

Name	Julie Johnson
School	Fernan Elementary School (Coeur d' Alene)
Course	1st Grade General Music
Lesson	Carnival of the Animals Lesson 1 (Aquarium and Magic Fish)

**Sample Humanities Lesson Plan
Visual and Performing Arts**

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area:
Cultural Context
Historical Context
Interrelationship of Arts In this lesson a comparison will be made between the painting “Magic Fish” and Saint-Saen’s “Aquarium”.
Cross Cultural Relationship

Content Knowledge:
Artists and composers sometimes use, as the subject of their work, familiar objects. We can try to guess how the artist and composer felt about their work. And we can create our own art based on how we feel.

Explain the objective(s) of this lesson:

1. The students will be able to identify ideas and feelings while observing the painting “Fish Magic” by Paul Klee.
2. The students will be able to identify ideas and feelings after listening to “Aquarium” by Camille Saint-Saens.
3. The students will be able to express their own ideas and feelings as they create fish to contribute to a ‘class aquarium.’”

Describe the activity that will help students fulfill the lesson objective(s):

1. The students will look at a poster of the painting “Fish Magic”. They will answer questions about the painting like:
 - a) What do you see?
 - b) Describe the fish in the painting. How many? How are they different? How are they the same?
 - c) How do you feel about the painting?
2. Without hearing the name of the piece of music, they will listen to “Aquarium”. They will answer questions about the music like:
 - a) What did you hear?
 - b) Describe the music. What instruments did you hear? Was the music fast or slow? High or low? Loud or soft? Accented or flowing?
 - c) Can you guess what the composer was thinking about when he wrote the piece?
 - d) How did you feel about the music?
3. I will tell them the name of the music was Aquarium. (Hopefully this will be a reinforcement to their ideas!) Ask them to try to picture the fish in the music. Ask if they think the fish in the music look like the fish in the painting. They will probably think the fish in the musical aquarium are shiny and colorful.
4. Finally, the students will be given the art supplies for creating their own aquarium. They will create their own paper fish, color them, and add a small amount of glitter. Then they will glue them to an aquarium mural. All the time they are working, they will be listening to repetitions of Aquarium.
5. Gather around the class-created aquarium to admire and assess.

Suggested Materials

1. Poster of Paul Klee’s “Fish Magic” or another painting with fish.
2. CD of Carnival of the Animals.
3. Art supplies: paper, scissors, crayons and colored markers, glitter, glue, and a large piece of blue paper for the “ocean”.

Student/teacher preparation required

1. Assemble all the art materials. Maybe they can bring these supplies with them to music class. The teacher can decide whether to try this lesson with the students working individually, or in groups.
2. **Have a plan for clean up!**

Length of lesson

45 minutes (Plan ahead for the students who will need more time to finish. They may want to finish during recess or lunchtime.)

Assessment used to measure objective(s)

At the end of the lesson, display the mural, and let the students answer these questions:

1. What do you like about the mural?
2. Describe the fish we created. What colors do you see? How are they the same and different?
3. Do our fish remind you more of the painting or the music?
4. Brainstorm "If we were to do this lesson again, what could we do even better?"

(Their ideas might be about behavior issues like cooperation or they might be about using brighter colors etc.)

Ideas for coordinating with other subject areas

Read the book "Rainbow Fish" by Marcus Pfister and spend time looking at the illustrations.

Discuss aquariums and tropical fish. (First graders at my school study animals in science)

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Lesson	Carnival of the Animals Lesson 2 (Repetition and Contrast)

Sample Humanities Lesson Plan Visual and Performing Arts

STANDARD TWO: Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Target Area:

Reasoned Argument/Informed judgment (analysis of the arts)

Listen for patterns of repetition and contrast and identify ABA form.

Philosophical/Aesthetic Issue (demonstrate meaning and importance of the arts, use arts vocabulary)

Ethical Issue (legal, moral implications of the arts)

Content Knowledge: A composer writes music. Camille Saint-Saens was a famous composer from France who wrote Carnival of the Animals as a musical joke. But

it has become one of his most famous works! Music is made of repeating and contrasting ideas.

Explain the objective(s) of this lesson:

1. Students will understand that a composer writes the music and that Camille Saint-Saens wrote Carnival of the Animals.
2. Students will understand that Carnival of the Animals is fourteen short pieces played by two pianos and an orchestra.
3. Students will be able to identify the repeating sections in Aquarium.
4. Students will be able to identify ABA Form in The Elephant.

Describe the activity that will help students fulfill the lesson objective(s):

1. Let the students listen to Aquarium as they enter the room. Give them time to respond to the music and to discuss their feelings.
2. Read the book Carnival of the Animals by Barrie Carson Turner and make sure they can see the illustrations by Sue Williams.
3. Listen to Aquarium yet again and this time listen for the repetition of the A section. Have them raise their hand when they hear it. Explain that music is made of repeating and contrasting sections.
4. Teach the students the melodies of the A and B sections of The Elephant. Play them on the piano and hum them.
5. Play the recording of The Elephant and ask the students to listen for the two melodies.
6. Listen again and ask them to stand when they hear the B section.
7. As a whole class, make up body movements to go with the A section and the B section. Ask them how many times will we do the A section? How many times will we do the B section?
8. Play the music again and let the class perform the movements. Let one child write the letters A and B as the music is playing.
9. At the end of the music, refer to the letters ABA that have been written on the board and explain that ABA is a very common form of music.
10. With remaining time, listen for repeating sections in other selections from Carnival of the Animals.

Suggested Materials

CD of Carnival of the Animals

Book "Carnival of the Animals" with commentary by Barrie Carson Turner and illustrations by Sue Williams (Macmillan Children's Books 1998, Henry Holt Publisher)

Student/teacher preparation required

Spend time listening to the music and choosing which selections to use for assessment part of lesson. I will probably use Fossils.

Length of lesson

45 minutes

Assessment used to measure objective(s)

After step #9 in the lesson, play Fossils and let the students listen for the repeating section that features the xylophone. Have them stand up when they hear that part. This closing activity will let the students demonstrate their understanding of the concept of repetition.

Ideas for coordinating with other subject areas

Give the students information about several great websites that will allow them to learn even more about Carnival of the Animals.

<http://www.laco.org/kids/2003concerts/mar03.htm>

<http://www.geocities.com/Vienna/5000/bgsound/bgsound0900.html>

<http://library.thinkquest.org/c005400/musi/saintsaensca.html?tqskip1=1>

1st graders are learning about patterns in words as they learn to read. It will be a great connection for them to realize that there are patterns in music!

Name	Julie Johnson
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Course	1 st Grade General Music
Lesson	Carnival of the Animals Lesson 3 (The Double Bass and the String Family)

**Sample Humanities Lesson Plan
Visual and Performing Arts**

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Communicate through creative expression
Identifying sounds of different instrument families and voices. This lesson emphasizes the string family and will feature the double bass.

Content Knowledge:

Carnival of the Animals, Saint-Saens, patterns of repetition and contrast. The orchestra is made of families of instruments. The string family, or the violin family, is made of four instruments: the violin, viola, cello and the bass. These instruments look the same but they are different sizes. The smallest one, the violin, plays the highest sounds. The double-bass, the largest one, plays the lowest. Pitch is high and low in music. Usually the violin plays the melody and the bass plays harmony. But in "The Elephant" the bass gets to play the melody.

Target Area:

Interpret/perform work
Saint-Saens chose to have the bass play the melody because he thought the bass sounded like an elephant. The bass is the lowest string instrument. Violins play high pitches, basses play the lowest pitches in the orchestra.

Create work of art

Demonstrate behavior

Explain the objective(s) of this lesson:

1. The students will be able to name the instruments in the violin family.
2. The students will be able to tell which instrument in the violin family plays highest and which is lowest.

3. The students will use the word pitch while they describe high and low.
4. The students will understand that the bass is playing the melody in The Elephant.
5. Surprise! Surprise! A real live bassist will come to class and play The Elephant for the children!
6. The students will have the chance to try to play the double-bass.

Describe the activity that will help students fulfill the lesson objective(s):

1. I will show the students a violin and will demonstrate the sound of the instrument.
2. The students will listen to Hens and Roosters to hear the sound of the violin. Ask these questions:
 - a. Why do you think Saint-Saens chose the violin for the sound of the hens?
 - b. Do you think the music sounds like hens?
3. The students will listen to The Elephant. Ask these questions:
 - a. Can you name the instrument that is playing the part of the elephant?
 - b. Do you think it was a good decision to have the bass play the melody for The Elephant? Why?
 - c. Tell them that in music high and low is described by using the word "pitch".
4. At this point, our special guest will be introduced and he will share his instrument with the boys and girls. He will demonstrate how it is played and let the students hear the lowest and highest notes.
5. The bassist will play The Elephant.
6. The boys and girls can try playing the bass.

Suggested Materials

1. Recording of The Carnival of the Animals.
2. Pictures of the violin family.
3. A violin, a double-bass, and a bassist who can play The Elephant.

Student/teacher preparation required

Since a live performance by the bass will have so much impact, it is worth taking the time to find someone to show the students the instrument. This lesson could be done with several classes together to make it easier to schedule a time for the guest bassist.

Length of lesson

45 minutes

Assessment used to measure objective(s)

Show the students pictures of all four instruments in the violin family. Quiz them by playing short excerpts of Carnival of the Animals that feature either the violin or bass and ask these questions:

Is this instrument playing low or high? Remember to use the word pitch when you describe high and low.

Does it sound more like a hen or an elephant?

What is the instrument that is playing?

Ideas for coordinating with other subject areas:

1. Have the students find books about instruments in the library. Ask them to look for illustrations or pictures of instruments that would play high and low.
2. Let the students create instruments at home and have them share them in class. Ask questions about pitch: Which one plays the lowest pitches? Which one can play high and low? Etc.