The Dallas Symphony Orchestra presents:  

*Carnival of the Animals*

February 16, 17 and March 2, 3, 2005

An infant’s perception of the world is immediate and sensory. As language is developed and expanded, the young child begins naming and then describing the phenomenon he experiences in his environment. Through this naming/describing process, Pre-Kindergarten and primary students begin to develop the skills of comparing, categorizing, and generalizing.

The arts provide nonverbal ways to express what students see, hear and feel. Music, art, and dance can often describe characteristics of people, animals, or events more vividly than language--especially given the vocabulary of very young children and those with limited English proficiency. The perceptions gained through the arts can then serve as a stimulus to verbal language expansion.

The Dallas Symphony Orchestra Youth Concert, *The Carnival of the Animals*, capitalizes on children’s interest in the animal kingdom by painting pictures of a variety of creatures with music and dance. We hope the excitement students carry from the concert back to the classroom will generate exploration of the many ways we can describe and communicate our experiences.

VISIT THE DALLAS SYMPHONY ORCHESTRA’S EDUCATIONAL WEBSITE  
www.DSOkids.com

Activities for *Carnival of the Animals* were prepared by the Dallas Symphony Orchestra’s Curriculum Development Team, Linda Arbolino, Jane Aten, Linda Booth, Tony Driggers and Gloria H. Lett. This volume of the Teacher’s Guide was produced and edited by Dallas Symphony Orchestra Education Staff members LeAnn Binford, Carl Johnson and Jessica Schmidt. Materials in this Teacher’s Guide can be photocopied for classroom use.

If you have any questions about the concerts, please call Jessica Schmidt at 214/871-4006.

Volume Three– *Carnival of the Animals*
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Volume Three– Carnival of the Animals
Carnival of the Animals - Repertoire and Repertoire Availability

Camille Saint-Saens

THE LIONS
HENS AND ROOSTERS
WILD DONKEYS
THE TURTLE
THE ELEPHANT
THE KANGAROO
THE AQUARIUM
PEOPLE WITH LONG EARS
THE CUCKOO
AVIARY
PIANISTS
FOSSILS
THE SWAN
FINALE

Please note: Due to time limitations, some works will not be played in their entirety; program subject to change without notice.

Excerpts of Concert Repertoire (Available in The Music Connection, Silver Burdett Ginn)
Saint-Saens- "The Elephant" from Carnival of the Animals
grade K, CD6-15
Saint-Saens- "The Aquarium" from Carnival of the Animals
grade 2, CD3-11
Saint-Saens- "People with Long Ears" from Carnival of the Animals
grade 1, CD2-1
Saint-Saens- The Aviary" from Carnival of the Animals
grade K, CD6-14
Saint-Saens- "Fossils" from Carnival of the Animals
grade 6, CD2-34)
Saint-Saens- "The Swan" from Carnival of the Animals
grade 2, CD3-14

Excerpts by Concert Composers (but not specific concert repertoire) available at DSOKids.com
Saint-Saens- Symphony #3, 4th Mvt.

Volume Three- Carnival of the Animals
Camille Saint-Saens (born October 9, 1835 in Paris, France; died December 16, 1921 in Algiers, France) When Camille Saint-Saens was just a toddler, his mother and his great-aunt began teaching him music. He was only five years old when he gave his first public piano performance. When he was seven, he began to study with other teachers, and he had already begun composing his own music. He became one of the most famous French composers. Saint-Saens also liked to write poetry, scientific papers, and essays about music. Sometimes he made enemies because he insulted his fellow musicians when he wrote about them. One of Saint-Saens' most well known compositions *The Carnival of the Animals* was originally written to make fun of some of his friends. Now, it is enjoyed by children all over the world for the pictures it paints of animals.
Carnival of the Animals - Who’s Who

Associate Conductor Lawrence Loh leads the Dallas Symphony Orchestra in a variety of concerts throughout the season. He also assists Maestro Andrew Litton, DSO Music Director, and guest conductors as the understudy conductor for various subscription and tour performances. Before moving to Dallas, he completed a three-year tenure as Associate Conductor of the Colorado Symphony Orchestra. While in Denver, Mr. Loh was Music Director of the Denver Young Artists Orchestra, and also taught at Denver University’s Lamont School of Music. A graduate of Indiana University and the University of Rochester, in May of 1998, he received his Artist Diploma in Orchestral Conducting from Yale University. Mr. Loh received further training as a conducting student at the world-renowned Aspen Music Festival and School. Born in southern California in 1970 of Korean parentage, he makes his home in Dallas with his wife Jennifer, a high school math teacher and their son, Charlie.

Carl Johnson is a performer/director/writer/educator with over 20 years experience. Since 1997, he has served as Education Manager with the Dallas Symphony, as well as Writer/Director of the Music Memory Project radio program for WRR 101.1 FM in Dallas. Formerly, he was Adjunct Professor of Voice at Texas Christian University and prior to that, Artistic Director of the Fort Worth Opera. Mr. Johnson has also taught in public school, directed church choirs, performed as soloist with symphony orchestras, and has been featured as pianist and vocalist with his own trio.
Characters from *Carnival of the Animals*

*Caracteres del “Carnaval de los Animales”*

- **Lion**
  
  
  Leon

- **Hens and Roosters**
  
  Gallina - Gallo

- **Donkey**
  
  Burro

- **Turtle**
  
  Tortuga

- **Elephant**
  
  Elefante

- **Kangaroo**
  
  Kanguro

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*Volume Three- Carnival of the Animals*
Characters from *Carnival of the Animals*, cont.

Aquarium
*Aquario*

People with Long Ears
*Person con Orejas Largas*

Cuckoo
*Cuco*

Aviary
*Jaula de Pajoro*

Pianist
*Pianista*

Fossils
*Fósiles*

Swan
*Cisne*
A Picture Story- Going To the Meyerson

Directions: Read the picture story. Translate the pictures by using the picture bank at the bottom of the page.

When you go to the to hear play in a concert, you

become a member of the . When you get to your , sit

quietly and look around at the beautiful .

When the concert is almost ready to start, will appear on the

You will hear them warming up their , The will come on

next. His job is to play the tuning pitch for all to hear. The will

then begin to tune their , When the are in tune, the

will appear. His job is to lead the orchestra.
A Picture Story- Going To the Meyerson, Cont.

People in the audience may not be able to listen, if you talk or make noises. At the end of each piece the members of the orchestra will let the audience know they liked the music by clapping. This is also a way to say thank you for making such beautiful music.

Fine

Picture Bank

Meyerson  Musicians  Audience  Seat  Concert-master

Concert hall  Stage  Instruments  Conductor

Listen  Music  Applause

Fine

(pronounced “fee-nay”)
The End
CONCERT SPECIFIC ACTIVITY ONE– Animal Safari!

Teaching Objective
Students will research, listen to music, and present information to the class about an animal from *Carnival of the Animals*, as well as evaluate whether or not the music portrayed its characteristics.

Resources
• Books about animals
• Internet access
• Recording of *Carnival of the Animals*

Pre-Assessment
Ask the children to list and describe a familiar animal.

Teaching Sequence
1. Have students choose an animal from the following list: Bird, Elephant, Lion, Kangaroo, Rooster/hen, Fish, Donkey, Cuckoo, Swan, Fossils, Turtle
2. Using classroom, library, or internet resources, have students research their animal, listing at least 5 facts, and including something they previously did not know. Ex: How big? How does it move? Where does it live? What does it eat? Does it have fur?
3. Draw a picture of the animal.
4. Listen to *Carnival of the Animals*, telling children when the music for their animal is being played.
5. Have children tell why they think the music portrays or does not portray the characteristics of their animal.

Culminating Activity
Have each child present his/her findings and show the picture to the class.

Evaluation
Did the students research, listen to music, and present information to the class about an animal from *Carnival of the Animals*, as well as evaluate whether or not the music portrayed its characteristics?

Extension Activity
Ask students to give their animals a name and write a story about it that reflects the music that was played for their animal. Play the music again.

Co-Curricular Connections/TEKS
Fine Arts– Music: 117.3 1B,3B,4B; 117.6 1.1A,B, 1.5B, 1.6A,B; 117.9 2.1A,B, 2.5C, 2.6A,B
Fine Arts– Art: 117.2 K.2A; 117.5 1.2A; 117.82.2A
English Language Arts/Reading: 110.2 15C,D; 110.3 15C,F; 110.414A,D
Science: 112.2 K.2A,B,E; 112.3 1.2A,B,E; 2.2A,B,F
CONCERT SPECIFIC ACTIVITY TWO- Move Like Animals

Teaching Objective
Students will explore the concepts of fast-slow, big-little, and high-low while moving to music.

Resources
- Recording of *Carnival of the Animals*
- Pictures of animals featured in *Carnival of the Animals* (available on pages 6-7 of this guide)

Pre-Assessment
Ask students if they know what the animals on the recording look like. (bird, lion, rooster, hen, donkey, swan, turtle, elephant, kangaroo, fish, cuckoo, fossils)

Teaching Sequence
(With Pre-K children, this lesson should be repeated with different animals and take place over several days.)
1. Choose an animal to discuss with the children. How big is it? How does it move? Does it move fast or slow? What kind of sound does it make?
2. Show the children pictures of the animals featured in the concert.
3. Ask children to make themselves big, little, flat, round, etc.
4. Ask children to move very fast or very slowly.
5. Make high sounds (like a bird) and low sounds (like an elephant).
6. Ask children to perform everyday activities as if they were an animal (put on a jacket like an elephant, comb your hair like a monkey)
7. Play the music for the chosen animal. Discuss if it is fast or slow, or high or low.

Culminating Activity
Have students imitate the animal while the music for that animal is playing.

Evaluation
Did the students move fast or slow, exhibit big and little, and make high and low sounds?

Co-Curricular Connections/TEKS
Fine Arts- Music: 117.3 1B,3B,4B; 117.6 1.1A,B, 1.5B, 1.6A,B; 117.9 2.1A,B, 2.5C, 2.6A,B
Science: 112.2 K.5A, K.6B; 112.3 1.6B; 112.4 2.8A
Physical Education: 116.2 K.2B; 116.3 1.1A; 116.4 2.1F
CONCERT SPECIFIC ACTIVITY THREE– How Many Ways Can You Describe An Animal?

Teaching Objective
The students will discover that animals can be described in both verbal and nonverbal ways.

Vocabulary
Describe- tell about
Pantomime- imitate (pretend to be) without speaking

Resources
• Drawing paper
• Crayons or markers
• Excerpt from Carnival of the Animals

Pre-Assessment
Lead a class discussion asking students to tell about a pet or favorite zoo animal. Ask whether there are ways they could describe the animal without using words.

Teaching Sequence
1. Write the name of an animal known to the students on a chart or chalkboard.
2. Ask students to volunteer to tell about this animal. Record responses on the chart or board.
3. Tell students to imagine they have a friend who speaks a language different from theirs. How could they describe this animal to their friend? If necessary, suggest that they might draw a picture of the animal, act out how the animal moves, or imitate sounds the animal might make.
4. Divide the class in three groups. Assign each group an animal other than the one previously discussed. (Each group should know only the animal assigned to them--tell them to keep the name of their animal secret from the other groups.) One group will draw their animal, one will pantomime theirs, and the third will imitate the sounds of theirs.
5. Let each group present their completed assignment to the class. Students in the other groups will try to identify the animal being presented.

Culminating Activity
Tell students that when they attend the Dallas Symphony Orchestra Youth Concert, they will hear a piece called *Carnival of the Animals*, in which the music describes several different animals. Play an excerpt from Saint-Saens' *Carnival of the Animals* and see whether students can guess what animal is represented in the music. Discuss what it is in the music that suggests the animal(s) they guessed. Ask what they heard in the music to make them think of the animal(s) they guessed.

Evaluation
Did student responses indicate an understanding that art, movement, and sounds can be used to describe various animals?

Extension Activities
1. Using Orff or improvised instruments, let students create music to describe other animals.
2. Challenge students to describe other objects, experiences or emotions using words, pictures, pantomime, or non-verbal sounds.

Co-Curricular Connections/TEKS
Fine Arts– Music: 117.3 1B,3B,4B; 117.6 1.1A,B, 1.5B, 1.6A,B; 117.9 2.1A,B, 2.5C, 2.6A,B
Fine Arts– Art: 117.2 K.2A; 117.5 1.2A; 117.82.2A
Fine Arts– Theater: 117.4 1A,B,C,D, 2A,B,C,D, 3C,D, 5A,B,C,D; 117.7 1A,B,C,D, 2A,B, 3C,D, 5A,B,C; 117.10 1A,B,C,D, 2A,B, 3C,D, 5A,B,C,D
Teaching Objective
Students will discover what a fossil is and how it can be portrayed by music.

Resources
• Background information on Camile Saint-Saens and his *Carnival of the Animals*
• Recording of "Fossils" from *Carnival of the Animals*. (This can be found in The Music Connection State Textbook Series. "Fossils," grade 6, CD2-34)
• Tweezers, paint brushes, slotted spoon, paper towels
• Pre-prepared fossil site: hide bones/bone fragments and other things reminiscent of human life in a large pan

Vocabulary
Fossil – A remnant or trace of an animal or plant of long ago that has been preserved in the earth
Archeologist – A person who studies the fossils and remains of past human life

Pre-Assessment
Ask the students if they know what a fossil is. Where would you find a fossil?

Teaching Sequence
1. Tell the class that today they will be archeologists. They will carefully sift through the sand and look to see if they find anything. Whatever is found should be carefully picked up using tweezers and placed on a paper towel. A paint brush should be used to brush off any sand. What was found?
2. Explain to the class that in many places, bones from animals and the remains of plants that lived long ago can be found in the earth. These are called fossils. The people who study fossils are called archeologists. An archeologist puts fossil pieces together to discover what kind of animal or plant they were. He/she looks at everything found at the fossil site and is able to describe what life may have been like a long time ago.
3. Saint-Saens wrote a piece of music called "Fossils." In it, he tried to paint a sound picture of the kinds of fossils found. Listen to the music and describe what you think was found. For the sound of old bones, Mr. Saint-Saens used the sound of the xylophone. It has a hollow brittle wooden sound that is perfect to describe a fossil.
4. Look up the xylophone on DSOKids.com to hear its sound and to learn more about its characteristics. Ask students whether this was a good choice of instrument.

Culminating Activity
Have the students draw a picture of a fossil as they listen again to this selection.

Evaluation
Can the students accurately identify what a fossil is and how a fossil was portrayed in the music?

Extension Activity
1. Take a field trip to the music room or the band room to see and hear a xylophone.

Co-Curricular Connections/TEKS
Fine Arts- Music: 117.3 1B,3B,4B; 117.6 1.1A,B, 1.5B, 1.6A,B; 117.9 2.1A,B, 2.5C, 2.6A,B
Fine Arts- Art: 117.2 K.2A; 117.5 1.2A; 117.82.2A
Science: 112.2 K.1A, K.2A,B,C,D,E, K.3A, K.4A, K.8A; 112.3 1.1A, 1.2A,B,C,D,E, 1.3A, 1.8A; 112.4 2.1A, 2.2A,B,C,D,E,F, 2.8B
CONCERT SPECIFIC ACTIVITY FIVE– Bird Songs

Teaching Objective
Students will listen to music that imitates the sound of birds and learn about the instruments the composer chose to represent their songs, exploring the characteristics of Carnival of the Animals.

Resources
- Background information on Camille Saint-Saens and his Carnival of the Animals (available on page 4 of this guide)
- Recording of Carnival of the Animals by Camille Saint-Saens, and/or
  - Soundclips: flute, bassoon, violin, clarinet, and piano
- Pictures of hens, roosters, the aviary, a swan and a cuckoo (available on pages 6-7 of this guide)

Vocabulary
Aviary - A place where flying birds can be kept confined

Pre-Assessment
Ask the students if anyone has a pet bird? Have they ever heard it sing? Have they ever seen a hen, a rooster, or a cuckoo? What sounds do these birds make? Ask the students if they have ever visited an aviary. What can be found there? Has anyone ever seen a live swan? Would a swan live in an aviary?

Teaching Sequence
1. Tell the class that in the upcoming Dallas Symphony Youth Concert they will hear musical pieces written to describe the sounds of birds. Each piece of music describes something about the bird after which it is named.
2. Camille Saint-Saens chose the clarinet to represent the song of a cuckoo in the forest. Listen to "The Cuckoo" to hear its bird song. How many times do you hear it call? (Use tally marks to keep count).
3. Look up the clarinet on DSOKids.com to hear its sound and to learn more about its physical characteristics.
4. In the musical piece, "Hens and Roosters," also written by Saint-Saens, other instruments were used to represent the sounds these birds make. Listen to hear the violins and the piano represent the hens. The clarinet is used as the sound of the rooster.
5. Look up the violin and piano on DSOKids.com to hear their sounds and to learn more about their physical characteristics.
6. Discuss the physical characteristics of birds, where they live, and what they do. Listen to the piece called "The Aviary." What did the composer do to paint a sound painting of the birds that live there? (Music is quick and fluttering reminiscent of the birds as they flutter and fly from tree branch to tree branch.) What instrument did Saint-Saens use to portray these fluttering birds? (the flute)
CONCERT SPECIFIC ACTIVITY SIX- Bird Songs

7. Look up the flute on DSOKids.com to learn more about its sound and its physical characteristics.

8. A swan is a bird, too. Discuss how the swan is different from birds that live in an aviary. (A swan swims gracefully in the water and can often be found gliding on a lake or pond. A swan has a much longer neck than other birds.) Listen to "The Swan." What did the composer do differently in his music to paint a musical picture of this bird? (Use of slow, smooth music represents the swan as it glides on the water.) What instrument did Saint-Saens use to portray the swan? (the cello)

9. Look up the cello on DSOKids.com to learn more about its sound and its physical characteristics.

Culminating Activity
Listen again to each excerpt describing birds. Can the students name the instruments used to describe the birds?

Evaluation
Did students listen to music that imitates the sound of birds and learn about the instruments the composer chose to represent their songs, exploring the characteristics of Carnival of the Animals?

Extension Activities
1. Have the students draw a picture of the birds portrayed in each piece of music as they listen again to these selection.
2. Have the students dramatize the type of movement that each of these birds might use while listening to the appropriate music selection.

Co-Curricular Connections/TEKS
Fine Arts- Music: 117.3 1B,3B,4B; 117.6 1.1A,B, 1.5B, 1.6A,B; 117.9 2.1A,B, 2.5C, 2.6A,B
Fine Arts- Art: 117.2 K.2A; 117.5 1.2A; 117.82.2A
Fine Arts- Theater: 117.4 1A,B,C,D, 2A,B,C,D, 3C,D, 5A,B,C,D; 117.7 1A,B,C,D, 2A,B, 3C,D, 5AB,C; 117.10 1A,B,C,D, 2A,B, 3C,D, 5A,B,C,D
CONCERT SPECIFIC ACTIVITY SEVEN- Turtle Tales

Teaching Objective
The students will create a class story about a turtle, one of the characters described musically in Carnival of the Animals.

Note: This lesson may take more than one day.

Vocabulary (choose as appropriate)
Turtle, lion, hen, rooster, donkey, elephant, kangaroo, fish, cuckoo, bird, fossil, swan, fast, slow, loud, soft, rough, and smooth

Resources
- A book about turtles or a turtle story
- Web: graphic organizer on a transparency (available on page 19 of this guide)
- Vis a Vis pens
- Picture of a turtle or internet website: try http://www.turtlepuddle.org/
- List of animals depicted in Carnival of the Animals (available on page 6-7 of this guide)
- A recording of the Carnival of the Animals

Pre-Assessment
Encourage students to share what they know about turtles and/or their experiences with turtles.

Teaching Sequence
1. Using a graphic organizer (a web or similar tool), record student descriptions of turtles.
   Example: Turtles have hard shell backs; move slowly; have short legs; live in the water and on land; make good pets, etc.
2. After five (5) descriptors are recorded, show the class a picture of a turtle and use their additional descriptors to add to the web.
3. Read the book or story about turtles aloud to the class.
4. Using a recording of Carnival of the Animals, have the students listen attentively as a portion of the first four movements are played.
5. Pausing between movements, ask the students to identify the music that best depicts the turtle.
CONCERT SPECIFIC ACTIVITY SEVEN– Turtle Tales, Cont.

6. Discuss student responses.
7. Using the descriptions, information from the story/book, the music listening experience, and student’s imagination, write a class story about a turtle.
8. Writing the story on a flip chart, the teacher should provide the first sentence and initial it. Example: 1. There once was a turtle whose name was Slow Poke. GHL
9. In random order, have each student contribute to the story by providing one sentence until all have contributed. Example: 2. Slow Poke lived near a pond on Pine Street. RK
10. Identify individual student contributions by using their initials.
11. The teacher should provide the last sentence to the story.

Culminating Activity
Read the completed story aloud and encourage editing for sentence structure, punctuation and spelling.

Evaluation
Did the students create a class story about a turtle?

Extension Activity #1
1. Play "The Turtle" from Carnival of the Animals.
2. Ask students what they heard that made them think the music depicted a turtle
   - Was the music fast or slow?
   - Was the music loud or soft?
   - Was the music smooth or rough?

Extension Activity #2
Make copies of the class story and send it home to parents.

Co-Curricular Connections/TEKS
Fine Arts- Music: 117.3 1B,3B,4B; 117.6 1.1A,B, 1.5B, 1.6A,B; 117.9 2.1A,B, 2.5C, 2.6A,B
Science: 112.2 K.2A,B,E; 112.3 1.2A,B,E; 2.2A,B,F
English Language Arts/Reading: 110.1 1D,E, 3C, 10A, 13A, 15A; 110.3 1D,E, 3C, 13A, 15C,16A, 110.4 1D,E, 3C, 13A, 15C
Turtle Tales - Word Web

Put the words you use to describe a turtle and music in the spaces on the turtle shell!
Music in the Air ACTIVITIES

Introduction
The purpose of the *Music in the Air* black line masters is to prepare students for the actual concert experience and review it, post-concert. As the students read (or are read to) from the *Music in the Air* book, they will "walk through" the concert day step by step. Knowing what to expect and how to respond will enable the students to more fully enjoy their symphony experience. Choose any or all of the following activities to review the concert experience with your class.

Teaching Objective
Students will review their concert experience to reaffirm what they learned.

Resources
Overhead transparencies
Recordings of music which will be performed in the concert
Pencils, crayons, markers

Activity 1 - "Are you ready?"
Use the black line master drawings to make overhead transparencies. Use these transparencies to introduce the students to the idea of going to a concert and what occurs at a concert. As each transparency is placed on the overhead, read the script and discuss where the class will soon be going and what they will do when they arrive.

Activity 2 - "My Class Goes to the Symphony"
Make a class book. Make one hard copy of each blackline master drawing. Each child in the class should be given the chance to draw him or her going up the steps in the picture found on page 23. The children may use stick figures, fingerprint "people," or any other way they can draw themselves. Read the book aloud to the class so that the children will understand the sequence of events that will occur on concert day. Bind the book in some way so the children can look through it on their own and tell each other what will happen. Keep the book on display in your classroom so that the children can enjoy "reading" it before and after the concert trip.

Activity 3 - *Music in the Air* individual books for each student
Make a copy of the *Music in the Air* book for each student in your class. As you read aloud through the pages, allow your students the opportunity to draw themselves on the steps on page 23 and also in their seat on page 29. This will personalize the story for each child.

Activity 4 - Creative Writing
After the concert experience, post one drawing from the book *Music in the Air* on the board and encourage your class to write about the drawing using creative writing skills or journaling. Or, allow each student to choose a page from their individual book and practice their writing skills.

Activity 5 - Sequencing the Event
The line drawings can be presented/displayed in a random order (choose an appropriate number depending on the age of your students.) The students, either alone, or working with a partner, must correctly sequence their drawings.

Co-Curricular Connections/TEKS
Fine Arts - Music: 117.6 6B; 117.9 6B
English Language Arts and Reading: 110.2 14A,B,C,D,E, 15C,E; 110.3 17A,B,C,D,E,F,G, 18C,D, 19B, 21A,B; 110.4 15A,B,C,D, 17A,B,C,D, 18A

Volume Three– Carnival of the Animals
Music in the Air
My Trip to the Dallas Symphony Orchestra

Hay música en el aire
Mi excursión a la orquesta sinfónica de Dallas
I traveled with my class to the Morton H. Meyerson Symphony Center.
We went to hear a concert of music played by many instruments.

Tomé un paseo con mi clase al Centro Sinfónico Meyerson. Fuimos a escuchar un concierto de música con muchos diferentes instrumentos.
I walked with my class up the steps to the place where we would sit.

Subí los escalones con mi clase al lugar donde nos íbamos a sentar.
Here we are sitting in our seats waiting for the concert to begin.

(Draw yourself in the empty seat.)

Aquí estamos en nuestros asientos esperando que empiece el concierto.
¿Puedes adivinar quién soy yo?
Out come the musicians. They carry their instruments with them.
The musicians are all on stage now.

Aquí vienen los músicos. Llevan sus instrumentos con ellos.
Look! Here comes the Concertmaster. His job is to play the tuning note for the orchestra. He plays a violin. We clap for him.

Los músicos están todos acomodados. ¡Mira! Aquí viene el Maestro del Concierto. El da el tono de afinación para toda la orquesta. El toca el violín. Le damos un aplauso.
Now the musicians are ready. They wait for their conductor.
Here he comes. We clap for him.
We know the concert will now begin.

Ahora los músicos están listos para tocar.
Esperan al Director.
Le damos un aplauso. Ahora sabemos que va a empezar el concierto.
I hear such beautiful music.
Here are some of the instruments I see and hear:

Yo oigo música hermosa. Aquí estan algunos de los instrumentos que yo:
My friends and I clap after each piece we hear.

(Draw yourself in the empty seat.)

There is music all around us.
There is music in the air.

Aplaudimos después de cada pieza. La música nos rodea.
Hay música en el aire.
RESOURCES FOR TEACHERS

BOOKS- visit Amazon.com to find a large range of music related media, including:


RECORDINGS

Recordings of much of the repertoire featured on Dallas Symphony Orchestra Youth Concerts are included in many music curriculums. Please check with your school’s music teacher or media specialist. Tower Records, Border’s, Barnes & Nobles and Amazon.com carry a wide selection of orchestral recordings.

VIDEO

The Dallas Symphony Orchestra’s television series for children, *Amazing Music*, features Music Director Andrew Litton as your guide to “Emotions in Music,” “Pictures in Music,” “Families of the Orchestra,” and “Jazz.” (See page 41 for an order form.)

MOVIES

“Music of the Heart” with Meryl Streep- Miramax, rated PG, 124 minutes
“Small Wonders”: documentary: Miramax, rated G, 77 minutes

CLASSROOM MATERIALS Sources for pictures of instruments, books, audio and videotapes:

• DSO Symphony Store; call 214-871-4066 for information
• Friendship House; call 1-800-791-9876 for a free catalog or visit http://www.friendshiphouse.com/
• Music Educators National Conference (MENC); call 1-800-828-0229 for a free catalog or visit http://www.menc.org/
• Music In Motion; call 1-800-445-0649 for a free catalog or visit http://www.musicmotion.com/
• American String Teacher’s Association: visit http://www.astaweb.com/

ONLINE

www.DSOKids.com The Dallas Symphony’s website for teachers and students.
www.playmusic.org A children’s website from the American Symphony Orchestra League
www.nyphilkids.org The New York Philharmonic’s website for teachers and students
www.artsalive.ca An education website sponsored by the National Arts Centre in Canada
www.sfskids.org The San Francisco Symphony’s educational website for children
www.laco.org/kids/ The Los Angeles Chamber Orchestra’s website for kids

Volume Three– Carnival of the Animals
Orchestra Seating Chart
Concert Guidelines For Teachers

BEFORE THE CONCERT
• Please prepare your students using materials in this book or at www.DSOKids.com.
• Students should be briefed on concert etiquette in advance.
• Please contact Jessica Schmidt at 214/871-4006 at least one week before the concert if your group includes any students or teachers with special needs, including wheelchairs or deaf students requiring infra-red headsets.

THE DAY OF THE CONCERT
• Before leaving school, please allow time for students to visit the restroom.
• Clearly mark buses or cars for speedy identification and memorize bus numbers.
• Learn your bus driver’s name and be sure you can recognize her/him.
• Plan to arrive at the Meyerson at least 30 minutes before concert time.

UPON ARRIVAL AT THE MEYERSON
• Check in with a volunteer in the main lobby; a volunteer will guide your group to your seating area. (Seating sections are assigned on the basis of group size.)
• All students should be in their seats at least 5 minutes before concert time.
• No food or drink, including chewing gum, is permitted in the concert hall.

DURING THE CONCERT
• The use of cameras and recorders is prohibited; please turn off cellular phones.
• Students and teachers should remain in their seats for the entire concert.
• Restrooms are located on all levels and should be used for urgent needs only.
• If students must visit the restroom, please have an adult accompany them.
• Students not maintaining acceptable standards of behavior will be asked to leave, and may jeopardize their school’s future attendance at DSO events.

AFTER THE CONCERT
• Please remain in your seats until your school is dismissed.
• Upon dismissal, listen carefully and follow instructions for departing the building.

BACK AT SCHOOL
• Refer to this guide or www.DSOKids.com for follow-up activities.
• Student letters/artwork expressing reactions to the concert are appreciated.

Mailing address: Youth Concerts
Dallas Symphony Orchestra
2301 Flora Street, Schlegel Administrative Suites
Dallas, TX 75201-2497
Fax number: 214/953-1218
E-mail address: jschmidt@dalsym.com

Volume Three- Carnival of the Animals
Arriving and Departing the Meyerson Symphony Center

**BUSES** - Please memorize bus numbers and be sure you know your bus driver!

**Arrivals:** Buses unload in front of the Meyerson Center on **westbound** Flora Street. After students disembark, buses should proceed around the block and park along Leonard Street north of Flora. Please follow instructions from Symphony personnel.

**Departures:** Buses remain parked on Leonard Street. Students are dismissed by school and directed to their buses. Follow directions from Symphony personnel.

**CARS AND VANS** - Cars and vans park in the Arts District Garage which is entered from Ross Avenue between Leonard and Pearl Streets. Take ticket, (parking fee is $1.00 per hour), and proceed to levels four through seven. The Arts District Garage has an overhead clearance of 7 feet. *(On level 3 of the parking garage, there is a walk through into the lower level of the Symphony Center.)* After parking, take the Symphony Center elevators to the Lower Lobby, **assemble your group in the Lower Lobby**, then take the stairs to Main Lobby. *(An elevator is available for the physically challenged.)*

A note to schools arriving in carpools: Please provide all of your drivers with a map and clear instructions on where to park (Arts District Garage ONLY). Following identical routes is recommended so that your group arrives at the Meyerson at approximately the same time. Be sure all drivers and chaperones know to meet in the Lower Lobby. Please do not come upstairs until your entire group has assembled.

**DIRECTIONS TO THE MEYERSON SYMPHONY CENTER**

**From Southbound I-35E Stemmons**, east on Woodall Rodgers Freeway (exit marked TO HOUSTON, I-45 and US-75), exit at Pearl Street, bear to the left when ramp divides. Take Pearl Street to Ross Avenue (two blocks); turn left onto Ross.

**From Northbound I-35E Stemmons**, east on Woodall Rodgers Freeway (exit marked TO SHERMAN, I-45 and US-75), exit at Pearl Street, bear to the left when ramp divides. Take Pearl Street to Ross Avenue (two blocks); turn left onto Ross.

**From Central (US-75), I-30 or I-45**, west on Woodall Rodgers (366), exit at St. Paul (exit curves left), turn left onto Woodall Rodgers access road, cross Olive Street and turn right onto Pearl Street. Go two blocks to Ross Avenue and turn left.

**From Downtown or East Dallas**, north on Pearl Street, turn right onto Ross Avenue.

**From the Dallas North Tollway**, south on the Tollway, after the main toll plaza, stay in the left lane and take the Hines Blvd. exit on the left towards downtown. Continue to follow signs to downtown, Pearl Street and the Arts District. Turn slightly left to access Pearl Street, then stay on Pearl to Ross Ave. Turn left onto Ross.

Then, from all directions, buses go two blocks to Leonard Street, turn left, go one block to Flora Street, turn left again and pull up to the Meyerson entrance. Cars turn left into the Arts District Garage from Ross Avenue at the green awning.
About the Morton H. Meyerson Symphony Center

One of the world’s greatest concert halls, the Meyerson Symphony Center was made possible through the efforts of the citizens of Dallas. Over 10 years were spent in the planning and construction of the Meyerson, which opened on September 6, 1989.

World-renown architect I.M. Pei was chosen to design the building, working closely with acoustician Russell Johnson. Pei’s design combines basic geometric shapes, with a rectangle (the concert hall) set at an angle within a square (the outer walls). Segments of circles also enclose the building.

In the concert hall, every detail was designed to make the sound or acoustics as perfect as possible for orchestral music. For example, the heating and air conditioning system is located separately so that no vibrations from the machinery can be felt in the concert hall. Acoustical features include:

• the canopy over the stage which can be raised and lowered to enhance the sound,
• double sets of doors at all entrances,
• terrazzo and concrete floors,
• mohair fabric on the seats,
• walls covered with African cherrywood,
• sound-absorbing curtains which can be drawn over the walls, and
• a reverberation chamber with 72 acoustical doors used to "tune" the hall.

FUN FACTS ABOUT THE MEYERSON

The Meyerson Symphony Center has:
• 2056 seats,
• 30,000 sq. ft. of Italian travertine marble,
• 22,000 limestone blocks from Indiana,
• 35,130 cubic yards of concrete,
• 918 panels of African cherrywood around the concert hall,
• 216 panels of American cherrywood around the stage,
• 62 acoustical curtains,
• 4 canopies with a combined weight of 42 tons,
• 72 concrete acoustical doors, each weighing 2.5 tons,
• 50 bathrooms,
• an 85 foot high ceiling in the concert hall,
• a 40 foot hollow area under the stage to increase resonance, and
• an organ with 4 keyboards, 61 keys, 32 pedals, 84 ranks, 65 stops and 4535 pipes.
Dear Dallas Symphony,
When we went to hear *Carnival of the Animals*, I enjoyed: ________________

______________________________

______________________________

My favorite part was: ________________

______________________________

Because I went to the Symphony, I learned: ________________

______________________________

______________________________

Name: _______________________

School: _______________________

Grade: _______________________

On the back of this paper, draw a picture of your favorite animal from the concert!

Please have your teacher send your letter to:
Youth Concerts, Dallas Symphony
2301 Flora Street, Schlegel Administrative Suites
Dallas, Texas 75201-2497

or E-mail: jschmidt@dalsym.com or Fax: 214-953-1218
TEACHER'S EVALUATION FORM
DALLAS SYMPHONY ORCHESTRA YOUTH CONCERTS, 2004-2005

IMPORTANT! Comments from teachers' evaluations of DSO Youth Concerts are key elements in planning future programs. Please share your thoughts, opinions and suggestions. Form may be photocopied for use by all teachers attending the concert.

1. I attended: (Check one.)
   □ Lone Star Symphony
   □ Legends and Heroes from Around the World
   □ Carnival of the Animals

                     Grade Level ________ Date ________

2. Please rate the following on a scale of 1 to 6

   Suitability of programming
   1 2 3 4 5 6

   Conductor's rapport with audience
   1 2 3 4 5 6

   Orchestra performance
   1 2 3 4 5 6

   Logistics (seating, exiting, etc.)
   1 2 3 4 5 6

   Students' attentiveness
   1 2 3 4 5 6

Comments
______________________________________________
______________________________________________

1. Was the Teacher's Guide helpful? Is there anything that you would like to see added to it?

______________________________________________

2. Did you use the DSOKids.com website during your Youth Concert experience?_________________

3. If the answer to the above question is "yes," did you find the website helpful? Why or why not?

______________________________________________

Please describe how you used the site: (ex: When did you use it? Where did you access it? How did you use it?)

______________________________________________

(Optional) Name________________________________________

School__________________________________________________

Title____________________________________________________

Please fax completed evaluation form to 214/953-1218,

or mail to: Youth Concerts: Dallas Symphony Orchestra, Meyerson Symphony Center

2301 Flora Street, Schlegel Administrative Suites, Dallas, Texas 75201

______________________________________________

Volume Three– Carnival of the Animals
Amazing Music Videos

The Dallas Symphony Orchestra’s AMAZING MUSIC concerts are the perfect introduction to the orchestra, featuring fast-paced explorations led by Music Director Andrew Litton. Litton, who was inspired to become a conductor by Leonard Bernstein’s Young People’s Concerts, is a strong advocate for music education as well as a charming host for the concerts.

Designed to be educational as well as entertaining, Amazing Music programs are a natural for the classroom, especially in the light of current research that validates music as an effective teaching tool. Therefore, the Dallas Symphony Orchestra has developed Classroom Editions of Amazing Music for the educational market, supplementing a special time-coded version of each video with a booklet containing lesson plans developed by educators. The activities support in-school use of the programs with curriculum that integrates music with other classroom subjects.

The Dallas Symphony Orchestra’s AMAZING MUSIC programs have been broadcast on A&E and PBS.

Order Form

NAME________________________________________________________

ADDRESS_____________________________________________________

CITY________________________STATE______ZIP____________________

TELEPHONE (daytime)________________________(evening)____________

Please send me the following “Classroom Editions”:

| Volume 1, Emotions in Music |  #  |
| Volume 2, Pictures in Music |     |
| Volume 3, Families of the Orchestra |       |
| Volume 4, Jazz |         |

Total number of Classroom Editions _______ x $40.00=________________________

Texas residents add 8.25% sales tax x .0825=______________________________

(Tax exempt? Please include a copy of your tax exempt certificate)

Shipping:

1-3 Classroom Editions= $6.50=

4+ Classroom Editions= $8.50=

TOTAL: ____________________________

Enclosed is a check payable to Dallas Symphony Orchestra

□ Mastercard/Visa □ Discover □ American Express

CARD #________________________________________________________

EXPIRATION DATE_________SIGNATURE____________________________

MAIL form to Dallas Symphony Orchestra Store, 2301 Flora Street, Suite 300, Dallas, TX 75201-2497
FAX form to 214/871-4505, Attention: Symphony Store

Volume Three- Carnival of the Animals
THANKS!

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A big round of applause to the Dallas Symphony Orchestra League Volunteers who so graciously serve as ushers for Youth Concerts.

Volume Three– Carnival of the Animals