



Aram Demirjian, Music Director



ZOO  
knoxville



Very Young People's Concerts: Spring 2021

Teacher's Guide

*Teacher's Guide*

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## PROGRAM REPERTOIRE

### SAINT-SAËNS

The Carnival of the Animals

### REVUELTAS

Sensemayá

### ELLIOTT

Never Play Music Right Next to the Zoo  
(words by John Lithgow)



Please refer to a related Activity to prepare your students for the concert.



Please listen to a suggested piece or excerpt to help your students hear specific sounds or ideas.

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Join Aram Demirjian and the Knoxville Symphony Orchestra as we take a trip to the zoo! Our special hosts at Zoo Knoxville have invited us for a close-up look at some of the animals in their care, and you'll hear lots of great music along the way.

*Please note that this publication and the accompanying Audio may be copied and used for educational purposes only. You are encouraged to copy the concert program on pages 19-20 for use with your students in the classroom.*

## ONLINE AUDIO

The Knoxville Symphony is pleased to offer online audio examples through the ThingLink platform and in partnership with NAXOS. NAXOS has provided exclusive access to their online NAXOS Music Library for teachers using the Very Young People's Concert Teacher's Guide. The link to access audio musical excerpts for this concert will be emailed to you with your reservation confirmation, and is also printed at the bottom of this page.



<https://www.thinglink.com/scene/1342956038566969346>

## MEET THE CONDUCTOR

Maestro Demirjian moved to Knoxville from Kansas City, where he was associate conductor of the Kansas City Symphony. He was born into a musical family in Lexington, Massachusetts, and he learned to play the cello and sing at a young age. Aram was seven years old when his mother first taught him how to conduct a 4/4 pattern, and he always enjoyed being the line-leader in elementary school. His desire to be a conductor began when he played cello in his high school orchestra. On his 18th birthday, one week before he graduated from high school, Aram made his conducting debut, directing the Lexington High School Orchestra. He attended Harvard University; he first studied government there, but switched to music after conducting two seasons of the Harvard Bach Society Orchestra. He later attended the New England Conservatory in Boston.



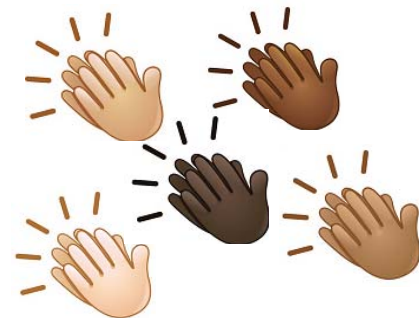
Aram loves sports, especially football, baseball and basketball! His favorite teams are the New England Patriots, Boston Red Sox and Boston Celtics.



## AUDIENCE JOB DESCRIPTION

*Please help make this a good performance by being a good audience:*

- Be quiet as the lights dim and the concert begins.
- Clap when the concertmaster enters to lead the orchestra in tuning.
- Clap when the conductor enters to begin the concert.
- Clap to welcome any soloists during the concert.
- Watch the conductor during the concert. When he puts his hands down and turns to face the audience, the piece is finished and you may clap to let the musicians know you liked it.
- Remember that the orchestra is in the same room with you, not in a movie or on TV. If you talk or make other noises, they can hear you. If you get up and leave in middle of the concert, they can see you. Please be quiet and still so the musicians can play their best for you and everyone can enjoy the concert.



## ABOUT THE PROGRAM



### CAMILLE SAINT-SAËNS

**BORN:** *October 9, 1835 in Paris, France*

**DIED:** *December 16, 1921 in Algiers, Algeria (but was buried in Paris)*

**FAMOUS WORKS:** *Piano Concerto No. 2, Cello Concerto No. 1, Danse Macabre (tone poem for orchestra), Samson and Delilah (opera), Symphony No. 3 (“Organ”), The Carnival of the Animals*

**Camille Saint-Saëns** was a French organist, pianist, composer and conductor of the Romantic period. His dad died when Camille was a

baby, so he lived with his mom and her aunt. Like Mozart, he was a child prodigy whose perfect pitch became evident when he started picking out tunes on the piano at age two. He wrote his first piano composition when he was only three! Saint-Saëns was a true genius, not only in music but in other subjects as well (he had mastered Latin by the time he was seven). His mom didn’t want him to be famous too soon, so his aunt gave him piano lessons at home and he did not give his first concert until he was ten (at which he offered to play any one of Beethoven’s 32 sonatas from memory). When he was just thirteen, he went to the Paris Conservatoire.

Camille’s teachers guided him to learn the organ, and he was a church organist for twenty years before turning to composing, conducting and performing as a pianist. His friend Franz Liszt called him the “best organist in the world.” Saint-Saëns was a teacher for less than five years, but his students (among them Maurice Ravel and Gabriel Fauré), were devoted to him and gave his instruction high praise.

In his later years, Saint-Saëns toured Europe and the United States as a conductor and pianist. He was also one of the pioneers with recorded music, when Gramophone recorded him playing some of his own piano solos.

*The Carnival of the Animals* is probably Camille Saint-Saëns’ best-known and most popular work. This is interesting, because he wrote it as a musical joke for his friends, and never meant for it to be performed in public. It was performed in small private gatherings, not in concert halls. Saint-Saëns actually prevented it from being published until after his death, except for the lovely “The Swan” movement, because he thought it would harm his reputation as a serious composer. The work is a humorous orchestral suite with fourteen short movements, described on the next page.



*The Carnival of the Animals* was written for a small chamber orchestra, but also requires two pianos, a xylophone, and a glass harmonica (an instrument that uses a series of glass bowls to produce musical tones by friction). Today most orchestras substitute a glockenspiel for the glass harmonica.





## ABOUT THE PROGRAM

### *The Carnival of the Animals* by Camille Saint-Saëns



Can you hear how the composer used different instruments and musical melodies to sound like animals or other characters? The following are the sections of Saint-Saëns' work that will be featured on the concert.

I. Introduction and Royal March of the Lion – Strings and two pianos play a rousing opening followed by a stately march for the “King of the Jungle”



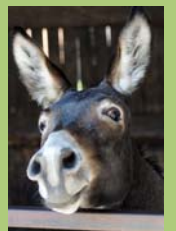
IV. Tortoises – While a piano plays high notes, the strings plod along like a slow tortoise, playing a familiar tune (“Can-Can”) that is normally quite fast.

V. The Elephant – The musical joke in this movement is that Saint-Saëns borrowed the elephant's melody for the lowest and heaviest instrument, the double bass, from music that was originally for higher, lighter-toned instruments like the flute and other woodwinds.



VII. Aquarium – A string quartet (two violins, viola and cello) and two pianos, play lush, shimmering music, while the flute and glass harmonica glide along gracefully.

VIII. Characters with Long Ears – The shortest movement, played by two violins that play high, loud notes followed by low, buzzing ones (like a donkey's “hee-haw”). Some experts think Saint-Saëns was comparing music critics to braying donkeys.



X. Aviary – The high strings sound like background noise in a jungle. The flute trills like a bird, and the pianos provide pings and trills of other birds in the background.

*(continued next page)*



Glass harmonica excerpt from Saint-Saëns' *The Carnival of the Animals*, The Aquarium: [https://www.youtube.com/watch?v=t71bzSF3r\\_0&list=PLn\\_x\\_yz351zonTjDZOo7Y1k-vuCV7t\\_ui&index=2](https://www.youtube.com/watch?v=t71bzSF3r_0&list=PLn_x_yz351zonTjDZOo7Y1k-vuCV7t_ui&index=2)

## ABOUT THE PROGRAM

### *The Carnival of the Animals* by Camille Saint-Saëns (continued)

XI. Pianists – The strings provide support as two pianists practice their finger exercises and scales. The composer wanted the pianists to sound like awkward beginners, so the pianos are often out of time with each other.



XII. Fossils – The clarinet and xylophone join strings and two pianos to mimic the composer’s own work, *Danse macabre*. The xylophone brings to mind the image of skeletons whose bones clack along to the beat. Other well-known melodies are used as well, including “Twinkle, Twinkle, Little Star.” The famous American composer and conductor Leonard Bernstein said that all the musical pieces quoted in this movement are the “fossils” of Saint-Saëns’ time.

XIV. Finale – All the instruments (strings, woodwinds, two pianos, xylophone and glockenspiel, substituting for the glass harmonica) play a carnival-like movement with dazzling music. If you listen carefully, you may hear the lion and wild donkeys, again, with the donkeys’ “hee-haws” sounding the last laugh.

Q. What is a *xylophone*?

A. A *xylophone* is a percussion instrument with wooden bars struck by mallets.



Q. What is a *glockenspiel*?



A. A *glockenspiel* is similar to a xylophone but with metal bars.



<https://www.youtube.com/watch?v=wBGEf4urGNo> – an authentic performance by a small chamber ensemble (minus a glass harmonica), with great closeup views of instruments

<https://www.youtube.com/watch?v=OvPjtolaJZk> – excerpt from Disney’s *Fantasia*; the music is the finale from Saint-Saëns’ *The Carnival of the Animals*





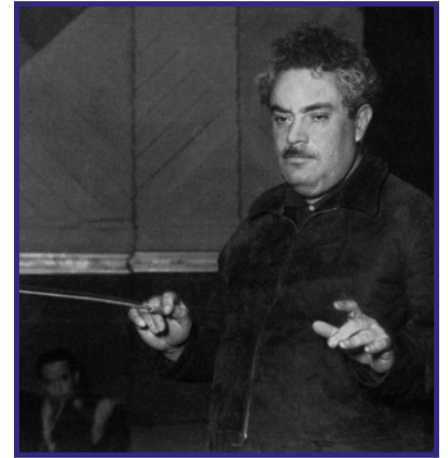
## ABOUT THE PROGRAM

### SILVESTRE REVUELTAS

BORN: *December 31, 1899*

DIED: *October 5, 1940*

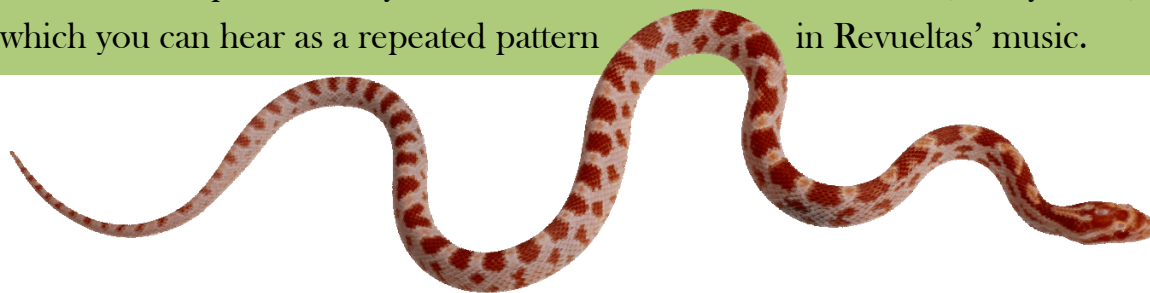
FAMOUS WORKS: *Film music, chamber music, songs, orchestral works*



**Silvestre Revueltas Sánchez** (known by Revueltas as his last name) was a Mexican composer of classical music. He also played the violin and was a conductor. He studied music not only at the National Conservatory in Mexico City, but came to the States to study in Austin, Texas, and at the Chicago College of Music. When he was 30 years old, he was invited to become assistant conductor of the National Symphony Orchestra of Mexico. He stayed in that job for six years and did much to promote Mexican music. He began to compose music in a serious way around that time, and was asked to write his first film score, *Redes*. Revueltas left his first conducting job then to become principal conductor of a new orchestra, but it did not last long.

Revueltas was part of a family of artists, some of them also famous and well-recognized in Mexico. Among them were painters, an actress and dancer and author. His children and grandchildren also made careers in the arts as dancers, musicians and writers.

The composition that is considered to be Revueltas' masterpiece is called *Sensemayá*. It is written for orchestra and is based on a poem by a Cuban poet. The poem describes an Afro-Caribbean ritual and was preserved by African slaves. In the ritual is a chant, "mayombe, bombe, mayombe," which you can hear as a repeated pattern in Revueltas' music.



Listen for the clarinets that begin *Sensemayá*, sounding like a snake slithering along, while some percussion instruments play syncopated rhythms to imitate chanting. Other woodwind instruments join in, then the brass. Finally the strings join the whole orchestra family and the music gets louder, until it sounds like a musical riot. Can you hear any instruments imitating the chant, "mayombe, bombe, mayombe?"

## ABOUT THE PROGRAM



### BILL ELLIOTT

BORN: *October 2, 1951, in Wayland, MA, U.S.A.*

AGE: *67 years old*

FAMOUS WORKS: *original music and orchestrations for film, television, Broadway musicals and Disney videos*

Bill Elliott grew up near Boston and played clarinet in his high school band. He wrote his first high school orchestrations when his band director asked him to arrange music for the halftime shows at football games. He also played piano and quickly became popular as an accompanist for artists in the Boston area. He loved pop music and chose not to attend college. He said, “I was impatient. I just wanted to be a musician.”

Mr. Elliott went to Los Angeles at age 18 to perform on a recording. He soon moved to L.A. and became a studio pianist, recording with such singers as Stevie Nicks, Smokey Robinson, Donna Summer and Bette Midler. He moved away from the pop music scene when he began orchestrating music for films, television and then Broadway musicals. When he was 42 he formed The Bill Elliott Swing Orchestra, which has performed on movie soundtracks and on record albums for famous artists.

Since 2004, Elliott has been on the faculty of Boston’s Berklee College of Music, in spite of never having attended college himself. He has written more than 50 arrangements for the Boston Pops Orchestra and has been guest conductor for the symphony orchestras of several cities. He has been nominated for and won several awards; in 2015 he won a Tony for best orchestration for the Broadway musical *An American in Paris* and in 2017 he won a Drama Desk Award for his work on the musical *Bandstand*.

A concert gets out of hand when the animals at the neighboring zoo storm the stage and play the instruments themselves. And that is why you should *Never Play Music Right Next to the Zoo*, as you will learn in the book by John Lithgow, with music by Bill Elliott.

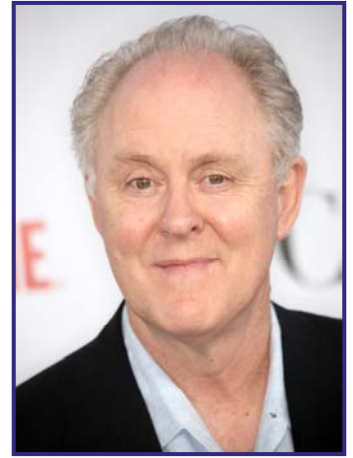
## ABOUT THE PROGRAM

### JOHN LITHGOW

BORN: *October 19, 1945, in Rochester, NY, U.S.A.*

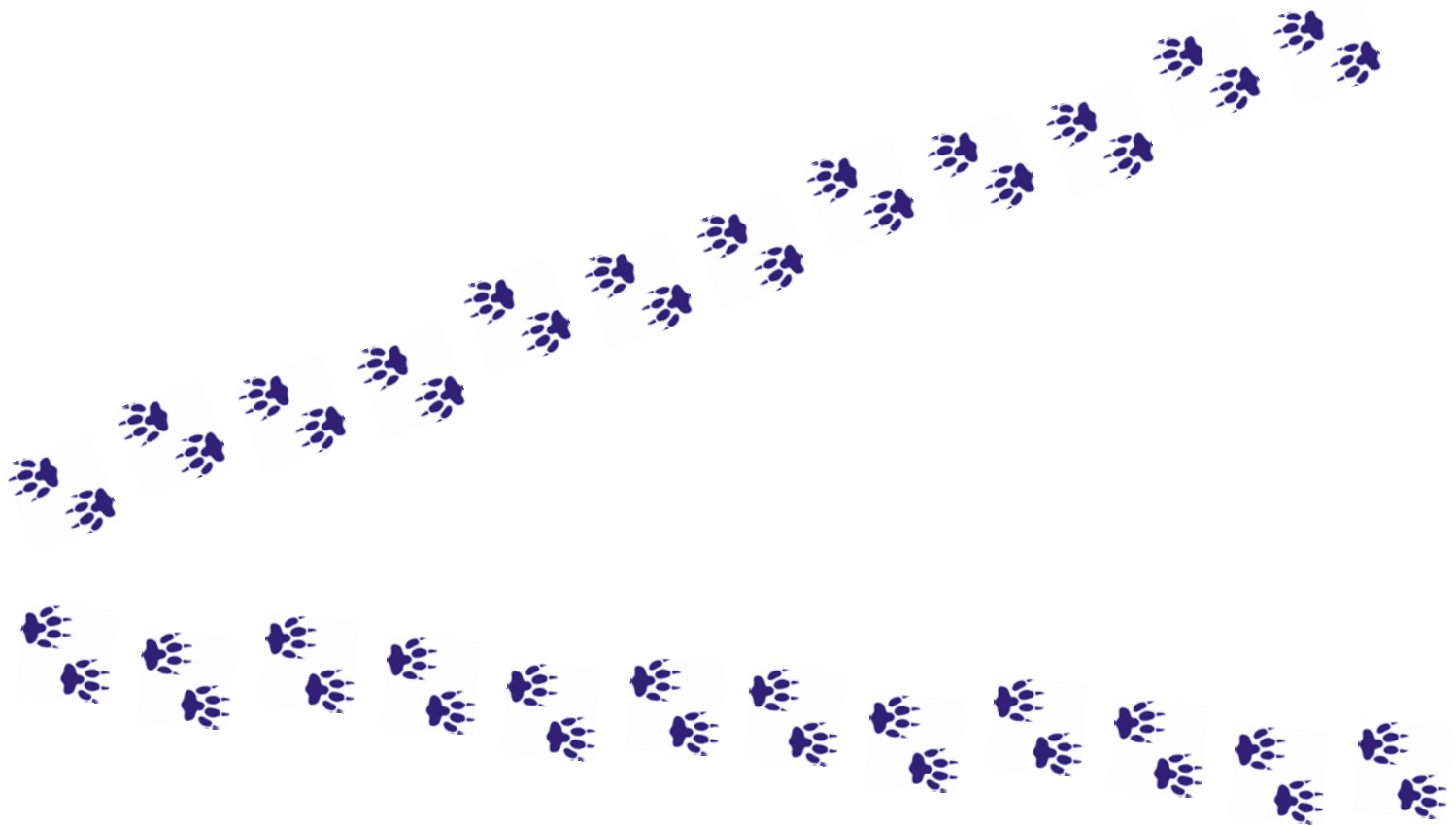
AGE: *73 years old*

FAMOUS WORKS: *television roles in 3rd Rock from the Sun, Dexter, and The Crown; film roles in Footloose, Santa Claus: The Movie, and Shrek; poetry, short stories and books for children, including The Remarkable Farkle McBride*



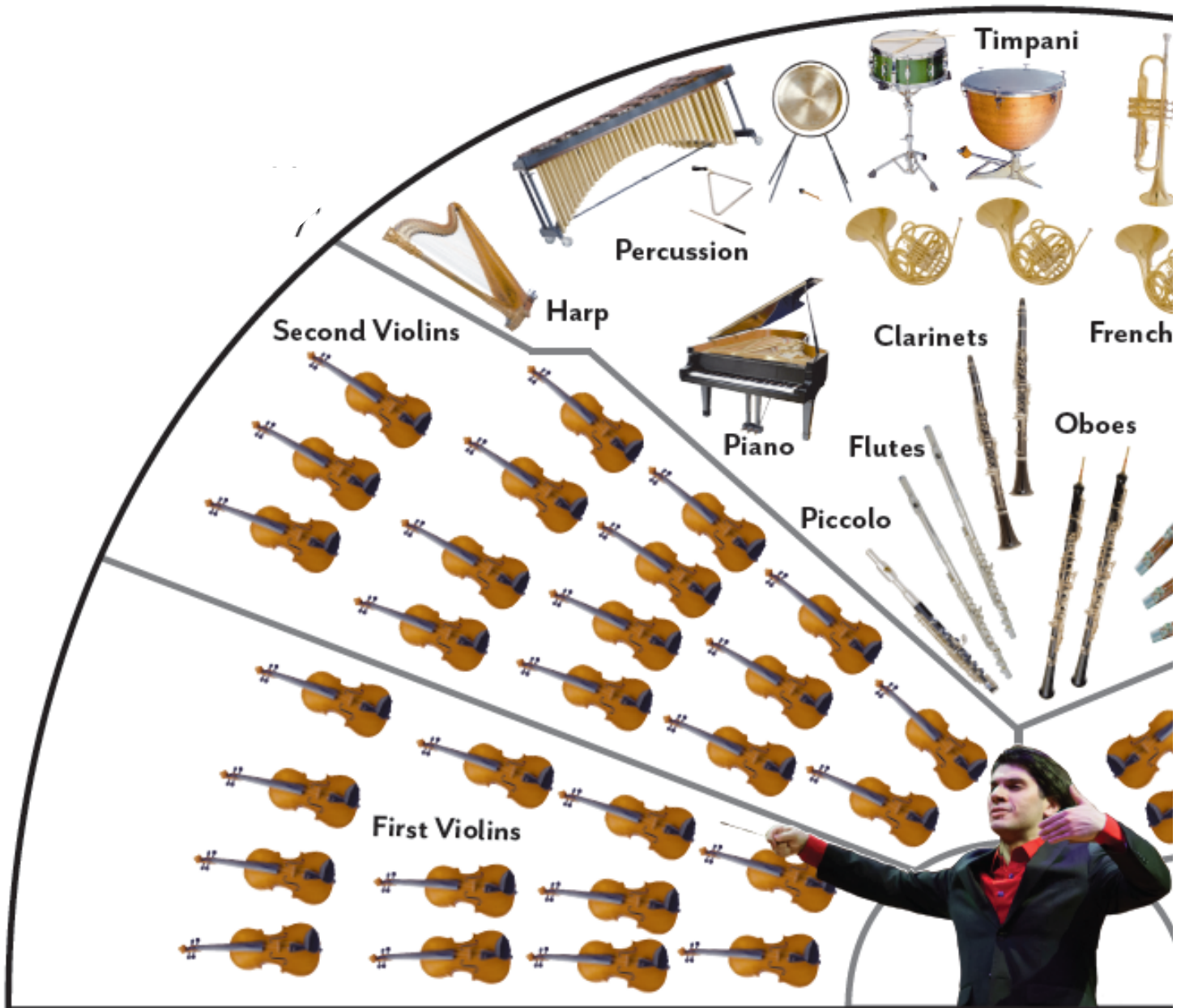
**John Lithgow's** mom was an actress and his dad a theatrical producer and director, so he had lots of exposure to acting even before choosing it as his own career. He studied history and literature at Harvard University, and it was there that he was inspired by a Gilbert & Sullivan production to study acting. His awards include two Tony Awards and six Emmy Awards, among others. He's also been nominated for two Oscars and four Grammys.

In addition to a very successful acting career, Mr. Lithgow has authored children's books and recorded a children's music album. *Never Play Music Right Next to the Zoo* is one of those books!

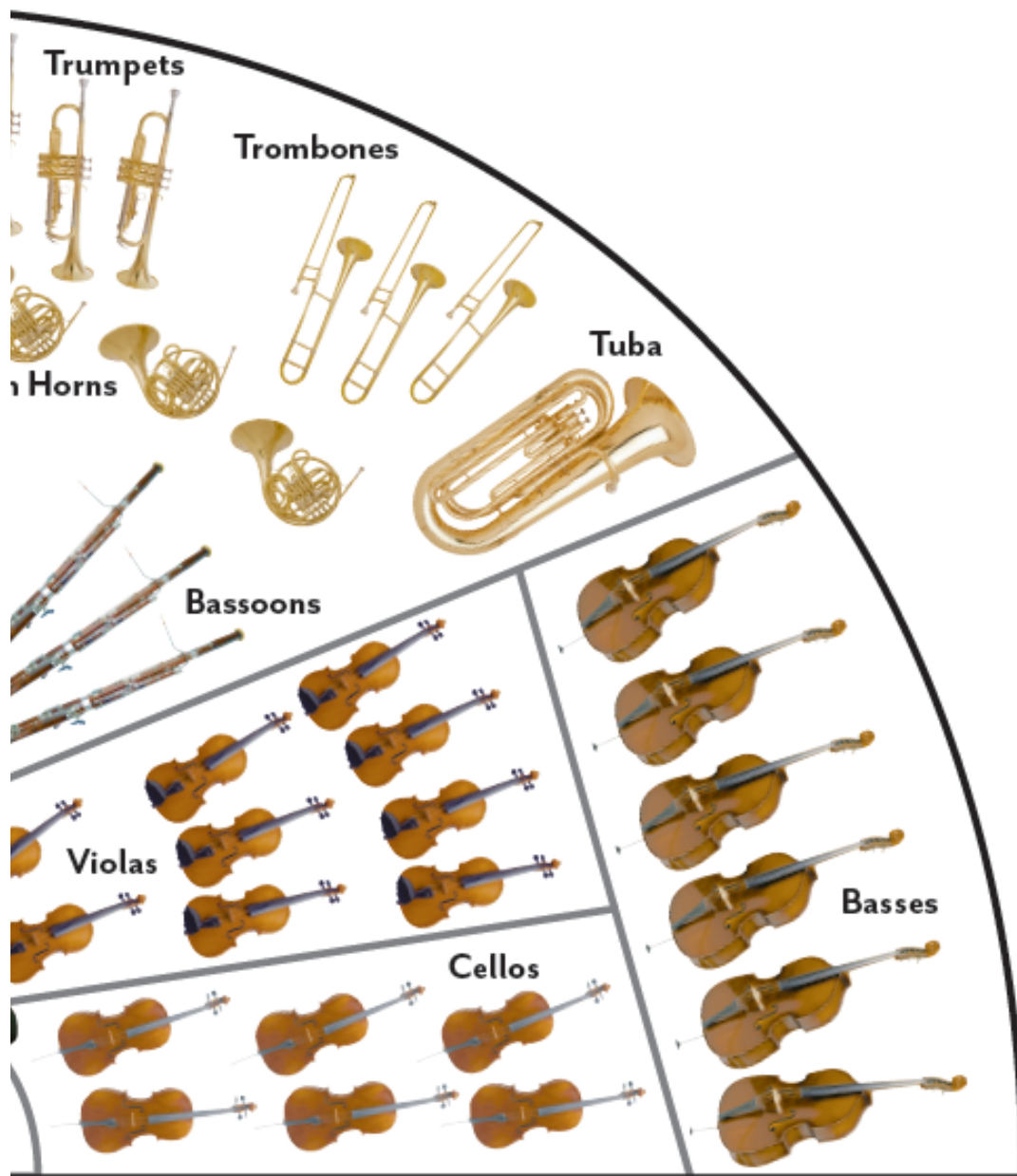


## ANATOMY OF A SYMPHONY ORCHESTRA

This seating chart shows how you might see the Knoxville Symphony Orchestra arranged when you come to the Very Young People's Concert. The players are seated in a semicircle facing the conductor.



Today's symphony orchestra varies in size from one place to another, but usually has about 100 players. The string section, about sixty musicians, is the largest section in the orchestra. The woodwind section usually has twelve or more players, and the brass section typically has ten. Finally, the percussion section varies greatly, depending on the number of percussion parts used in a musical work.





## MEET SOME KSO MUSICIANS



**Emi Kagawa**  
Principal Keyboard

**Emi Kagawa** is originally from Osaka, Japan. Dr. Kagawa has performed in New York City at Carnegie Hall's Weill Recital Hall, Lincoln Center's Alice Tully Hall, Trinity Church, Steinway Hall, and Symphony Space. She is a past winner of the Juilliard School of Music's Gina Bachauer International Piano Competition.



**Gary Sperl** has played clarinet with the KSO for more than 40 years. He has also played all over the world—as a soloist, with jazz ensembles and with other orchestras. Gary is retired from teaching at The University of Tennessee, but he still enjoys helping young people learn to play the clarinet. Each summer he goes to Africa to teach, and to work for the conservation of the mpingo trees that grow in Tanzania. The hard, black wood from mpingo trees is used to make clarinets for professional clarinet players like Gary. When he is not making music, you might find Gary running marathons or enjoying his Maine Coon cats.



**Gary Sperl**  
Principal Clarinet



**Steve Benne,**  
Principal Bass

**Steve Benne** has performed across the United States and Europe as the principal double bassist for the New American Chamber Orchestra (NACO), based first in Detroit and then in Granada, Spain. With this orchestra he performed in Barcelona, Spain; Finland; Sweden; Berlin, Germany; and Paris, France.

In the United States, he has performed with the Florida International Festival, the Los Angeles Philharmonic Institute, the Aspen Music Festival, the Grand Teton Music Festival, and the Spoleto Festival (Charleston, SC).



## TEACHING ACTIVITIES

### GET CREATIVE!

- ◆ The KSO plans to have new poetry created for each of the animals featured in *The Carnival of the Animals*.
- ◆ Review Ogden Nash's and/or Jack Prelutsky's poetry for each movement of this work.
- ◆ Next, have students write a poem, or create a work of art (drawing, painting, sculpture using clay or recycled materials...) about an animal that you might find at the zoo.
- ◆ Share your students' poems or clear photos of their of their artwork, and we will select some to be featured during the concert.
- ◆ The deadline to send your entry is Friday, **February 12, 2021**
- ◆ Email all poetry and artwork to [jharrell@knoxvillesymphony.com](mailto:jharrell@knoxvillesymphony.com).

Poems from *The Carnival of the Animals*, by Ogden Nash (printed here) and by Jack Prelutsky (links):

#### I. Introduction

Camille St. Saëns was wracked with pains  
When people addressed him as "Saint Sains."  
He held the human race to blame  
Because it could not pronounce his name.  
So he turned with metronome and fife  
To glorify other forms of life.  
Be quiet, please, for here begins  
His salute to feathers, furs, and fins.

#### Royal March of the Lion

The lion is the king of beasts  
And husband to the lioness.  
Gazelles and things on which he feasts  
Address him as Your Highness.  
There are those who admire that roar of his  
In the African jungles and veldts,  
But I think, wherever a lion is,  
I'd rather be somewhere else.

#### IV. Tortoises

Come crown my brow with leaves of myrtle,  
I know the tortoise is a turtle.  
Come Carve my name in stone immortal,  
I know the tortoise is a tortle.  
I know to my profound despair  
I bet on one to beat a hare.  
I also know I'm now a pauper  
Because of its tortley, turtle, torpor.

#### V. The Elephant:

[https://www.youtube.com/watch?v=LL-C\\_Tpslgk](https://www.youtube.com/watch?v=LL-C_Tpslgk)

#### VII. Aquarium:

<https://www.youtube.com/watch?v=ivlrqmBuBmE>

#### VIII. Characters with Long Ears

In the world of mules,  
There are no rules.

#### X. Aviary

Puccini was Latin, and Wagner Teutonic  
And birds are incurably philharmonic.  
Suburban yards and rural vistas  
Are filled with avian Andrews Sisters.  
The skylark sings a roundelay,  
The crow sings "The Road to Mandalay."  
The nightingale sings a lullaby,  
And the seagull sings a gullaby.  
That's what shepherds listened to in Arcadia  
Before somebody invented the radia.

#### XI. Pianists:

<https://www.youtube.com/watch?v=UIHMLJ5Abng>

#### XII. Fossils

At midnight in the museum hall,  
The fossils gathered for a ball.  
There were no drums or saxophones,  
But the clatter of their bones,  
A rolling, rattling, carefree circus  
Of mammoth polkas and mazurkas.  
Pterodactyls and brontosaurus  
Sang ghostly prehistoric choruses.  
Amid the matodonic wassail,  
I caught the eye of one small fossil.  
Cheer up, sad world, he said, and winked.  
It's kind of fun to be extinct.

#### XIV. Finale

Now we reach the grand finale,  
Animale, carnival.  
Noises new to sea and land  
Issue from the skillful band.  
All the strings contort their features,  
Imitating crawly creatures.  
All the brasses look like mumps  
From blowing umpah umpah umps.  
In outdoing Barnum and Bailey and Ringling,  
St. Saëns has done a miraculous thingling.

Zoo Knoxville Scavenger Hunt  
2<sup>nd</sup> Grade  
Habitats and Adaptations



Directions: Use the animals a–z listing to answer the questions below

<https://www.zooknoxville.org/animals/a-z>

1. Find at least two animals that use their tail to steer themselves through their habitat. What animals are they and what habitat do they live in?

Animal \_\_\_\_\_ Habitat \_\_\_\_\_

Animal \_\_\_\_\_ Habitat \_\_\_\_\_

2. Because they live in a habitat with lots of tall plants, these brightly colored animals might use their colors to blend in with flowers, attract a mate or find their friends, but they also use their loud voices to help them find each other. What animal are they and what habitat do they live in?

Animal \_\_\_\_\_ Habitat \_\_\_\_\_

3. The fur on this animal is colored to blend in (camouflage) with red lichens on trees. It also has fur on the bottom of its feet so their feet won't get cold. What animal is it and what habitat does it live in?

Animal \_\_\_\_\_ Habitat \_\_\_\_\_

4. This animal uses its big ears to stay cool. As blood is pumped through the large, thin ears, it cools off and the cooled blood goes back into its body. You can tell when this animal is cool because it will keep its ears close to its body, but when it is warm it will wave its ears back and forth. What animal is it and what habitat does it live in?

Animal \_\_\_\_\_ Habitat \_\_\_\_\_

5. Most animals are camouflaged to be able to hide in one habitat, but the stripes on this animal help it blend in with tall grass and with trees, allowing it to sneak up on the animals it eats (prey) in fields and rain forests. What animal is it?

Animal \_\_\_\_\_

6. Some habitats have lots of insects, especially flies. Since animals can't use bug spray, they have other ways to keep flies off of them. Find at least two animals that use part of their body as a fly swatter. What animals are they and what habitats do they live in?

Animal \_\_\_\_\_ Habitat \_\_\_\_\_

Animal \_\_\_\_\_ Habitat \_\_\_\_\_

7. If you spend too much time in the sun, you'll get sunburned. Reptiles have scales, birds have feathers and most mammals have hair that protect them from the sun, but some mammals have very little hair. Find a mammal that does not have much hair and look carefully to find out how it protects itself from the sun. What animal is it, what habitat does it live in and why do you think it doesn't want more hair?

Animal \_\_\_\_\_ Habitat \_\_\_\_\_

What is its sun protection? \_\_\_\_\_

Why does it not want more hair? \_\_\_\_\_

8. When this animal moves into a new area, it builds things to change the habitat to make sure it will have enough food, water and shelter. As it builds, it also creates new habitat for birds, fish and lots of other animals. What animal is it and what habitat does it live in?

Animal \_\_\_\_\_ Habitat \_\_\_\_\_

9. Many animals get the nutrients and energy they need by eating leaves from trees. Find two animals that:

Stand on the ground while eating leaves that are high up in the trees

Animal \_\_\_\_\_ Animal \_\_\_\_\_

Climb into the trees to get leaves

Animal \_\_\_\_\_ Animal \_\_\_\_\_

10. The sun and plants provide the energy and nutrients that all animals need to survive. Find two animals that:

Eat plants (herbivores)

Animal \_\_\_\_\_ Animal \_\_\_\_\_

Eat meat (carnivores)

Animal \_\_\_\_\_ Animal \_\_\_\_\_

Eat both plants and meat (omnivores)

Animal \_\_\_\_\_ Animal \_\_\_\_\_

Decomposers start the cycle over by eating dead plants and animals and turning them back into soil so new plants can provide more food for the habitat.



## Zoo Knoxville Second Grade Habitats Answer Key

1. Beaver – Rivers & Streams, River Otters – Rivers and streams, Languires- Forest canopies.
2. Macaws – Rain forest
3. Red Panda – Forested mountains
4. Elephant – Grasslands or Savannah
5. Tiger
6. Many possibilities:  
Grassland animals include: elephant, zebra, giraffe, waterbuck and zebra.  
Forest and Savannah animals include: duiker & peccary  
Arid forests and deserts: donkey  
Domestic animals: goats, hogs, sheep
7. Mammals:  
Elephants and rhinos. Both live in grasslands and savannahs and use mud to coat their skin to protect it from the sun and from biting insects. If they had more hair, they would get hotter while standing in the sun.
8. Beavers – Rivers and streams
9. A: Giraffes and elephants  
B: Chimpanzee, marmoset, red panda, prehensile-tailed skink, & red-headed agama
10. The possibilities are numerous but some likely answers are:  
  
Herbivores: macaw, parrot, beaver, duiker, elephant, giraffe, rhino, zebra, budgie, and prehensile-tailed skink.  
  
Carnivores: penguin, lion, river otter, tiger, owl, bald eagle, hornbill, all frogs, all snakes, alligator, chameleon, gila monster, caiman lizard, alligator lizard, crocodile lizard, beaded lizard and leaf-tailed gecko  
  
Omnivores: armadillo, black bear, chimpanzee, gibbon, gorilla, baboon, marmoset, peccary, raccoon, red panda, skunk, red wolf, Aldabra tortoise, chuckwalla, girdled lizard, agama, blue-tongued skink, spiny lizard, Baja blue-rock lizard, New Caledonia gecko and neon day gecko.





## Animal Adaptations

As you learn about the A–Z animals at the zoo, draw one animal in each box that matches the captions. Circle and label the adaptations, then answer the questions. Have a parent or teacher help with writing if needed.

1. Draw an animal with an adaptation that helps it live in water.

1a. How does this adaptation help the animal live in water?

1b. Would this be helpful for surviving in other types of habitats? If so, which ones and why?

2. Draw an animal with an adaptation that helps it be a predator.

2a. How does this adaptation help the animal catch and eat its prey?

2b. Can it eat other kinds of food? Why or why not?



## Animal Adaptations

As you learn about the A–Z animals at the zoo, draw one animal in each box that matches the captions. Circle and label the adaptations, then answer the questions. Have a parent or teacher help with writing if needed.

3. Draw an animal with an adaptation helps it in a hot habitat.

3a. How is the animal adapted to survive in a hot habitat?

3b. Could it survive in another habitat? Why or why not?

4. Draw an animal with an adaptation that helps with protection.

4a. How does the animal's adaptation help protect it?

4b. What habitat does it live in?

4c. Will this adaptation work in other habitats? If yes, which ones?



## TEACHING ACTIVITIES: *The Carnival of the Animals*

- ◆ Before introducing students to the animals in Saint-Saëns' suite, listen to the audio of each section *The Carnival of the Animals* without narration or explanation. Ask them to draw a picture of an animal based on what they heard. Let them share their ideas of what animals might possibly be represented in the music, and then reveal which animal the composer had in mind. You can read notes about the sections featured on the KSO concert on pp. 5-6 of this guide, or from a library book about *The Carnival of the Animals*.
- ◆ Describe how the instruments in each section depict the animal that the composer wanted his audience to imagine. Which elements of music (melody, rhythm, tempo, dynamics...) help create the image of the animal? Let students discuss which animal they would choose to include in their own composition about animals, and which instruments or musical elements they would use (fast-slow, loud-soft, high-low...).
- ◆ Use the Listening Maps on the next pages to help students follow along as they listen to the suite, either in sections or all together. The maps will help them "hear" each animal and the instruments used to portray it.
- ◆ Read a poem from *The Carnival of the Animals*, by Jack Prelutsky. Have students create a list of pairs of rhyming words from the poem.
- ◆ Organize a parade! Let students choose animals to represent. They can make paper plate masks and use other items around the classroom to make ears, tails or other features of their animals.
- ◆ Counting: How many students chose to be a certain animal in the class parade? Make a graph to show which animal had the most votes and which had fewer.
- ◆ As a class, write a cinquain poem together depicting one of the animals from the concert. For example:  
Line 1: the subject—anaconda  
Line 2: two or three defining words—greenish, huge  
Line 3: three or four words implying movement—swimming, speeding, hunting  
Line 4: two or three words conveying or evoking emotions related to the subject—they swallow food whole  
Line 5: one word synonym—snakes
- ◆ Aquarium Activity: Pass out short blue crepe paper streamers to some or all students, instructing them to slowly, smoothly and silently wave their streamers to the music they will hear next. You can have them do this sitting where they are, or if there is enough room and the students have good self-control, you may wish to allow them to move around the room as they do this. Tell the students how important it is that they remain silent during this activity, not only because they need to hear the music, but so that that what they create has the mood of smoothly flowing water. Encourage students to match their movements to the music.  
  
-or- Turn the whole class into a school of fish that glide in the same direction and then change direction all at once (without spoken directions - any child can signal the change in direction). Or choreograph a dance with the contrasting sections of the piece following the form (e.g. sea weed waving, fish swimming among the sea weed, repeat). Toss scarves and watch them float down to this music.
- ◆ Check out the artist Paul Klee's Fish Magic: <https://www.philamuseum.org/collections/permanent/51027.html>

## TEACHING ACTIVITY—Listening Map: *The Carnival of the Animals*



I imagine...	I hear...	The music feels...
I. Introduction and Royal March of the Lion	Roar on the piano, strings	Slow and majestic
IV. Tortoises	Piano and strings	Very slow, Can-Can melody
V. The Elephant	Double bass	Slow, steady, low
VII. Aquarium	Piano, flute, strings, glockenspiel	Legato (smooth)
VIII. Characters with Long Ears	Two violins	“Hee Haw”
X. Aviary	Flute, piano, strings	Quick, short, fluttery
XI. Pianists	Two pianos and strings	Scales
XII. Fossils	Xylophone, clarinet, piano, strings	Lively, funny, “Twinkle, twinkle”
XIV. Finale	Piano and orchestra	Lively, fast melodies

# TEACHING ACTIVITY—Listening Map: Royal March of the Lion

Name \_\_\_\_\_ Date \_\_\_\_\_

9-4

## Royal March of the Lion



© 1992 by Loretta Mitchell

# TEACHING ACTIVITY—Listening Map: Characters with Long Ears

Name \_\_\_\_\_

Date \_\_\_\_\_

9-3

## Characters with Long Ears

Listen to “Long-Eared Personages.” Follow the map below as you listen to the high and low sounds.

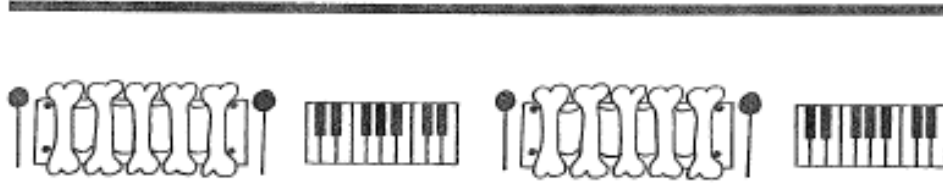


# TEACHING ACTIVITY—Listening Map: Fossils

Name \_\_\_\_\_ Date \_\_\_\_\_

9-5

## Fossils



© 1993 by Loretta Mitchell

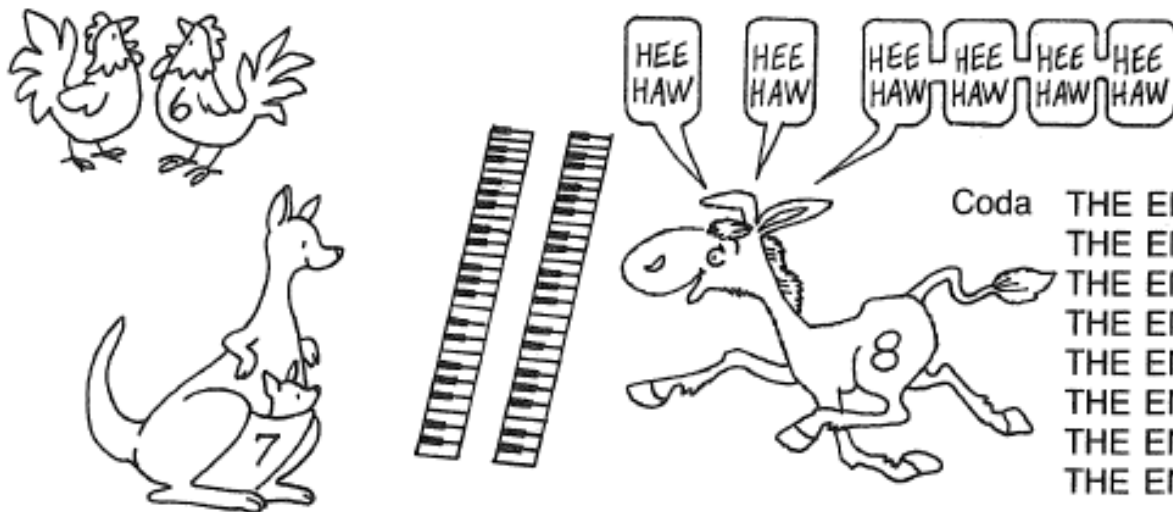
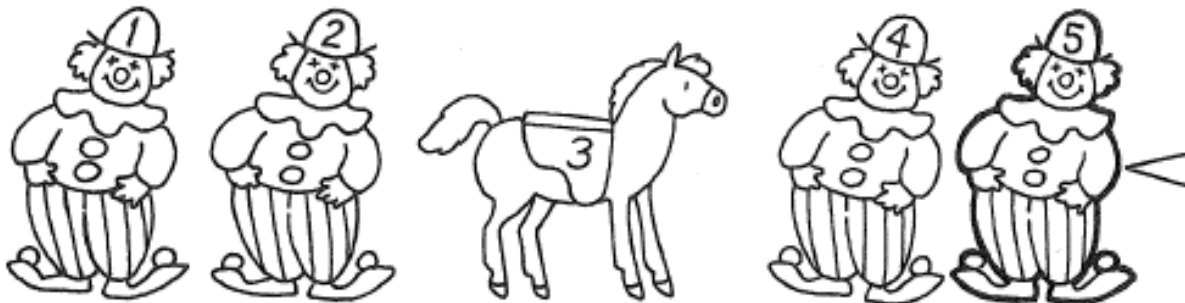
Name \_\_\_\_\_

COPYING MASTER  
RA-1

**LISTENING MAP: "Finale"**

- Follow this map as you listen to "Finale" from *Carnival of the Animals* by Camille Saint-Saëns.

Introduction



Coda THE END  
THE END  
THE END  
THE END  
THE END  
THE END  
THE END  
THE END

**THE END!!**

Listening Map by Marilyn Buckner



## TEACHING ACTIVITIES

### ANIMAL HABITATS for Pre-Kindergarten

1. List the animals mentioned in *Over the Meadow* by Olive Wadsworth
2. Discuss their habitats:
  - ◆ bees in a hive
  - ◆ chipmunks in a sycamore
  - ◆ beavers in a dam
  - ◆ polliwogs in a bog
  - ◆ fish in clear, blue water
  - ◆ squirrels in hickory branches
  - ◆ doves in a treetop nest
3. Sing the counting song “Over the Meadow.” The book has great illustrations of animals in their habitats. Have students create motions for each animal. <https://www.youtube.com/watch?v=C6ljGXMMB-g>

### MORE ACTIVITIES

- ◆ Choose a zoo animal to learn about. Help students understand about its habitat, appearance, characteristics. Are any animals at the zoo endangered? (red panda, tiger)
- ◆ Help students compare animals (from *The Carnival of the Animals*, from the zoo, from a farm, or even their pets at home). Make a chart to show size (big-bigger-biggest or small-smaller-smallest), weight (heavy-heavier-heaviest), height (tall-taller-tallest), and other characteristics (furry-furrier-furriest, or no fur at all). Who has the longest ears? Longest tail? Biggest nose?
- ◆ ABC's: Which animal's name begins with which letters of the alphabet? Here's an alphabetical list of animals, with pictures, that live at Zoo Knoxville:

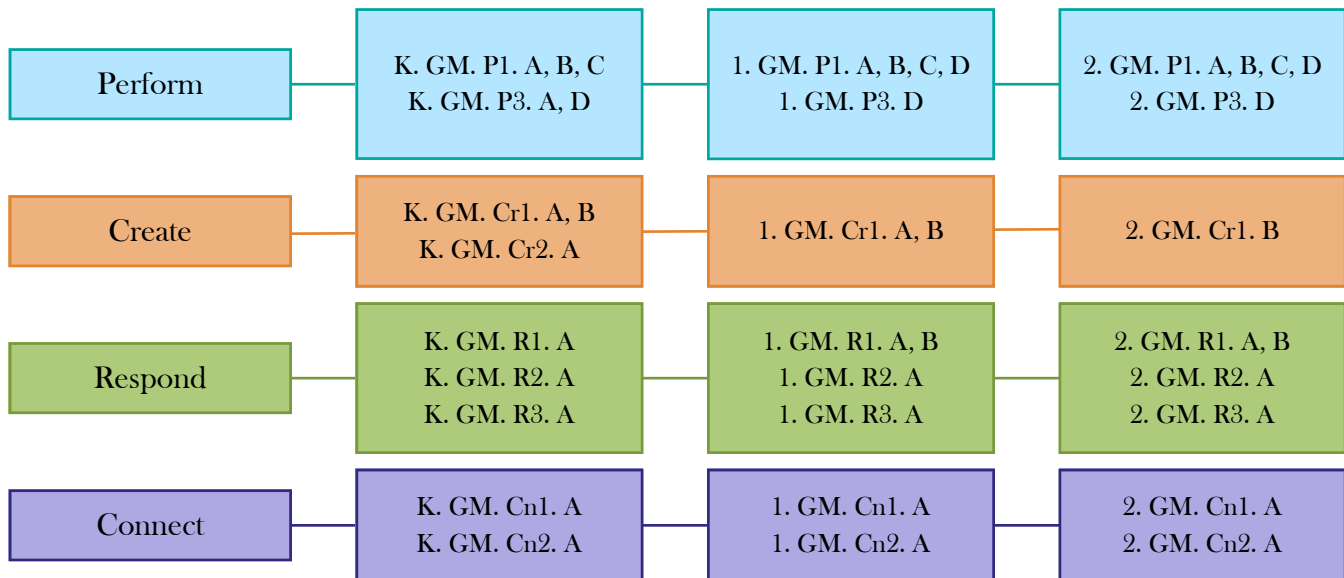
<https://www.zooknoxville.org/animals/a-z/>

Endangered species: using the same ABC list (previous bullet), click on animals' pictures to learn more about them. How many endangered species live at Zoo Knoxville? Discuss with students what endangered means, and how humans can try to prevent animals from becoming extinct. For Pre-K, pair *Over in the Meadow* with *Over in the Endangered Meadow* by Sally, Mathis and Melissa Bay Rogers <https://www.youtube.com/watch?v=gJb1a8rc-yE>

- ◆ Animals can't talk and musician's can't talk when they are performing on stage. Have students discuss how each group can communicate with one another
- ◆ Listen to an interview with Jack Prelutsky: <https://www.npr.org/2012/05/11/152520959/prelutskys-carnival-of-animals-poems-meet-music>
- ◆ Use your imagination—After the concert, have students choose an animal and write to the KSO from that perspective:
  - a. What piece from the concert was the animal's favorite? Why?
  - b. What is the animal's favorite instrument? Why?
  - c. What did the animal have for lunch on the day of the concert?
  - d. What is the animal excited to share with its friends about the concert?

## CURRICULUM REINFORCEMENT

TN Music Standards (2020) addressed by the concert and/or activities in this Teacher’s Guide. Many K, 1, and 2 Science Standards are also addressed.



## ADDITIONAL RESOURCES

- ◆ <https://www.zooknoxville.org/animals/a-z/>
- ◆ <https://littleowls-premium.com/zoo-animals>
- ◆ Books: *The Carnival of the Animals*, with poems by Jack Prelutsky, Ogden Nash, et al.
- ◆ Books: *Over in the Meadow* by Olive A. Wadsworth and *Earthsong: Based on The Popular Song, Over in the Endangered Meadow* by Sally, Mathis and Melissa Bay Rogers.
- ◆ Quaver: Interactives for: Carnival of the Animals I. Introduction and Royal March of the Lion, IV. Tortoises, V. Elephant, VII. Aquarium (includes a Musical Direction Activity) VIII. People with Long Ears, X. Aviary, XI. Pianists, XII. Fossils, XIV. Finale
- ◆ Share the Music: G. 2–372 Aquarium, G.1–T139 Carnival of the Animals
- ◆ Music Connection: K-242 Aviary, 1–54 Long Eared Persons, 1- 363 Over in The Meadow, 2–80 Aquarium

For their generous support of our  
Very Young People's Concerts,  
the Knoxville Symphony Orchestra  
gratefully acknowledges:

Rotary Club of Knoxville

The Boyd Family

Knoxville Symphony League

City of Knoxville

Knox County

Tennessee Arts Commission

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Special thanks to our Partner for this concert:



The Knoxville Symphony Orchestra  
and

Zoo Knoxville

*present*

## ORCHESTRANIMALS

The Carnival of the Animals      Camille Saint-Saëns

I. Introduction and Royal March of the Lion

IV. Tortoises

V. The Elephant

VII. Aquarium

VIII. Characters with Long Ears

X. Aviary

XI. Pianists

XII. Fossils

XIV. Finale

Sensemayá

Silvestre Revueltas

Never Play Music Right Next to the Zoo

Bill Elliott

Words by John Lithgow

## ACKNOWLEDGEMENTS

For their generous support of our Very Young People's Concerts, the Knoxville Symphony Orchestra gratefully acknowledges:



The Boyd Family



Special thanks to our Partner for this concert:



**ZOO**  
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