sounds that animals make using these musical terms. Playing audio clips may be helpful. For example, small animals such as a bird or frog may make soft, high-pitched, thin or shrill sounds, while larger animals like an alligator may make loud, low-pitched, thick or rumbling sounds.
- After the students understand the different types of sound, play the first selection from *The Carnival of the Animals*.
- Have students hold up the picture that they think matches the sounds. Have students move like the animal would move. Create a word splash to describe the music and write the words on the chart paper.
- After each animal has been identified, read the passage of the book that matches the animal and discuss qualities of each animal that are illustrated by the music.
- Repeat for the other animals.
- When all the music has been played, have students select one animal and write a paper to try to persuade others to choose it as their favorite. Remind students that persuasive writing includes an opinion and reasons for that opinion. Ask students to include two or three reasons for their opinion.

Extension

Students can choose a new animal and create a musical composition to represent it's personality and/or habitat.

Assessment

Read writing to check for understanding and appropriate application.

Rubric

See attached document for rubric.

ESOL Modifications and Adaptations

ESOL teacher will need to conduct a mini lesson on persuasion, allowing students to role play (ex: persuading their parents for an extra cookie or staying up later on a school night).

ESOL Assessments

Students will present an oral persuasion.

Gifted Modifications and Extensions

Once students have picked their favorite animal from *The Carnival of the Animals*, they will do research (through internet or book resources) to gather factual information about their animal to include in their persuasive writing.

Gifted Assessments

Students will use mechanics to develop a persuasive writing that includes facts and opinions.

Materials

- Recording of *The Carnival of the Animals* composed by Camille Saint-Saëns
- Book illustrating *The Carnival of the Animals*
- writing paper
- chart paper
- marker
- large pictures of each animal
- pencils
- pitched percussion instruments (xylophone, tone bars, etc)

Vocabulary

Tone Color (Timbre)

The quality of sound; component of a sound that causes different instruments to sound different from each other

Pitch

Relative highness or lowness of a tone in relation to other tones

Tempo

The speed at which a music piece is performed

Dynamics

Volume of sound (loudness, quietness)

Movement

A self-contained part of a musical composition or musical form.

Resources

Recordings and illustrated books of *The Carnival of the Animals* are commercially available. One example is Saint-Saens, C. & Turner, B. C. (1998). *Carnival of the animals*. New York, NY: Henry Holt and Co.

Audio recordings of the various movements are available through streaming online music sites like <http://www.grooveshark.com> (search: Carnival of the Animals)

A full recording and descriptions of each of the 14 movements are available online at http://en.wikipedia.org/wiki/The_Carnival_of_the_Animals

Animal Sound Clips from the U.S. Fish and Wildlife Service: <http://www.fws.gov/video/sound.htm>

Several ballet companies have performed *The Carnival of the Animals* and posted videos on <http://YouTube.com>.

Special Education Modifications and Adaptations

Ask each student to name their favorite animal from the story. Record responses using a tally chart, and ask students to identify the animal with the greatest number of votes. Work in small groups or as a whole to list attributes of the animal with the greatest amount of votes. Correlate the attributes to the musical vocabulary and then use the attributes to write or dictate 2 to 3 sentences about the animal.

Special Education Assessments

Students used the attributes to write about their animal choice.

Common Core Georgia Performance Standards

(*CCGPS implementation year 1: 2012-2013)

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKRI1: With prompting and support, ask and answer questions about key details in a text.

ELACCKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

ELACCKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

GRADE 1

ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELACC1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE 2

ELACC2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

ELACC2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

WIDA English Language Proficiency Standards

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELAKR6: The student gains meaning from orally presented text.

ELAKW2: The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

ELAKLSV1: The student uses oral and visual skills to communicate.

GRADE 1

ELA1R6: The student uses a variety of strategies to understand and gain meaning from grade-level text.

ELA1W2: The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

ELA1LSV1: The student uses oral and visual strategies to communicate.

GRADE 2

ELA2R4: The student uses a variety of strategies to gain meaning from grade-level text.

ELA2W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

ELA2LSV1: The student uses oral and visual strategies to communicate.

MUSIC

GRADE K

MKGM.6: Listening to, analyzing, and describing music

MKGM.10: Moving, alone and with others, to a varied repertoire of music

GRADE 1

M1GM.6: Listening to, analyzing, and describing music

M1GM.10: Moving, alone and with others, to a varied repertoire of music

GRADE 2

M2GM.6: Listening to, analyzing, and describing music

M2GM.10: Moving, alone and with others, to a varied repertoire of music

Carnival of the Animals

Skill	Level 1	Level 2	Level 3	Level 4
Writing	Student does not write.	Student writes or dictates an opinion.	Student dictates or writes an opinion and provides one supporting detail.	Student dictates or writes an opinion and provides multiple supporting details.
Music	Student does not listen attentively. Student is not able to identify animals being represented by a musical selection based on timbre, pitch, and tempo of music.	Student is able to identify animals being represented by a musical selection based on timbre, pitch, and tempo of music.	Student is able to identify animals being represented by a musical selection based on timbre, pitch, and tempo of music and can provide describing words using appropriate music vocabulary.	Student is able to correctly identify animals represented by a musical selection and can participate in creating a new piece of music to represent an animal, using timbre, tempo, and pitch.
Reading	Student does not attend to the story as it is being read.	Student attends to the story as it is being read, and begins to recall information from the story when questioned.	Student attends to the story as it is being read, and begins to recall information from the story independently.	Student attends to the story as it is being read, and begins to recall information from the story independently without being prompted by the teacher.