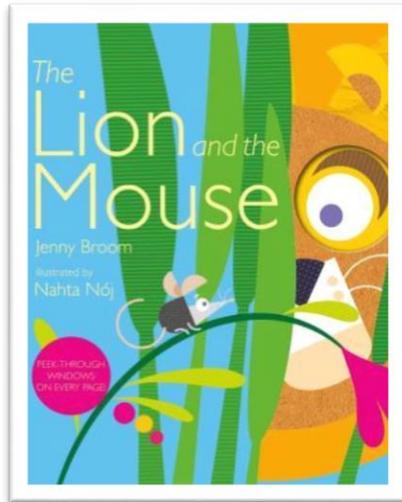


Education Concerts 2017/2018



The Lion and the Mouse Teacher's Guide

Presented in partnership with



CONCERT AT A GLANCE

TRADITIONAL	<i>When the Saints Go Marching In</i>
MOZART	<i>Twinkle Twinkle Little Star</i>
GRIEG	Selections from <i>Peer Gynt</i>



DAVID ROBERTSON | MUSIC DIRECTOR

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LETTER FROM THE EDUCATION TEAM

Dear Educators:

Powell Hall, built in 1925, began as the St. Louis Theater. In the late 1960's, the St. Louis Symphony Orchestra renovated the theater and in 1968 reopened it as Powell Hall. This season marks the orchestra's 50th anniversary in this grand concert hall, and we are excited to welcome you and your students to Powell Hall to help us celebrate. Let's get the party started!

If you have not yet visited slo.org/education-planning-your-visit, please do so. This web page is full of information to help you have a successful trip to Powell Hall. Included are information packets for the bus company, instructions for chaperones, and a multitude of additional resources for the classroom. Make sure to check out the [Powell Hall I Spy Game](#) to learn more about the SLSO's historic home.

The SLSO recognizes that music educators are creating and shaping the future of orchestral music. The SLSO Education Team is here to work alongside you. We are here to support you in your efforts to inspire your students and your school community through exposure and participation in one of the greatest cultural creations, orchestral music. Thank you for taking advantage of the education programs and resources we have made available for you and your students.

We are thrilled to serve the music education community for the 2017/18 season, and we look forward to celebrating 50 years at Powell Hall with you and your students!

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CONDUCTOR'S CORNER



On behalf of all of us at the St. Louis Symphony Orchestra, I would like to welcome you to our exciting new 2017/18 Early Childhood Education Concert. We hope this program will spark an interest for your students that will encourage a life-long love of music.

With *The Lion and the Mouse*, the SLSO explores the popular fable of the mighty lion and the timid mouse. The music of Edvard Grieg's *Peer Gynt* brings the story to life and demonstrates how one is never too small to make a positive difference. In this concert, young students will gain exposure to a variety of different instruments while focusing on early literacy and character development. Together we will explore musical concepts such as high and low pitches along with character traits

like kindness and bravery. The intimate setting of the concert helps the students become part of the performance as they sit on stage at historic Powell Hall to perform along with members of the St. Louis Symphony Orchestra! I look forward to singing and playing instruments with you when we come together for *The Lion and the Mouse*.

Thank you for your dedication to music education and for collaborating with us at the SLSO. Together we can accomplish the SLSO's mission of enriching people's lives through the power of music.

Kevin McBeth

Director IN UNISON Chorus

STL SYMPHONY

EDUCATION PROGRAMS

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DAY OF PROCEDURES

Field Trip Packets are available for download. Visit slo.org/education-planning-your-visit or click the links below. To ensure a successful trip for everyone, it's important all bus drivers follow the bus unloading and loading procedures. Please make sure to communicate clearly the expectations laid out in the Transportation Packet with your bus drivers.

[Teacher Packet](#)
[Chaperone Packet](#)

[Transportation Packet](#)
[Bus Sign](#)
[Information for the Bus Company & Driver](#)

HOW TO BE A GOOD AUDIENCE MEMBER

The St. Louis Symphony Orchestra is excited to welcome you and your students to Powell Hall.



During the concert, there will be a variety of ways that you and your students can participate in the performance. Please be prepared to sing, clap and play instruments along with the musicians of the SLSO. Our conductor, Maestro McBeth will give cues for when to play or sing and when to stop, please encourage your students to follow along with the conductor. Please also encourage students to stay seated during the performance and to be good listeners.

For all our audience members to enjoy the show, please remind chaperones to refrain from talking or texting on their phones during the concert. Out of respect for our performers, there is absolutely no video or audio recording and no flash photography permitted during the performance.



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CONCERT OVERVIEW

The Concert Experience

Plan to arrive at Powell Hall at least 30 minutes before your scheduled concert time. When you arrive, ushers will direct you to the foyer where Instrument Playground will be available. Instrument Playground allows students to hold and play actual instruments from the four instrument families of the orchestra. Volunteers will be on hand assisting students and teachers.

Ushers will start seating 15 minutes before the concert starts. Under your chair on stage you will find a scarf, a small percussion instrument, and a puppet. Please don't touch these items until instructed to do so by our staff.

The concert begins with *When the Saints Go Marching In*. This lively piece is always a hit and we invite students, parents, and teachers to sing, dance, and clap along with us!

It's then time for a listening game. Students will listen to excerpts from *Peer Gynt*, and using their puppets they will respond to the high and low pitches they hear. On one side of the puppet is a lion for low pitches and on the other side a mouse for high pitches.

Next, it's time to perform with the musicians of the SLSO. Students should be prepared to perform a student composed rhythmic pattern (ostinato) to accompany an arrangement of *Twinkle, Twinkle, Little Star*. SLSO staff will select one rhythmic ostinato created by one of our SIYS, Jr. partners. This ostinato will be emailed out one month before the concert so all students can practice it in class. At the concert, students will play the rhythmic ostinato on instruments provide by the Symphony, following the cues of a conductor, as they perform alongside members of the SLSO. We hope the students will enjoy practicing the ostinato in the classroom in preparation for their concert debut!

Next, it's time for the story portion of the concert. Together, we will learn specific motions with scarves that highlight musical excerpts students will listen for during the performance. After we've learned how to participate in the story with our scarves, our live Lion and Mouse will enter to act out their story. Please note that the actors will be in costume and will be in close proximity to the students. Please let an usher know if you think a student might need to be seated farther away from the performers.

After the concert, listen carefully as we will dismiss you by school to head directly to the buses.

Repertoire

Composer	Piece/Excerpt	YouTube
Wolfgang Amadeus Mozart	Variations on <i>Twinkle, Twinkle, Little Star</i>	tinyurl.com/2ekldkh tinyurl.com/mcy5as
Edvard Grieg	Selections from <i>Peer Gynt</i>	
	<ol style="list-style-type: none"> 1. Morning Mood 2. Anitra's Dance 3. In the Hall of the Mountain King 4. The Death of Åse 5. Arabic Dance 	tinyurl.com/y8faqu9t tinyurl.com/kwvm5ju tinyurl.com/ya7jq9u tinyurl.com/ybvnxfvg tinyurl.com/ycndmbfv
Traditional	<i>When the Saints Go Marching In</i> (Verse 1 only)	tinyurl.com/y9e6ct63

Concert Objectives

Students will

1. Distinguish between high and low sounds (pitches).
2. Perform a four-beat rhythmic pattern (ostinato) while keeping a steady beat.
3. Move expressively to music.
4. Experience how music can tell a story.
5. Understand that no act of kindness, no matter how small, is ever wasted.

Essential Questions

1. How do different types of music make me feel?
2. How do my movements show or express how the music makes me feel?
3. How can I be helpful to others?

Concert Vocabulary

Conductor

Baton

Low pitches

Musician

Instrument

Orchestra

High pitches

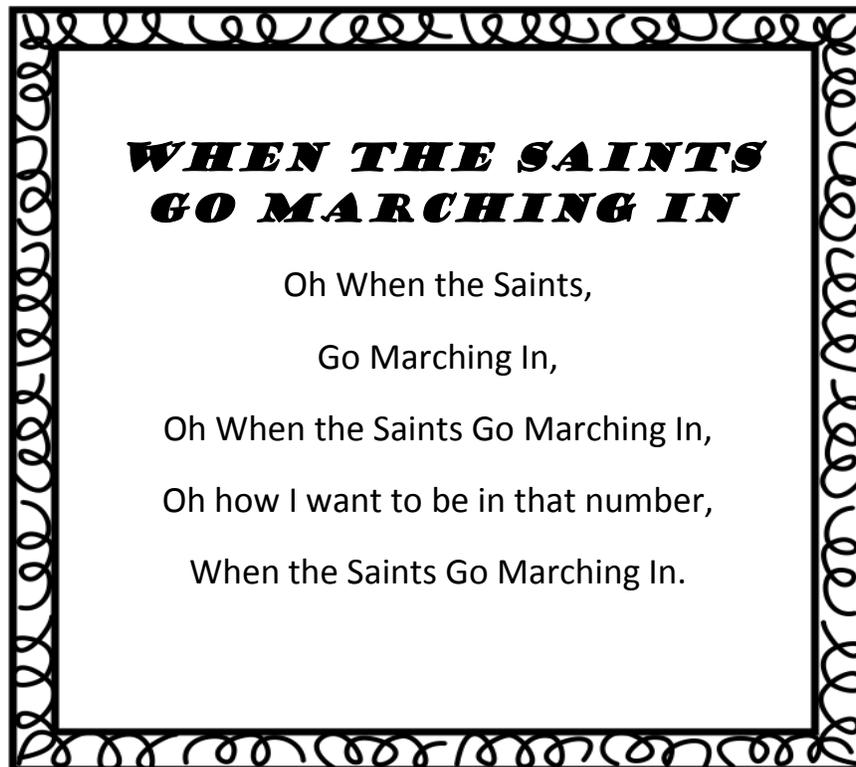
HOW TO USE THIS GUIDE

The suggested learning activities that follow are purposely designed as broad suggestions. This allows the teacher or parent to easily adapt them for his/her children. It is our hope that one of our ideas will work in your home or classroom or inspire you to create your own learning activities. Please feel free to take what is appropriate for your children, modify as needed or create your own!

The SLSO Education Team is always available to answer questions or provide additional suggestions for learning activities. We hope you have fun preparing your children for *The Lion and the Mouse*. We look forward to seeing you at Powell Hall!

WHEN THE SAINTS GO MARCHING IN LYRICS

Please join us in singing *When the Saints Go Marching In* to open our concert, a link to a recording can be found on page 7.





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THE LION AND THE MOUSE READ-A-LOUD

Objectives:

Students will

- Become familiar with the story The Lion and the Mouse.
- Relate their experiences and feelings to those in the story.

Missouri Early Learning Standards Addressed:

- *Literacy* – I. Symbolic Development, II. Speaking/Expressive Language, III. Listening/Receptive Language, IV. Reading
- *Social and Emotional Development* – I. Knowledge of Self, II. Knowledge of Others,
- *Physical Development, Health and Safety* – I. Physical Development

Materials:

- The Lion and the Mouse Emotion Cards (available on our web site)
- The Lion and the Mouse book
- Four different percussion instruments

Procedures:

- Hang the Emotion Cards on the wall. Lay out four different instruments near the emotion cards (example: xylophone, maraca, tambourine, and drum).
- Read the book The Lion and the Mouse. Then ask students to look at the emotion cards and describe how the lion and the mouse might be feeling in each picture.
- Select a student to pick an emotion and describe when the lion or mouse might have felt that emotion in the story (example: the lion looks happy because he escaped from the net). Then allow a student to pick an instrument he/she feels reflects the emotion and play that instrument portraying the emotion (example: a student might play the tambourine in a fast and exuberant way to reflect the lion's happiness after escaping the net).
- Repeat with the other Emotion Cards.
- Ask students to share a time when they felt these emotions.

ACTS OF KINDNESS

Objectives:

Students will

- Become familiar with the story The Lion and the Mouse.
- Relate their experiences and feelings to those in the story.

Missouri Early Learning Standards Addressed:

- *Literacy* – I. Symbolic Development, II. Speaking/Expressive Language, III. Listening/Receptive Language, IV. Reading, V. Writing
- *Social and Emotional Development* – I. Knowledge of Self, II. Knowledge of Others
- *Science* – I. Physical Science, II. Life Science
- *Physical Development, Health and Safety* – I. Physical Development

Materials:

- The Lion and the Mouse book
- I'm BIG enough to be a helper! worksheet (page 11)

Procedures:

- Read the book The Lion and the Mouse. If this is not the first reading, ask students to act out the story as you read it. Assign half the class to be mice and half to be lions. Before the story, ask the students how each character will move? What kind of sounds will they make? (Example: Lion makes low sounds/Mouse makes high sounds)
- After reading, discuss the following: how did the lion and the mouse help each other in the story? Ask students if they can think of a time when they needed help from a friend or family member. How did it make them feel when someone helped them? Have they ever helped someone else? How did it make them feel to be a helper?
- Ask students to draw a picture of a time when they helped someone. Create a class book with a page for each student and put it in your reading area. See template on page 11.

I am BIG enough to be a helper!



My name is _____

I helped someone by

_____.

COMPOSING RHYTHMIC PATTERNS

Objectives:

Students will

- Create rhythmic patterns (4-beat ostinatos).
- Perform rhythmic patterns (4-beat ostinatos) on various non-pitched percussion instruments while keeping a steady beat.



Missouri Early Learning Standards Addressed:

- *Social and Emotional Development* – I. Knowledge of Self, II. Knowledge of Others
- *Social and Emotional Development and Approaches to Learning* – I. Approaches to Learning
- *Science* – III. Earth and Space
- *Mathematics* – III. Patterns and Relationships
- *Literacy* – I. Symbolic Development, II. Speaking/Expressive Language, III. Listening/Receptive Language, IV. Reading
- *Physical Development, Health and Safety* – I. Physical Development

Materials:

- The Lion and Mouse Rhythm Cards (available on our website) – 3 copies of each card printed back to back: LI-ON, MOUSE, SHH.
- Rope or yarn stretched out and tied to two chairs, creating a “clothes line”
- Clothes pins
- Percussion instruments
- Recording of *Twinkle, Twinkle Little Star* (link on page 7)

Procedures:

- Teach students to sing *Twinkle, Twinkle, Little Star* (lyrics on page 12).
- Lay out The Lion and the Mouse Rhythm Cards (three of each).
- Ask four students to come up and select one card each. Students can pin their card onto the rope or yarn.
- Ask students to say the words with you in rhythm (example: Li-on, Mouse, Li-on, Mouse).
- Say it several times and then ask students to clap the rhythm.
- Next add percussion instruments and have students whisper the words while playing their instruments.
- After several practice sessions and once the students are very comfortable playing the rhythm on instruments, try playing the rhythm along with the recording.
- Next, break the class into two groups, the first group will sing *Twinkle, Twinkle* while the second group plays the rhythm over and over on instruments keeping a steady beat.
- Repeat this activity several times, trying out different rhythms with the *Twinkle* melody.

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Twinkle, Twinkle Little Star

Children's Song

Musical notation for the first system (measures 1-3). The treble clef contains the melody with lyrics: "Twin - kle twin - kle lit - tle star, How I won - der". The bass clef contains a simple accompaniment. Chord symbols C, F, and C are placed above the first measure, and F and C are placed above the second and third measures respectively.

Musical notation for the second system (measures 4-6). The treble clef contains the melody with lyrics: "what you are! Up a - bove the clouds so high,". The bass clef contains a simple accompaniment. Chord symbols G, C, Em, Dm, C, and G are placed above the first, second, third, fourth, fifth, and sixth measures respectively.

Musical notation for the third system (measures 7-9). The treble clef contains the melody with lyrics: "Like a dia - mond in the sky, Twin - kle twin - kle". The bass clef contains a simple accompaniment. Chord symbols Em, Dm, C, G, C, and C7 are placed above the first, second, third, fourth, fifth, and sixth measures respectively.

Musical notation for the fourth system (measures 10-12). The treble clef contains the melody with lyrics: "lit - tle star, How I won - der what you are!". The bass clef contains a simple accompaniment. Chord symbols F, C, F, C, G7, and C are placed above the first, second, third, fourth, fifth, and sixth measures respectively.



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RECOGNIZING HIGH AND LOW PITCHES

Objective:

Students will

- Distinguish between high and low sounds (pitches), demonstrating appropriate movements for each sound.

Missouri Early Learning Standards Addressed:

- *Social and Emotional Development and Approaches to Learning* – I. Knowledge of Self, I. Approaches to Learning
- *Mathematics* – III. Patterns and Relationships, IV. Measurement
- *Science* – I. Physical Science
- *Physical Development, Health and Safety* – I. Physical Development
- *Literacy* – II. Listening/Receptive Language

Materials:

- Slide whistle
- Recording of *Peer Gynt* (links found on p. 7)

Procedures:

- Talk with students about high and low. Ask students to raise their arms up high, then ask them to put their hands down low.
- Tell students that music can also be high and low. Teacher can demonstrate a high singing sound and then a low singing sound and have the students echo and move their arms in the appropriate direction, mimicking the teacher.
- Demonstrate high and low sounds on a slide whistle (or by making a siren sound with your voice sliding up to the highest range of your voice and back down). Ask students to follow the sound with their bodies by standing up and reaching for the sky when the sound is high and then reaching down low and touching the floor when it's low. Play the whistle and watch to see if students respond with the correct movements.
- Next ask the students to stand in a circle (you can set out a parachute and ask students to stand around it to help form the circle). Ask students to reach up and walk in a circle on their tip toes if they think the music is high, or crouch down low and walk in a circle if they think the music is low. You may want to practice each movement a few times to make sure everyone knows which way to walk.
- Next, play the beginning of "Morning Mood" from *Peer Gynt* and allow the students to walk around the circle. Is the flute sound high or low? When the oboe takes the melody is it higher or lower than the flute?
- Next play the beginning of "In the Hall of the Mountain King" – does it sound high or low?



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Additional Resources

- [youtube.com/watch?v=5hkjb5gfH2Y](https://www.youtube.com/watch?v=5hkjb5gfH2Y) - a 30 second animated song demonstrating high and low sounds with visuals of mountain tops verses the bottom of the ocean from Music K-8.
- [youtube.com/watch?v=xCqpi5Ekwiw](https://www.youtube.com/watch?v=xCqpi5Ekwiw) – a 5-minute musical show where students are introduced to high, low, and medium sounds. The video shows animated instruments acting out a skit and then performing a song with high, low, and medium pitches.

SIZE AND PITCH

Objective:

Students will

- Make connections between the size of an instrument or animal and the pitch of the sound they produce.

Missouri Early Learning Standards Addressed:

- *Social and Emotional Development and Approaches to Learning* – I. Approaches to Learning
- *Mathematics* – III. Patterns and Relationships, V. Exploring Data
- *Science* – I. Physical Science, II. Life Science
- *Literacy* – I. Symbolic Development, II. Spoken/Expressive Language, III. Listening/Receptive Language

Materials:

- YouTube clips of piccolo/flute and double bass
 - Piccolo – [youtube.com/watch?v=RzKKg9zv9k4](https://www.youtube.com/watch?v=RzKKg9zv9k4)
 - Flute – [youtube.com/watch?v=w6HEn0Zu5tl](https://www.youtube.com/watch?v=w6HEn0Zu5tl)
 - Double Bass – [youtube.com/watch?v=jWUt2D0FkdU](https://www.youtube.com/watch?v=jWUt2D0FkdU)
- Lion and mouse puppets (optional)*
- Pictures of different animals and different instruments all of various sizes for sorting

Procedures:

- Tell the students that the size of an instrument effects how high or low an instrument will sound. The smaller the instrument, the higher it sounds (the piccolo and the flute are the smallest and highest pitched instruments in the orchestra.) The larger the instrument, the lower it sounds (the double bass is one of the largest and lowest instrument in the orchestra). Provide pictures for the student to see a piccolo and a bass.
- Play YouTube clips of the piccolo and the double bass. Play the clips a second time and ask the students to reach up high if the sound is high, or crouch down low if the sound is low. Often children confuse high with loud and low with soft, so try this activity at several different volume settings and see if the students still make the same movements.
- Refer back to the book The Lion and the Mouse. Which character might make a high sound? Which might make a low sound? Practice making a low roaring sound like a lion and a high squeaking sound like a mouse.



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- Using the lion and the mouse finger puppets, select students to act out the story of The Lion and the Mouse in their own words. Be sure that the big lion has a LOW voice and the small mouse has a HIGH voice.

Extension 1: At a station in the classroom lay out pictures of a variety of different animals. Ask students to sort them according to size: small, medium, and large. Next, lay out several percussion instruments or pictures of orchestra instruments and ask students to sort them according to size: small, medium, and large. Which instruments would they match with each animal? Why?

Extension 2: Assign students to play instruments as you read the book The Lion and the Mouse. Assign a few students to be lions and allow them to pick from the assortment of large instruments from Extension 1 (Example: drum, rain-stick, large wood blocks) and assign a few students to pick from the smaller instruments (Example: triangle, bells, finger cymbals) for the mouse. Every time the word 'LION' is read in the story, the lions should play their instruments. Every time 'MOUSE' is read, the mice should play their instruments.

*Finger Puppets available for purchase on Amazon.

STL SYMPHONY

EDUCATION PROGRAMS

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MOVING TO MUSIC

Objective:

Students will

- Move expressively to a variety of musical selections.

Missouri Early Learning Standards Addressed:

- *Social and Emotional Development and Approaches to Learning* – I. Knowledge of Self, II. Knowledge of Others, I. Approaches to Learning
- *Physical Development, Health and Safety* – I. Physical Development
- *Literacy* – I. Symbolic Development, II. Speaking/Expressive Language, III. Listening/Receptive Language
- *Science* – I. Physical Science



Materials:

- Scarves
- Recording of *Peer Gynt* (links on p. 7)

Procedures:

- Ask students to stand in a circle.
- Give each student a scarf.
- The teacher should stand in the middle of the circle. Tell the students that the person in the middle of the circle is the leader. When the music starts, everyone must follow the movements of the leader.
- Play a selection of music.
- Move expressively to the music and have the students mimic your movements. Once the students understand the game, allow a student to come up and be the leader.
- You can repeat this activity using a variety of different musical selections and new student leaders.
- After the activity, discuss why the movements changed when the music changed (example: high vs. low sounds or fast vs. slow music). Ask students to describe the music they heard. How did it make them feel?

SUGGESTED READING LIST

<i>How Kind</i>	by Mary Murphy
<i>I See Kindness Everywhere</i>	by Shelley Frost
<i>Little Bird</i>	by Germano Zullo
<i>One Winter's Day</i>	by M. Christina Butler
<i>Stick and Stone</i>	by Beth Ferry & Tom Lichtenheld
<i>The Kindness Quilt</i>	by Nancy Wallace
<i>Whoever You Are</i>	by Mem Fox

