Movement of the Animals

Intermediate (3rd – 5th Grade)

INTEGRATED SUBJECTS:
Language Arts - Music

MUSIC: Camille Saint-Saens’ Carnival of the Animals

MATERIALS: CD of Carnival of the Animals, CD player, rhythm instruments, research books about animals in the wild, internet access, assessment rubric, paper, pens and/or pencils

Connections to Pathways for Integration:
This lesson is currently in the Third Column – Music merged with other content area and the Second Row - U.

NATIONAL MUSIC STANDARDS:
- Listen to, analyzing, and describing music
- Performing on instruments, alone and with others, a varied repertoire of music
- Understanding relationships between music, other arts, and outside disciplines

STATE STANDARDS:
OK: Third Grade Language Arts, Standard 6; Oral Language, Standard 2

TIME REQUIRED FOR LESSON:
1-2 class periods

LESSON OVERVIEW: Students will understand that music can interpret movement as they focus on how the movement of animals may be best represented by music. Through their knowledge of tempo and dynamics, the instruments of the orchestra, and knowledge of the physical attributes of animals in the wild, students will create a short musical composition to interpret what they have learned about the movement of animals.

THE LEARNING SEQUENCE: 1. During our study of animals, students chose an animal and researched the physical characteristics and habitat of their animal. 2. Students produced a flipbook research report about their animal. 3. Students will now listen to several sections of Carnival of the Animals, and interpret what animal it represents based on the tempo, dynamics and instruments they hear in the selection. 4. Students will interpret how their animal moves physically without using any music. 5. Students will then experiment with classroom instruments to create a sound or composition that reflects the movement of their animal. 6. Students will demonstrate their musical composition and explain how it relates to the movement of their animal.

ASSESSMENT: Students will be assessed on both the musical composition of their animal’s movement as well as how well they can explain how their musical composition relates to the animal of their choosing.

INCLUSION / EL: Some students will need the research aspects of this project modified due to reading and/or writing abilities.

TEACHER TO TEACHER: Some students may require help in choosing appropriate books to use to complete their assignment. This is the culmination activity to an animal research project. The research part of this lesson needs to be completed prior to beginning the musical interpretation.