

Experience and Outcomes: *I can respond to music by describing my thoughts and feelings about my own and others' work (EXA 1-19a).*

Learning Intentions

- We are learning to recognise instruments.
- We are learning to recognise fast/slow, loud/quiet, staccato/legato sounds.
- We are learning to recognise how composers use music to create images/set scenes.

Success Criteria

- I am able to name and describe some instruments that I hear.
- I am able to talk about whether the music is fast/slow, loud/quiet, staccato/legato.
- I am able to explain why the music that I hear makes me think of a particular image.

Resources

- Recording of 'Carnival of the Animals' by Camille Saint-Saens, e.g. via YouTube <https://youtube.com/playlist?list=PL5EDDC3CD0593C9E0>, the '[Carnival of the Animals' App](#) or another streaming platform.
- '[Meet the Orchestra' App](#) (or one of the alternative websites below)
- [Question Cards - Listening & Responding to Music](#)

Useful Links

Websites for introducing orchestral instruments:

- <https://insidetheorchestra.org/musical-games/>
- https://www.classicsforkids.com/music/instruments_orchestra.php
- <https://www.bbc.co.uk/programmes/p0105swt>

Key vocabulary

Pitch – describes how high or low the notes are

Tempo - the speed of a piece of music.

Dynamics – the volume of sound – the loud or soft passages in a piece of music.

Skills from CREATE Music Tracker

- Understand the importance of being a good listener and listen appropriately to the views of others.
- Listen to a range of live and/or recorded music and respond by expressing personal views e.g. reasons for likes and dislikes: 'I liked it because...', 'It made me think of...'
- Listen to and watch musicians perform to become familiar with the timbre of different instruments.
- Identify families of instruments and describe how they are played e.g. families of the orchestra (strings, woodwind, brass, percussion).
- Listen to different styles of music from Scotland and other cultures and comment on musical concepts such as instruments, voices, tempo, dynamics, pitch, structure (verse, chorus) and texture (solo, group).

Learning Experiences

- Learners will be supported to identify musical concepts (e.g. fast/slow, loud/quiet), using Italian terms, where appropriate (e.g. loud is 'forte').
- Learners will develop their knowledge of instruments of the orchestra and the 'families' these instruments belong to.
- Learners will be encouraged to link musical concepts and instrumentation with imagery of different animals (e.g. a low pitched instrument playing loudly might represent a large, heavy animal)

Links with other curricular areas:

- Expressive Arts - Drama
- Literacy – Listening & talking
- Health and wellbeing - Mental, emotional, social & physical wellbeing

Process / Activities

Explain that we are going to listen to some music from a set of pieces called 'Carnival of the Animals', composed by a French composer called Camille Saint-Saens in 1886. The music was first performed in 1922. Each piece refers to an animal in the title. However, our task is to listen to the music and see if we can work out which animal the music is describing!

1. Set up stations around the room with images of the following animals: lion, swan, elephant, cuckoo, several birds (from piece entitled 'Aviary'), kangaroo (flashcards shown [here](#)). Everyone should start by sitting in the middle of the room and listen to one of the pieces being played. After the music has finished, the children should go to the station of the animal that they think the music is representing. Ask one or two children in each group why they chose the answer that they did.
2. Bring the children back to the centre of the room and tell them the title of the piece they just heard. Discuss the musical features that were used to portray that animal ([see guidance below](#), along with the [question cards](#)). Play parts of the track again to allow the children to hear these features, if this is useful. Use the 'Meet the Orchestra' app (alternative websites suggested under 'Resources') to show the children the instruments that were featured and allow them to hear another example of that instrument being played.
3. Continue the process with the other animals in the selection.

Extension/Next Steps

Listen to some of the other pieces of music from 'Carnival of the Animals' (there are fourteen in total). Can learners identify the animals being played? Perhaps try without flashcards for an extra challenge!

After the children find out which animal the music was representing, they could move to the music in the style of that animal, e.g. after hearing 'The Elephant', they could stomp a beat along to the melody, swinging their arm like a trunk!

Listening Guidance

These notes are for guidance; however, the children themselves will often come up with their own ideas and suggestions that, whilst perhaps not mentioned, are often very insightful! The children may not use some of the musical vocabulary used here, but if they do describe something in a certain way, their attention could be drawn to the musical description for that (e.g. if they describe the volume as loud, tell them that the musical term is 'forte').

1) The Elephant

Instruments: double bass and piano.

The double bass plays the lowest pitched notes of the string instruments. The deep sound might be associated with a large, heavy animal (such as an elephant!). If showing the children an image of a double bass, you could note that it is also the largest of the string instruments. Generally speaking, the larger the instrument, the deeper the sound.

*The music is played loudly (**forte**) and the speed is not particularly fast, which might also allude to the movements of an elephant.*

2) The Cuckoo in the Depths of the Woods

Instruments: clarinet and piano.

*The clarinet represents the sound of the cuckoo. It only plays two notes in the whole piece, mimicking the cuckoo's call. The piano chords are played gently (**piano** – which is also the Italian term for 'soft') which helps to create a still, perhaps slightly spooky atmosphere.*

3) Aviary

Instruments: strings, flute and piano

*A sense of movement (flying?!) is created by the upper strings playing a shimmering pattern (created by moving the bow back and forward quickly against the strings). The high pitch of the flute is reminiscent of birdsong. The piano also plays lots of fast, high pitched **trills** and passages (a trill is when two notes are played in an alternate pattern, very quickly).*

4) Introduction and Royal March of the Lion (Royal March begins at 26')

Instruments: strings and piano

*The theme is played very loudly (marked **fortissimo**) to a moderate steady beat (suggesting the speed of a march).*

*The strong rhythmic chords played on the piano act as a fanfare to the entrance of the lion. The **melody** is played by the strings (later by the piano).*

*Later in the piece, the piano plays ascending and descending patterns that are reminiscent of a lion roaring. These patterns are played on the lower pitched notes of the piano and also **crescendo** (get louder) as they get higher and **diminuendo** (get quieter) as they get lower.*

Listening Guidance

5) Kangaroos

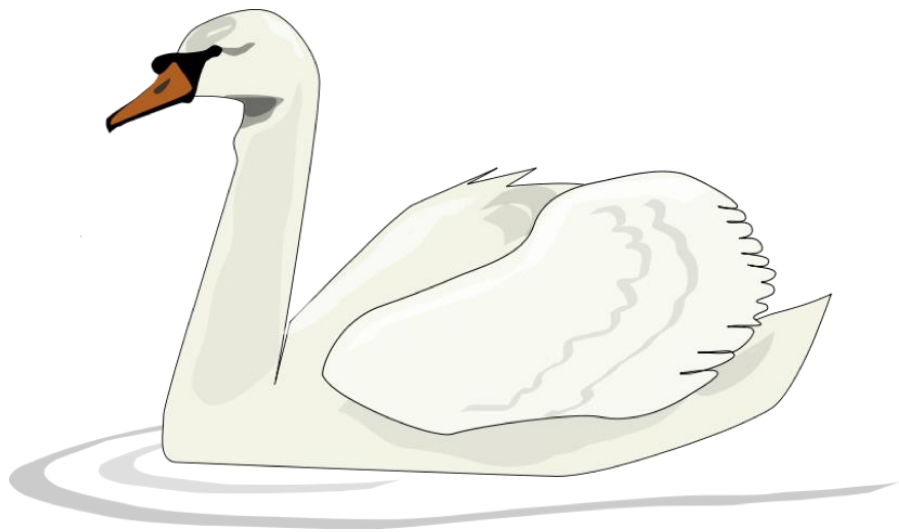
Instruments: piano

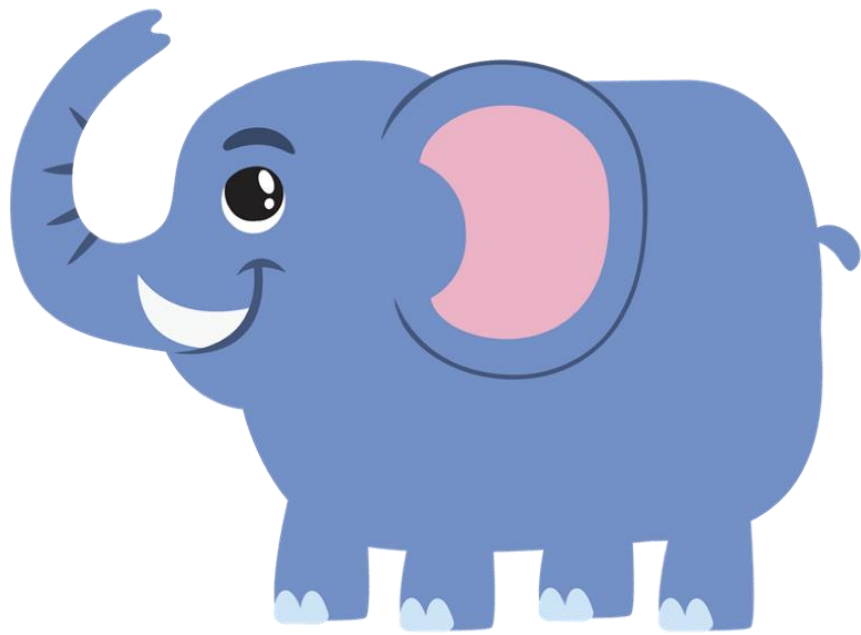
*The way the piano is being played might sound like a kangaroo hopping! The piano plays lots of **staccato** (detached) chords. When the chords ascend, they get faster and louder, and when they descend, they get slower and softer. There are moments when the chords sound slower and more sustained (**legato**). These perhaps suggest moments of stillness between the hopping?*

6) The Swan

Instruments: cello and piano

*The cello plays a fairly slow, soft, **legato** (smooth) melody which evokes the swan elegantly gliding over the water. The piano provides a gentle accompaniment with some high pitched **rolled chords** (a chord whose notes are played quickly in order) creating a ripple effect.*







Listening and Responding to Music

Question Cards: First Level

Use these questions to explore a variety
of different styles of music

Before Listening

(Optional - you may want to listen to the music first.)

Before you listen to the music, look at the name and/or a picture of the performer/
group/composer:

- Have you heard music by this singer/group/composer before?
- What type of voices/instruments do you think you will hear?

Look at the title of the music:

- What can you predict about how the music will sound?
- Do you think you will like this piece of music?

Thoughts and Feelings

- How does the music make you feel?
- Does the music make you think of a particular colour? Which colour and why?
- What words would you use to describe the mood of the music?
- Have you heard any music which sounds like this before?
- Did the music make you think of anything or create a picture or story in your head?
- What did you notice about the music?
- Does the mood of the music stay the same all the way through?
- What do you like or dislike about the music?

Instruments and Voices

- Did you hear any instruments? Did you recognise the sounds of any of the instruments?
- Were there lots of instruments, just a few or only one? Is it a group or soloist?
- If it is a group, do you know what type? (E.g. an orchestra or a pop band?)
- Did you hear any voices? Are they male/female/children's voices?
- Were there lots of voices, just a few or only one? (E.g. is it a choir or a soloist?)
- Did you hear any voices/instruments that were very high or very low pitched?

Tempo and Dynamics

(speed and volume)

- Was the music loud (*forte*) or quiet (*piano*)?
- Was the music fast (*allegro*) or slow (*andante*)?
- Did the tempo change? How did it change?
- Did the dynamics change? How did they change?

Beat, Rhythm and Melody

- Is there a main instrument or voice that plays/sings the melody?
- Can you sing or hum part of the melody?
- Do the instruments and/or voices play/sing longer, smoother notes or more staccato (short and detached) notes?
- Does the music have a strong beat? Can you tap the beat on your knees or play it on a percussion instrument?
- Are there any repeated rhythms? Can you clap or tap a rhythm you hear?
- Can you make up another rhythm that fits with the music and play along?

Structure and Texture

- Is there more than one section? How does the music change in each section?
- Can you make up movements to match different sections of the music?
- Is there a main instrument or voice that plays/sings the melody?
- Is there an accompaniment (instruments/voices in the background which support the main melody)?