



OMAHA SYMPHONY

Carnival of the Animals

TEACHER RESOURCE





TABLE OF CONTENTS

Overview

- Message to Teachers
- Carnival of the Animals Recording Project
- Omaha Symphony
- Henry Doorly Zoo

Standards

- National Core Arts
- Nebraska K-12 Fine Arts
- Iowa Core Fine Arts

Carnival of the Animals

- I. Introduction and Royal March of the Lion
- II. Hens and Roosters
- IV. Tortoises
- V. The Elephant
- VII. Aquarium
- VIII. Animals/Characters with Long Ears
- IX. Cuckoo in the Depths of the Woods
- X. Aviary
- XII. Fossils
- XIII. The Swan

Meet the Orchestra

Instrument Families

- Strings
- Woodwinds
- Brass
- Percussion

Link to the whole suite:

<https://www.youtube.com/watch?v=clK9rM9JoIs&t=127s>

Link to the individual movements:

<https://omahasymphony.vids.io/tags/d49bd7ba1c145b/carnival-of-the-animals>

Password for individual movements:

Carnival25



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

OVERVIEW

Message to Teachers

Thank you for welcoming the Omaha Symphony into your classroom. We hope this packet will serve as an additional resource for you as you explore your district's Carnival of the Animals curriculum. Your feedback is valuable. If there is an additional resource that would make this resource work better for your needs, please let us know. Your [survey](#) responses also help us keep our Virtual Classroom free.

- See all that our Virtual Classroom has to offer at omahasymphony.org/virtualclassroom
- Learn more about our Adventures in Music programs for grades PreK-12 at omahasymphony.org/teachers-students

Carnival of the Animals Recording Project

Captured in collaboration with the Henry Doorly Zoo and Aquarium, Omaha Symphony musicians introduce their instrument with the animals as an introduction to each movement of Camille Saint-Saëns' iconic work.



OMAHA
SYMPHONY

Omaha Symphony

Our Mission:

To enrich people's lives through the exhilarating experience of live orchestral music.

Our Core Values:

- Passionate pursuit of excellence and integrity in all we do
- Deep commitment to education with the communities we serve
- Collaboration among people and organizations committed to sustaining the Omaha Symphony's mission



Henry Doorly Zoo

Omaha's Henry Doorly Zoo and Aquarium's mission is to inspire, educate and engage people to serve as lifelong stewards for the conservation of animals and their habitats.

- Check out all of the resources on the [Education Webpage](#).



STANDARDS

National Core Arts Standards

- **Creating** - Anchor Standard 1. Generate and conceptualize artistic ideas and work.
- **Creating** - Anchor Standard 2. Organize and develop artistic ideas and work.
- **Performing** - Anchor Standard 4. Analyze, interpret, and select artistic work for presentation.
- **Responding** - Anchor Standard 7. Perceive and analyze artistic work.
- **Responding** - Anchor Standard 8. Interpret intent and meaning in artistic work.
- **Connecting** - Anchor Standard 10. Synthesize and relate knowledge and personal experiences to make art.

Nebraska K-12 Fine Arts Standards

- FA 2.4.1 Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics.
- FA 2.4.2 Students will sing and/or play instruments to a variety of music that includes music elements of rhythm, pitch, dynamics, and form.
- FA 2.4.3 Students will recognize and describe elements of music to demonstrate how music makes them feel (impact of music).

Iowa Core Fine Arts Standards

- MU:Cr1.1K a. With guidance, explore and experience music concepts (such as beat and melodic contour).
- MU:Cr2.1K a. With guidance, demonstrate and choose favorite musical ideas.
- MU:Pr4.2K a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. ?
- MU:Pr4.3K a. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
- MU:Re7.2K a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
- MU:Re8.1K a. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
- MU:Cn10.0.K a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.



I. Introduction and Royal March of the Lion [2:24]



Animal: Lion

Facts: The lion has the loudest roar of all the big cats. Its roar can be heard as far away as five miles.

Animal Sound Clip: [listen to the lion's roar](#)



Instrument: Piano

Family: Percussion

Facts: The standard full-sized piano has 88 keys and has a wide range to play both low and high notes.

Music Elements:

- Pitch: low/high
- Dynamics: loud/soft, crescendo
- Tempo: beat

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- Is a lion's roar loud or quiet?
- Does a lion's roar go low, high, or both?
- How does this music make you feel? (ex: excited, happy, hyper, fun, anxious, sneaky)

Movement:

- March to the beat—proud like a royal king/queen/lion
- Keep the beat—on your body or a percussion instrument (hand drums, rhythm sticks)
- Play a crescendo & decrescendo—using your hands on your body/floor/percussion instrument

Other:

- [Color the lion](#)—and learn more about it

Pairs well with:

- IX. Cuckoo in the Depths of the Woods (High/Low notes)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

II. Hens and Roosters [1:10]



Animal: Helmeted Guineafowl

Facts: This bird walks and runs more than it flies. It likes to eat animal and plant foods (bugs, corn, and seeds) by pecking them off the ground. It is a cousin to chickens, turkeys, quail, and pheasants.

Animal Sound Clip: [listen to the Helmeted Guineafowl](#)



Instrument: Viola

Family: Strings

Facts: The vibration of the strings creates the sound. One way musicians make the strings vibrate is by rubbing a bow against them to create long and short notes.

Music Elements:

- Rhythm: long/short notes
- Tempo: slow/fast

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- When you listen to the music can you imagine birds pecking at food on the ground?
- If you listen close you might be able to hear the piano sound like a rooster crowing.
- How does this music make you feel? (ex: excited, hyper, nervous)
- If you were a bird, would you rather be able to run fast or fly fast? Why?

Movement:

- Move to the viola rhythm—walk on long notes / run on short notes (in place or in a circle)
- Move like a bird—move your body to show slow & fast movements to imitate a bird (ex: walk, run, peck, fly)

Other:

- Compose—arrange a combination of long/short notes. Teacher/Students play the rhythms using body percussion.

Pairs well with:

- V. The Elephant (Rhythm: long/short notes)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

IV. Tortoises [2:34]



Animal: Tortoise

Facts: Tortoises are very smart reptiles that can live a very long time—some can live to over 100 years old. Did you know tortoises can hold their breath for a long time? They empty their lungs before going into their shell and can last for quite a while before coming out to breathe again.



Instrument: Cello

Family: Strings

Facts: The cello is the second lowest instrument of the strings family. Musicians play it while sitting down.

Music Elements:

- Tempo: slow/fast
- Articulation: smooth/choppy

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- Would you rather be a slow animal (ex: tortoise) or a fast animal (ex: bird)? Why?
- What is something that is better to do slow? Fast? Why?
- How does this music make you feel? (ex: calm, peaceful, sleepy, happy, dreamy, slow)
- Are the strings playing more smooth or choppy? What about the piano?

Movement:

- Move like a tortoise—have a slow race across the floor on hands/feet
- Pose to the music—move between yoga poses remembering to breathe in/out slowly (ex: cow, dog, cat, camel, turtle, child)

Other:

- Stack cups to the music—slow & steady like a tortoise for success
- [Color the tortoise](#)—and learn more about it

Pairs well with:

- X. Aviary (Tempo: slow/fast)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

V. The Elephant [2:45]



Animal: Elephant

Facts: The elephant is the world's largest land animal. They use their trunks for many things (breathing, smelling, holding water, grabbing things, making trumpet sounds to communicate). Elephants have identifiable personalities.

Animal Sound Clip: [listen to the elephant sounds](#)



Instrument: Bass

Family: Strings

Facts: The bass is the lowest sounding instrument of the strings family. The bigger the instrument the lower the sound. Musicians play the bass while standing up.

Music Elements:

- Tempo: slow/fast/medium
- Rhythm: long/short notes

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- What is the tempo (speed) of this song? (slow/fast/medium)
- How do you think the elephant in this song feels? What do you think the elephant in this song is like? (ex: proud, happy, grand, big, jolly, nice, playful, gentle)
- How does this music make you feel? (ex: fun, silly, big, playful, happy)

Movement:

- Dance like an elephant—use a scarf or ribbon wand to imitate the elephant's trunk as you move around the room

Other:

- Low/High Guessing Game— using picture flash cards of various -sized instruments. Based on size—does it play lower or higher notes?
- Long/Short Note rhythms—identify the rhythmic theme (long, short-short, long)
- [Color the elephant](#)—and learn more about it

Pairs well with:

- VII. Aquarium (Pitch: low/high; Instrument size & pitch)
- X. Aviary (Tempo: slow/fast/medium; Pitch: low/high)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

VII. Aquarium [2:52]



Animal: Yellowfin Tuna Fish

Facts: There are many different species of fish. Different fish use different parts of their bodies to move through water in different ways. They use their fins, tails, and muscles to create waves that push against the water.



Instrument: Glockenspiel

Family: Percussion

Facts: Musicians make sound on percussion instruments by shaking, striking, or scraping them. The glockenspiel has metal bars—each bar has its own (low or high) pitch (longer bar = lower pitch, shorter bar = higher pitch)

Music Elements:

- Pitch: low/high
- Articulation: smooth/choppy

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- What are some things that move or grow low to high? (ex: tree, flower, balloon, tall building)
- How does this music make you feel? (ex: peaceful, calm, curious, mysterious, sleepy)
- When fish swim through the water, is their movement smooth or choppy?

Movement:

- Create a glissando—by moving your body or a scarf in the air, when you hear it played

Other:

- Play a glissando—on a barred instrument (low-high)

Pairs well with:

- I. Introduction and Royal March of the Lion (pitched percussion)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

VIII. Characters with Long Ears [1:31]



Animal: Okapi

Facts: The okapi is a relative of the giraffe. Notice how it has a long tongue like a giraffe. The okapi has stripes like a zebra for camouflage to help it blend into the forest. One of the sounds the okapi makes is similar to a donkey's bray. The okapi is known for moving through the forest almost silently.

Animal Sound Clip: [listen to the okapi sound](#)



Instrument: Violin

Family: Strings

Facts: The violin is the highest sounding instrument of the strings family. The smaller the instrument the higher the sound.

Music Elements:

- Pitch: high/low
- Rhythm: long/short

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- When you listen to the music imagine the okapi walking silently through the forest and pausing to make a braying sound.
- How does this music make you feel? (ex: sneaky, slow, quiet, mysterious)

Movement:

- Move to the sound of the animal—starting in standing position (arms up in the air), then crouch down when the violins go low, matching high/low notes
- Imitate the musician—while listening to the music, as if you're playing the violin. Move your bow hand (RH) from shoulder to away from your body. Start with RH on L shoulder for the high note, then move RH out & away from your body.
- Move like an okapi—using your body to move silently around the room as you listen to the music

Other:

- Design your own animal—combine two or more animals to create a new one, or invent your own unique animal

Pairs well with:

- II. Hens and Roosters (Rhythm: long/short)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

IX. Cuckoo in the Depths of the Woods [2:27]



Animal: Roadrunner

Facts: The roadrunner is a large cuckoo bird. They are called roadrunners because they often run fast with their long legs (up to 20 mph). The cuckoo is one sound they make to communicate with each other.

Animal Sound Clip: [listen to the roadrunner's cuckoo](#)



Instrument: Clarinet

Family: Woodwinds

Facts: Woodwind instruments used to be made out of wood, which is how they got their name. Today many are still made from wood, but some are made of metal. All woodwinds use wind, or air, to make sound.

Music Elements:

- Pitch: low/high
- Tempo: slow/fast

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- Is this song slow or fast?
- Listen to the cuckoo sound made by the clarinet. Which note comes first—high or low?
- How does this music make you feel? (ex: sleepy, curious, slow)

Movement:

- Walk to the music—slowly around the room when you hear the piano. When the piano pauses and you hear the cuckoo sound, you also pause/freeze.

Other:

- Play the cuckoo sound—on a barred instrument (D-Bb), by whistling, singing, or humming
- Listen for the cuckoo—every time you hear the cuckoo in the music, make a mark on your paper (or raise your hand). Count how many times you hear the cuckoo.

Pairs well with:

- I. Introduction and Royal March of the Lion (Pitch: low/high)
- X. Aviary (Tempo: slow/fast)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

X. Aviary [1:53]



Animal: Scarlet Ibis

Facts: There are many (about 10,000) species of birds. They are the only feathered animals. Birds make sounds (songs, trills, and whistles) to communicate and find each other.

Animal Sound Clip: [listen to the sound of birds trilling](#)



Instrument: Flute

Family: Woodwinds

Facts: The flute is the second highest sounding instrument in the woodwind family. The flute is played by blowing air across the hole in the mouth piece.

Music Elements:

- Pitch: low/high
- Tempo: slow/fast

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- Is this song slow or fast?
- Is the sound of the flute high or low?
- The flute sounds like a bird trilling. What other instrument do you hear that also sounds like a bird?
- How does this music make you feel? (ex: excited, hyper, happy, energetic)

Movement:

- Move like a bird—using your body, a scarf, a feather, a ribbon wand, or a paper bird while listening to the music.

Other:

- Sound like a bird—using your body or an instrument, explore different bird sounds that you can make

Pairs well with:

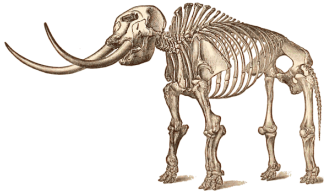
- IV. Tortoises (Tempo: slow/fast)
- IX. Cuckoo in the Depths of the Woods (Tempo: slow/fast)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

XII. Fossils [1:48]



Animal: Pleistocene Mammoth (NE State Fossil)

Facts: Fossils are found in the ground and are dug up. Animal fossils sometimes look like bones, but they are actually made of rock, that was shaped like the animal bones. Fossils are over 10,000 years old, and have been found in all parts of the world.



Instrument: Xylophone

Family: Percussion

Facts: The xylophone kind of looks like a piano. Each bar has its own (low or high) pitch. The bars are struck with a mallet to create the sound -the vibration of the bar.

Music Elements:

- Tempo: fast/slow; beat
- Articulation: smooth/choppy

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- Is this song slow or fast?
- Is this song smooth or choppy?
- The xylophone plays the theme first. Which instrument copies/echoes the xylophone?
- How does this music make you feel? (ex: happy, excited, hyper, playful)
- When was a time that you felt happy/excited?
- If you listen closely, you can hear a nursery rhyme that you know in this song. What nursery rhyme do you hear?

Movement:

- Keep the beat—on your body or a percussion instrument (hand drums, rhythm sticks)
- Play the rhythm—of the xylophone theme (tiki tiki ti) with your hands (on your knees, the floor, or a small drum)

Pairs well with:

- XIII. The Swan (Articulation: Smooth/Choppy)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

XIII. The Swan [3:51]



Animal: Black-necked Swan

Facts: Swans are gracefully long-necked, heavy-bodied, big-footed birds that glide majestically when swimming and fly with slow wingbeats and necks out-stretched. There are seven different types of swans throughout the world.



Instrument: Cello

Family: Strings

Facts: The cello looks a little bit like the violin, but it is much bigger. Musicians play it while sitting down. The cello can play low and high notes.

Music Elements:

- Tempo: slow/fast
- Articulation: smooth/choppy

Activities (Create—Perform—Respond—Connect):

Question Prompts:

- Is this a slow or fast song?
- Is the music smooth or choppy?
- While listening, imagine the piano is like rippling water in motion, and the cello is the graceful swan gliding on the water.
- Would you rather be the water or the swan? Why?
- How does this music make you feel? (ex: calm, peaceful, happy, relaxed, dreamy, beautiful, graceful)

Movement:

- Move to the music—using graceful body movement to imitate the swan and the water. Try moving with scarves, feathers, or ribbon wands. Half the class may move like the water, and the other half ballet-like as the swan.

Pairs well with:

- XII. Fossils (Articulation: smooth/choppy)



OMAHA SYMPHONY

Saint-Saëns: Carnival of the Animals

Meet the Orchestra!



What is an Orchestra?

An orchestra is a large group of musicians, made up of different instruments, that play music under the direction of a conductor.



Instrument Families

There are 4 instrument families in the orchestra. Each instrument belongs to one of the following families:

Strings, Woodwinds, Brass, or Percussion

Strings:

- Violin, Viola, Cello, Bass
- Strings vibrate to make sound



Woodwinds:

- Flute, Oboe, Clarinet, Bassoon
- Blowing air into the mouthpiece makes sound



Brass:

- Trumpet, Trombone, Horn, Tuba
- Buzzing lips into the mouthpiece makes sound



Percussion:

- Bass drum, Gong, Piano, Timpani, Xylophone, Glockenspiel
- Strike, shake, or scrape to make sound

