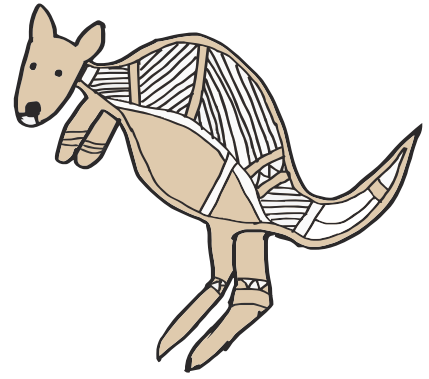


Camille Saint-Saëns

One of a suite of short pieces, each evoking the image of an animal, or, if you are in the know, of a person the composer was parodying. Camille Saint-Saëns used familiar melodies to make fun of his friends in the music to while away a snowy weekend.

piano

The Kangaroo



Camille Saint-Saëns (1835-1921) was 2 years old when he began taking piano lessons from his aunt.. By the time he was 10, he was famous as a musician.

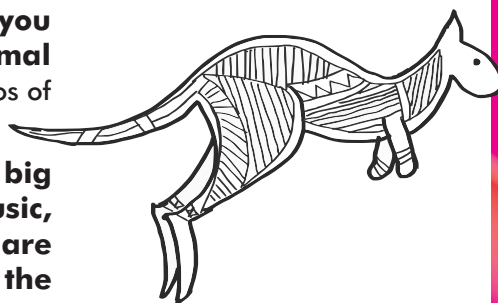
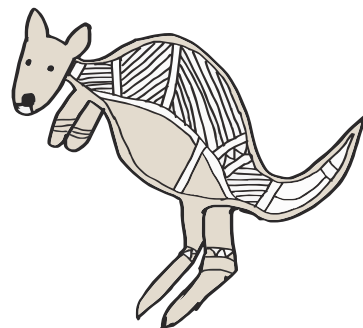
While on vacation in an Austrian village during the winter of 1886, Saint-Saëns composed a series of short musical pieces for entertainment. He called the composition Carnival of Animals. Woven into the music were familiar tunes and ideas. You will probably recognize a tune or two.

Saint-Saëns and his friends enjoyed the music on many levels. In a world with no internet or tv, it was fun to play and hear something new. The audience tried to pick out all the familiar melodies Saint-Saëns had used. And, for those who were astute, each of the pieces was a parody of a person or idea.

The particular jokes Saint-Saëns was making with his music may not be familiar today, but it is still enjoyed world-wide. And if the imagination is set free, it is still possible to visualize people in the place of the musical animals.

Listening Music composer: C. Saint-Saens

1. "Cats can walk and run and pounce and jump, but they don't usually hop. What kind of animals hop?" (Take all answers, affirming the ones that usually hop, e.g. fleas, rabbits, grasshoppers, kangaroos. If "kangaroos" is not an answer given by students, don't suggest it.)
2. "A man/composer named Camille Saint-Saens imagined some music that tried to sound like animals. He wrote the music down and even though he lived a long time ago, people still like his music today. Listen to this piece and try to imagine in your mind what animals Camille Saint-Saens was thinking about he wrote it. You might want to close your eyes to help you imagine, but you don't have to. Get yourself comfortable for listening" (when students are quiet, whisper) "Here's the music."
3. "What kind of animals did you imagine it could be? (listen to guesses, if kangaroo is not guessed) ... **Camille Saint-Saens, can you say his name?** (Camille Saint-Saens) **was thinking about an animal from Australia, a kangaroo.** (If you have available, show photos of kangaroos.)
4. "Kangaroos can walk, but its very difficult because of their big back legs. What they do best is jump or hop. In the music, sometimes the kangaroos are hopping and sometimes they are standing still. Listen again, and use your hands to show the hops as you listen to the kangaroo music. (Play "The Kangaroo". Help students to "hear" the hopping music by modelling with your hands.)
5. "Good listening. What do you think the kangaroos were doing when they stopped hopping?" (Take several ideas, e.g. sniffing the air, eating, looking for their baby. Let students know that there isn't just one correct answer.)
6. "Now its time to be the kangaroos. When I say, "Go", find a place in the classroom where you are not touching anyone and you have space to move around. When you are ready and quiet, I will start the music. When the music says, "Hop.", then you hop. But when the music isn't hopping, you need to stand still. When you are standing still, think about what the kangaroo/you are doing. Any questions? "Go." (Students have had several opportunities to move and then stop moving to the hand drum and CD music in lessons previous to this one. Play the music once.)



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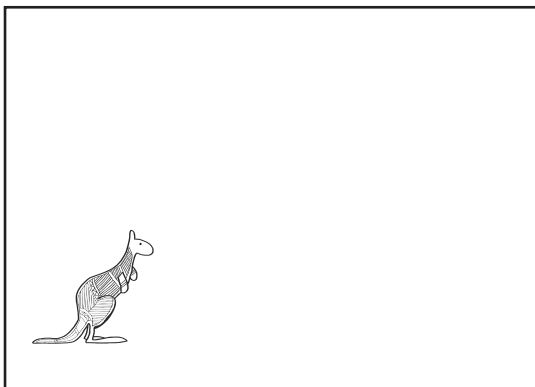
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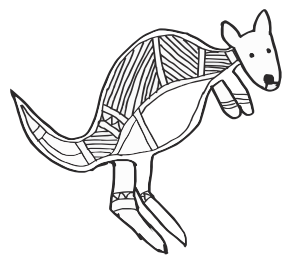
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Responding to Music Creating Visual Art

1. Gather students back together on the carpet. Using either a white board or chart paper, invite students to imagine that the marker is a kangaroo. Every time the kangaroo hops in the music, the marker is going to hop! It doesn't matter what direction the kangaroo moves, as long as it "hops" on the hopping music. You may want to change directions during the "resting" time. Ask students what they think the kangaroo is doing when it isn't hopping. (eating, sleeping, hiding, etc.)
2. Kangaroos like company. Take a marker in a different colour, begin in a different place and repeat the activity. Then invite a student to come up and mark a third kangaroo on the white board/chart paper. If there is time, repeat with another student.
3. Students need to be at desks with a large piece of paper and ONE crayon ---a colour that will show up well on the paper. Ask each student to put an "x" somewhere on the paper (anywhere). As you play the music, beginning on the "x," students are to mimic the activity they saw you doing on the chart paper.
4. Students exchange their crayon for one of a different colour. Repeat the activity.
5. PUT THE CRAYONS AWAY.
6. Students change paper with another student.
7. Students place a finger on the starting place in the new paper. As the music play, students attempt to trace the pathway.



Reflecting/Critical Thinking



"What can you tell about the music by looking at your paper?"

"Are all the paper pathways the same? Why?"

"If you were looking at the paper, and you didn't know how it was made, what does your imagination say it could be?" (After, speak briefly about abstract art. If possible show a few examples of abstract art.)

"When you were hopping around the classroom, what parts of your body did you use to show that you were a kangaroo?"

Extra Time?

If there is time left in the music period, give students an opportunity to put a kangaroo and some "landscape" on the paper. Be sure students add their names as it may be difficult for them to identify their own work at another time.

Post a few kangaroo pathways in the music display area with a picture of Camille Saint-Saens (see next page).

New Repertoire



One Person, Many Voices

Focus: participation, acceptance of each other's voices

Dance(A) & Drama(B) Music(C)

Lesson **4b** repeats the goals and plan for **4a**, with the addition of optional ideas offered here.

Warm-Ups(3 minutes)

Pitch: Roller Coaster Aahs(page 15)
Body: Shoulder Shrugs(page 22)

Practice and Review

Song: Teacher Choice from September

Music & Movement/Dance

Movement Music: Ha Ha This-A-Way

Optional Ideas

A Work Page
Re-Imagining Saint-Saens' Music

B New Chant: Cat Voices

C September Song Pages
*beginning a music book

D Songs for Autumn
Red Red Leaves
Ev'rybody Sing a Song of Seasons

A Work Page

Play "The Kangaroo" once. Ask students for information about the music.

Invite students to use their imagination to "hear" an animal in Camille Saint-Saen's work that isn't a kangaroo! Play the music again while imaginations begin to work.

Walk through the work page with students before giving it out and sending them to work on it.



After some working time, have students repeat the "crayon" activity from the last lesson, taking their crature around the space on the page.

I can do music in Lesson XX . My name is _____

This is a composer.
His name is Camille Saint-Saens.
He lived in France.
While he was on a holiday in Austria,
he wrote music that sounds like animals.
We listened to his kangaroo music.

If we didn't know the music was
about a kangaroo, we might think
it's about another animal or bug or
bird that hops.



Choose one of your three hoppers. Circle its name.
Draw a small picture of your hopper below.
Leave lots of space for it to hop.

Ask me to tell you about my drawing.

Art, whether its audible or visual, invites us to enter into it.
We don't have to see or hear it the way its artist or composer intended.

