

# Music Hub Activities Newsletter

Summer Term Week 9

## Carnival of the Animals

Camille Saint-Saens 1835-1921

### Key Stage 1&2

#### Guided Listening Activities

Saint-Saens lived and worked in Paris and became very well known as a composer, pianist and organist. Lots of other composers admired him and his skills. He wrote operas, instrumental music and orchestral music. One of his best loved compositions is called 'The Carnival of the Animals' and it features different 'movements' (bits of the music) all written about different animals.

Listen to the Introduction music which leads into **The Lion**.

<https://www.youtube.com/watch?v=1A7U8pZJgbl>

Imagine The Lion prowling around looking for food. See if you can hear when The Lion roars.

What instruments can you hear in this piece?

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If you listen to The Lion again and use the listening map you will be able to see The Lions roar in green.

<https://www.youtube.com/watch?v=7WBvQQZZI28>

There are lots of other animals during this piece of music, but we are going to pick out a few of them to listen to.



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The first one is **The Cuckoo**. It is very hard to see a cuckoo in real life, but you can sometimes hear them at the start of spring. Listen to The Cuckoo and look at the lovely pictures.

<https://www.youtube.com/watch?v=3u5U1oSmUTU>

How many times do you hear the sound 'cuc-koo'?

\_\_\_\_\_



The next piece is called **The Fossils**. Although not a live animal but linked to the animals with bones. Listen to the music using the listening map.

When 'B' is played there is a tune that you may know. Can you name that tune?

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

Can you name the instruments from the listening map?

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_



The next animal is **The Tortoise**. As you know these animals move very slowly. Watch the conductor very carefully and see how slowly he must move his arms to keep the orchestra at the slow pace. You may recognize the tune. Listen carefully - can hear a famous tune?

<https://www.youtube.com/watch?v=xZBYQ-88kts>



Saint-Saens used this tune as a bit of a joke. Another French composer called Offenbach wrote the tune that Saint-Saens used but it goes much faster. You may know it as The Can-Can - here's a link <https://www.youtube.com/watch?v=sf9CtbLGzgw>









See if you can clap along in time with the orchestra and conductor. It's tricky as it goes really fast. Good Luck!









# Key Stage 1

## Practical and Creative Music Activity

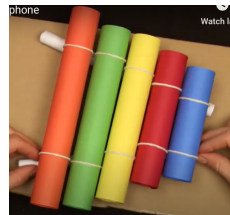
Listen to the music Fossils: <https://www.youtube.com/watch?v=WhAUjEgRHXg>  
Tap a steady pulse on your legs to match the music. You can listen to the piece a few times until you feel confident with the speed of the music and begin to recognise the main section that keeps returning.

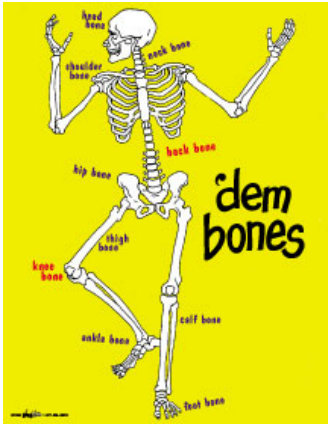
The pattern in the picture below matches the repeating section of "Fossils".

							
Listen	to	bones		Liste	to	bones	

							
Listen	to	beat	of	Fos-	-sil	bones	

1. Practise saying the words to the rhythm pattern.  
(Remember that the purple notes are quick and worth half a beat, while the red notes are 1 beat. If there is an empty block, take a rest for 1 beat.)
2. Practise clapping the rhythm pattern while saying the words in your head.
3. Get a plastic bowl and 2 plastic spoons or make a craft stick xylophone, or a paper xylophone, (which you can make with this video clip: <https://www.youtube.com/watch?v=KxQOJja9XVM>), or anything else on which you can bang). Perform the rhythm on your new xylophone.





Sing along with the song Dem Bones. Its all about connecting your bones in your body. Remember The Fossils music was about bones!

<https://www.youtube.com/watch?v=Ns91jtuPHZI>

## Key Stage 2









### Practical and Creative Music Activity









Listen to the music Fossils.

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

Tap a steady pulse on your legs to match the music. You can listen to the piece a few times until you feel confident with the speed of the music and begin to recognise the main theme that keeps returning.




The pattern in the picture below matches the repeating section of the 'Fossils

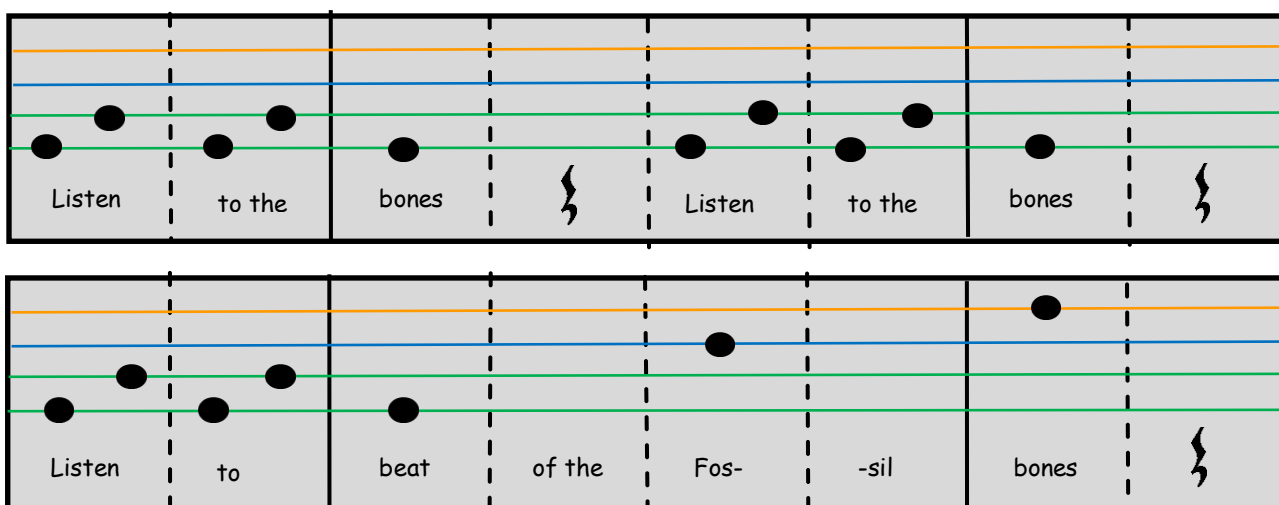
							
Listen	to the	bones		Listen	to the	bones	

							
Listen	to the	beat	of the	Fos-	-sil	bones	

1. Practise saying the words to the rhythm pattern. (Remember that the purple notes are half a beat each, while the red notes are 1 beat each. If there is an empty block, take a rest for 1 beat.)
2. Practise clapping the rhythm pattern while saying the words in your head.

3. If you are confident saying the words really fast, try saying them along with the “Fossils” music for each time you hear the pattern in the repeating section
4. You can add another verse:
  - a) When the **xylophone** plays the pattern, say, *“Listen to the bones, Listen to the bones, Listen to the beat of the Fossil bones.”*
  - b) When the **piano** plays the pattern, say, *“I can hear the bones, I can hear the bones, I can hear the beat of the Fossil bones.”*
5. Try these words instead: *“Fossils in the rock, Pterodactyl teeth, Mil-li-ons of years made an ammonite.”* Or can you make up your own verse to match the pattern?
6. Now try some body percussion while you say the words. Follow these directions:

-  **Orange** is for clicking your fingers
-  **Blue** is for clapping your hands
-  **Green** is for tapping your upper thighs (one for Right thigh, one for Left thigh)



The diagram shows two musical staves with four lines each (orange, blue, green, and a bottom line). The first staff contains two measures of music. The first measure has the text 'Listen to the bones' and the second measure has 'Listen to the bones'. Black dots are placed on the staves to indicate the timing of the percussion: on the orange line for 'Listen', on the blue line for 'to', and on the green line for 'bones'. The second staff contains three measures. The first measure has 'Listen to beat of the Fos-', the second has '-sil bones', and the third has a brace. Black dots are placed on the staves to indicate the timing of the percussion: on the orange line for 'Listen', on the blue line for 'to', on the green line for 'beat', on the orange line for 'Fos-', on the blue line for '-sil', and on the green line for 'bones'.

## Key Stage 1

### Research Topic

Watch this clip of ‘Carnival of the Animals’. The musicians each recorded their parts at their homes during ‘lockdown’. You will be able to hear short examples of many animals which are included in the whole work.

<https://www.youtube.com/watch?v=xN5ThS83sbw>

Choose the animal you like the best from 'Carnival of the Animals' and draw a picture of it.



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# Key Stage 2

## Research Topic

Watch this clip of 'Carnival of the Animals'. The musicians each recorded their parts at their homes during 'lockdown'. You will be able to hear short examples of many animals which are included in the whole work.

<https://www.youtube.com/watch?v=xN5ThS83sbw>

While you are watching and listen see if you can fill in the missing words.

1. Lions. There are two instruments playing. One is the viola, the other is the \_\_\_\_\_
2. Hens and Rooster. What instrument is playing with the piano? \_\_\_\_\_
3. Elephant. The music of the elephant is being played by the piano and \_\_\_\_\_
4. Kangaroo is being played on the \_\_\_\_\_
5. Donkey. Who is trying to sound like the donkey? \_\_\_\_\_
6. Cuckoo. How many times can you hear the cuckoo this time? \_\_\_\_\_
7. Aviary. The instrument playing with the piano is the \_\_\_\_\_
8. Fossils. Which instrument plays the main tune of the Fossils? \_\_\_\_\_
9. Tortoise. Which two instruments are playing the music of the tortoise? \_\_\_\_\_  
\_\_\_\_\_
10. Swan. The swan is being played by the cello. Although you can't see another instrument if you listen carefully you will hear an accompaniment. What instrument do you think is playing the accompaniment? \_\_\_\_\_



It is not a full orchestra that is used in The Carnival of the Animals. Below is a list of the instruments used. Draw a line from each instrument to the section of the orchestra that it is played in.

<b>Violin</b>	<b>Percussion</b>
<b>Flute</b>	<b>String</b>
<b>Double Bass</b>	<b>Woodwind</b>
<b>Cello</b>	<b>Percussion</b>
<b>Piano</b>	<b>String</b>
<b>Clarinet</b>	<b>String</b>
<b>Viola</b>	<b>Woodwind</b>
<b>Xylophone</b>	<b>String</b>

