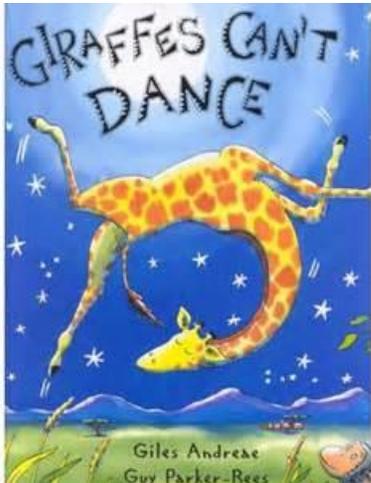


Education Concert Series 2018/19



Giraffes Can't Dance Teacher's Guide

In Partnership with  **Ready Readers**
Kids Who Read Succeed!

CONCERT AT A GLANCE

BLACK/PURVIS
Arr. by Adam Maness

When the Saints Go Marching In

MOZART

Student composed version of "Ah, vous dirai-je, Maman"

SAINT-SAËNS

Selections from *Carnival of the Animals*
With a reading of Giraffes Can't Dance by Giles Andreae & Guy Parker Rees, published by Scholastic Inc.

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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.



LETTER FROM THE EDUCATION & COMMUNITY PARTNERSHIPS TEAM

Dear Educators:

Welcome to the 139th season of the St. Louis Symphony Orchestra. This season we celebrate, "From Our Family to Yours!" In October we will explore the instruments of the orchestra through Lemony Snicket's *The Composer is Dead*. In February we will take a musical journey to experience music of different cultures, in March we will sing and dance along with Gerald the Giraffe in *Giraffes Can't Dance*, and in May we will learn how the orchestra swings through Link Up, a partnership with Carnegie Hall.

If you have not yet visited slo.org/educationvisits, please do so. This web page contains information to help you plan a successful trip to Powell Hall. Included are information packets for the bus company, instructions for chaperones, and additional resources for the classroom.

The SLSO recognizes that music educators are creating and shaping the future of orchestral music. It is our goal to serve you and to work alongside you to make that future even brighter. Thank you for making the SLSO a part of your curriculum. We would love for you to join us for a networking or professional development event. To stay up to date on our latest offerings for teachers, please visit slo.org/teachers.

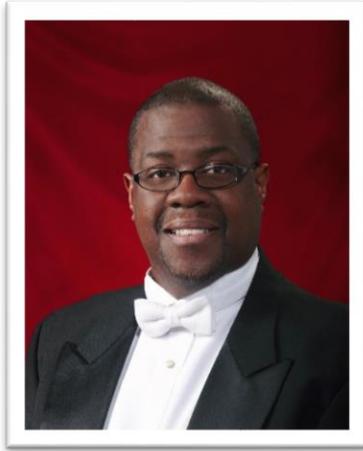
We are thrilled to serve the music education community for the 2018/19 school year and to welcome you and your students to Powell Hall for a concert experience we hope will inspire them to get involved and stay involved in music.

Sincerely,

A handwritten signature in black ink that reads "Jessica V. Ingraham". The signature is written in a cursive style with a large, looped "J" and "I".

Jessica Ingraham
Director of Education
St. Louis Symphony Orchestra

CONDUCTOR'S CORNER



On behalf of all of us at the St. Louis Symphony Orchestra, I would like to welcome you to our 2018/19 Tiny Tunes Concerts. We hope this program will spark an interest for your students that will encourage a life-long love of music.

With *Giraffes Can't Dance*, the SLSO explores the charming and empowering tale of Gerald the Giraffe by Giles Andreae, set to the music of Saint-Saens' *Carnival of the Animals*. Gerald comes to life as children sing, dance, and perform right along with the musicians of the SLSO. 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 fast and slow tempos along with character traits like perseverance 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 *Giraffes Can't Dance*.

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

DAY OF PROCEDURES

Field Trip Packets are available for download at slo.org/educationvisits

CONCERT OVERVIEW

The Concert Experience



Be prepared to sit on the Powel Hall stage with musicians of the St. Louis Symphony! This 30-minute interactive concert is specifically geared toward students age 3-6 and is a great first introduction to orchestral music.

We open the concert with a lively toe-tapping arrangement of *When the Saints Go Marching In*, where everyone is encouraged to clap and dance along.

Our second piece requires audience participation, as students accompany the musicians of the St. Louis Symphony on an arrangement of *Twinkle, Twinkle, Little Star*. Students will perform a simple rhythmic ostinato on non-pitched percussion instruments and/or sing along (see lesson 3 on p. 14). The selected rhythm will be sent out one month prior to the concert.

Next, we play a tempo game where students listen to four selections of music and decide if they are fast (like a hare) or slow (like a tortoise). Students will have a tortoise/hare puppet to use in the concert (see p.8), students can hold up the side they think best describes the tempo (or speed) of the music.

Finally, students participate in several short demonstrations to learn a series of scarf movements and dances to perform during the reading of Giraffes Can't Dance set to selections from *Carnival of the Animals* by Camille Saint-Saëns. Students will see and hear the popular children's story as it comes to life with music.

THE FOLLOWING INSTRUMENTS WILL BE FEATURED AT THE CONCERT

Violin	Bass	Bassoon	Drum
Viola	Flute	Piano	
Cello	Clarinet	Xylophone	

Concert Repertoire

Composer	Piece/Excerpt	YouTube
Black/Purvis Arr. by Adam Maness	<i>When the Saints Go Marching In</i>	tinyurl.com/gtxgrno or tinyurl.com/ntmfb2g
Wolfgang Amadeus Mozart	12 Variations on "Ah, vous dirai-je, Maman" <i>(Watch and see if you can recognize the Twinkle melody, we will learn a simple rhythm to perform with this piece)</i>	tinyurl.com/ha4lctu
Camille Saint-Saëns	<i>Carnival of the Animals</i> 1. Kangaroos 2. Introduction and the Lion's Royal March 3. The Elephant 4. Fossils 5. Hens and Roosters 6. The Cuckoo in the Deep Woods 7. The Swan 8. Aquarium	tiny.cc/9l1rcy tinyurl.com/omo98ah tiny.cc/4v1rcy tiny.cc/wx1rcy tiny.cc/lz1rcy tiny.cc/lz1rcy tiny.cc/xg2rcy tiny.cc/0h2rcy

Concert Objectives

Students will:

1. Perform a student-created rhythmic ostinato for *Twinkle, Twinkle Little Star* on non-pitched percussion instruments, while keeping a steady beat
2. Move expressively to different types of music including a variety of musical genres, tempi, and expressive qualities (such as dynamics, articulation, and instrumentation)
3. Experience how music can express different emotions and make a story come to life

Essential Questions

1. How do different types of music make me feel?
2. How does music help to tell stories?
3. How can I move to different styles of music?
4. What do I enjoy most about performing?

Themes from Giraffes Can't Dance

1. Friendship
2. Kindness/Encouraging others
3. Always try your best
4. Self-esteem/embracing your own uniqueness
5. Confidence

Concert Vocabulary*

Conductor	Baton
Musician	Instrument
Orchestra	

*Giraffes Can't Dance is filled with vocabulary words. The concert experience provides an authentic learning experience for introducing the word "entranced" as used in the book: "Then, one by one, each animal who'd been there at the dance arrived while Gerald boogied on and watched him, quite entranced." After the concert talk with your students about the word "entranced" – were they entranced by the music or the dancing at the concert? Ask students to reflect on their concert experience.

SUGGESTED READING LIST



Animal Orchestra

Elmer

I Like Myself!

It's OK to be Different

The Tortoise and the Hare

What I Like About Me

Whoever You Are

by Ilo Orleans

by David McKee

by Karen Beaumont

by Todd Parr

Aesop's Fable

by Allia Zobel-Nolan

by Mem Fox

ONLINE RESOURCES



For more ideas to use in your classroom, visit our St. Louis Symphony Education Concerts 2016/17 Pinterest board at pinterest.com/stlsymphony.



Spotify users, visit spoti.fi/2eNPUT6 for a Giraffes Can't Dance playlist.

Fast/Slow Puppets for Tempo Game During the Concert



Visit slo.org/educationvisits to make your own Fast/Slow Puppet at home. Puppets will be provided for the concert.

HOW TO BE A GOOD AUDIENCE MEMBER

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LESSON 1 – KEEP ON DANCING!

Objective: Students will listen responsively to a reading of Giraffes Can't Dance and represent feelings and ideas from the story through illustrations and the sharing of personal experience.

Missouri Early Learning Standards:

Literacy

- I. Symbolic Development – (1) Represents feelings and ideas in a variety of ways
- II. Speaking/Expressive Language – (1) Uses language to communicate, (2) Uses expanded vocabulary
- III. Listening/Receptive Language – (1) Listens for different purposes
- IV. Reading – (1) Applies early readings skills
- V. Writing – (1) Uses writing as a means of expression/communication

Physical Development, Health & Safety

- I. Physical Development – (2) Uses fine motor skills with purpose and control

Social & Emotional Development & Approaches to Learning

- I. Knowledge of Self – (1) Exhibits self-awareness

Prior Knowledge: Students should already know and understand the feelings of happy, sad and frustrated.

Materials: One copy of "*Giraffes Can't Dance*," a copy for each student of "Hip-Hip-Hurray!" worksheet (pg. 10), pencils and crayons for students

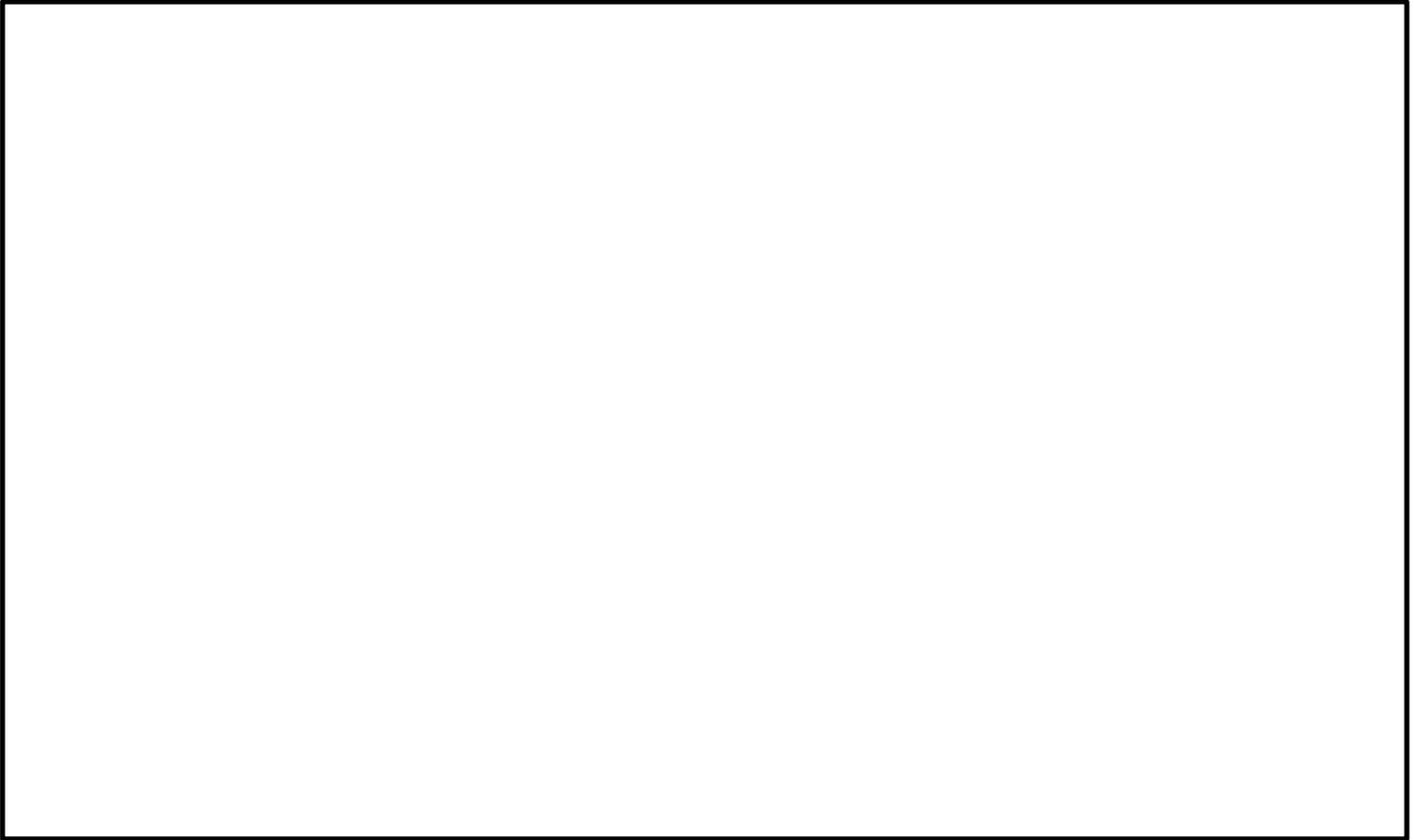
Procedures: Ask students to think of a time when they felt happy, a time when they felt sad, and a time when they felt frustrated. Allow students to share their answers. In the story they are about to hear, the main character, Gerald the giraffe, feels all of these same emotions. Ask the students to listen for these moments when Gerald might feel happy, sad or frustrated. Read the story aloud.

After the read aloud, ask a student to come up and point to a page where Gerald might feel happy. Repeat for sad and frustrated.

Ask students if they have ever become good at something that was hard at first, like Gerald and his dancing? How did they do it? How did it make them feel? Next, have students draw a picture of something they are good at doing. How did they get so good? Who helped them along the way? Teachers can write a description of the picture and create a class book with a page for each student. Add the book to your reading area or display the pages in the classroom.

Evaluation: Teacher observation and evaluation of Hip-Hip-Hurray activity

Hip-Hip-Hurray!



My name is _____

I am really good at

_____.

LESSON 2 – THE MANY FEELINGS OF GERALD THE GIRAFFE

Objective: Students will demonstrate their emotional reaction to different types of music using scarves.

Missouri Early Learning Standards:

Literacy

- I. Symbolic Development – (1) Represents feelings and ideas in a variety of ways
- II. Speaking/Expressive Language – (1) Uses language to communicate
- III. Listening/Receptive Language – (1) Listens for different purposes

Physical Development, Health & Safety

- I. Physical Development – (1) Uses gross motor skills with purpose and coordination, (3) Responds to sensory input to function in the environment

Social & Emotional Development & Approaches to Learning

- I. Knowledge of Self – (1) Exhibits self-awareness and self-confidence, (2) Manages feelings and behaviors
- II. Knowledge of Others – (1) Builds relationships

Materials: Recording of *Carnival of the Animals* (YouTube clips listed on p. 6), one scarf for each student, Gerald Emotion Puppets (pg. 13) or Gerald emotion cards (available for download at slo.org/educationvisits).

Procedures: Talk with students about different emotions. Ask students to think about a time when they were happy, sad, excited, or tired. Pass out scarves and ask students to mimic you as you show them four different movements:

1. Make a smile with the scarf and hold it up by your face (happy)
2. Make a frown with the scarf and hold it up by your face (sad)
3. Wave the scarf over your head (excited)
4. Snuggle the scarf like a blanket (tired)

You can sing “If you’re Happy and You Know It” to teach the movements (*If you’re happy and you know it make a smile; If you’re sad and you know it make a frown; If you’re excited and you know it wave your scarf; If you’re tired and you know it hug your scarf*).

Play a selection of music from *Carnival of the Animals* and ask the students to pick one of the four movements to demonstrate how the music makes them feel. Play another selection and repeat the activity. Ask students to look around the room, did they all choose the same emotion? Talk with students about how we all respond differently to music and that there are no right or wrong responses.

Option 1: Repeat this activity using the Gerald Emotion Puppets. Help students cut out the five pictures of Gerald. Glue a popsicle stick to the back of each picture. Ask students how they think

Gerald is feeling in each picture. You can use these emotion puppets as you repeat the listening activity again and for other responses throughout the day.

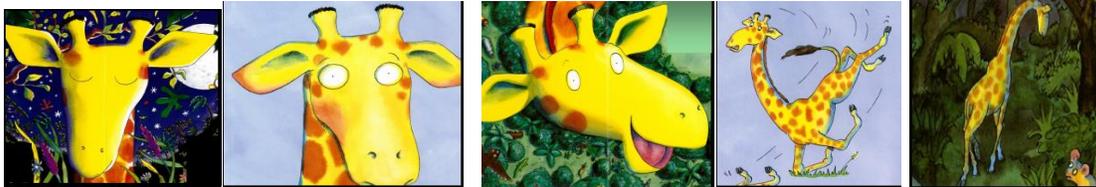
Option 2: Place Gerald emotion cards (available for download at slo.org/educationvisits) around the room. When you play the musical selection, students should move to the beat of the music toward the emotion card that best represents how the music makes them feel.

Evaluation: Teacher observation

Extension 1: Looking for other ways to use those scarves? Using selections from *Carnival of the Animals*, get your students moving expressively to the music. Pair students up and assign one student in each partner group to be the “Leader/Conductor” and the other to be the “Mirror”. The Leader will move to the music while the Mirror tries to mimic their movements. Then switch roles! Don’t forget to discuss why the movements changed when the music changed (example: fast vs. slow music). Ask students to describe the music they heard. How did it make them feel? Chart student responses on a large sheet of paper.

Extension 2: Give each student a Fast/Slow Puppet and ask the students to listen to several different movements from *Carnival of the Animals*. As students are listening, they should decide if the music is fast (like a hare) or slow (like a tortoise). Ask the students to hold up the card that best describes the speed of the music. They should bounce the hare or slowly creep the tortoise puppet along to the beat of the music.

Key for Gerald Emotion Puppets



Calm or Sleepy

Scared

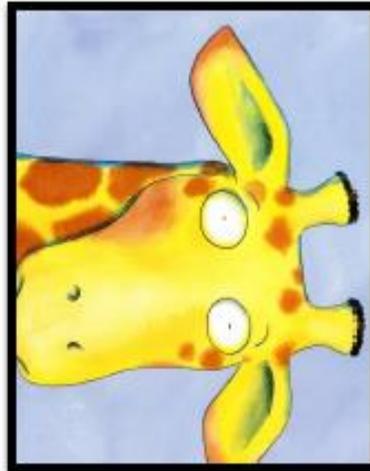
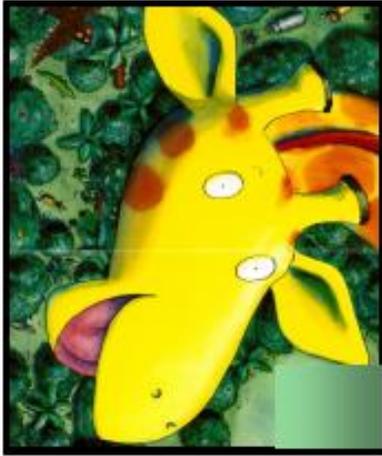
Happy

Frustrated

Sad

*Students may have a different emotional response to the pictures than the words listed. We encourage students to talk about their reactions and describe how they think Gerald might be feeling in each picture.

Gerald Emotion Puppets



LESSON 3 – BOOGIE RHYTHMS

Objective: Students will make musical decisions as they create and perform rhythmic ostinatos to *Twinkle, Twinkle Little Star*.

Missouri Early Learning Standards:

Physical Development, Health & Safety

- I. Physical development – (1) Uses gross motor skills with purpose and coordination, (2) Uses fine motor skills with purpose and control, (3) Responds to sensory input to function in the environment

Social & Emotional Development & Approaches to Learning

- I. Knowledge of self – (1) Exhibits self-awareness
- II. Knowledge of others – (2) Works cooperatively with children and adults
- I. Approaches to Learning – (1) Shows curiosity, (2) Takes initiative, (3) Exhibits creativity, (4) Shows confidence

Mathematics

- III. Patterns and relationships – (2) Uses patterns in the environment

Materials: Gerald Rhythm Cards (available at slo.org/educationvisits) - print three of each card back to back so there is a picture of Gerald on one side and the coinciding music notation on the other side, rope or yarn stretched out and tied to two chairs, creating a “clothes line”, clothes pins, percussion instruments

Procedures: Teach students to sing *Twinkle, Twinkle Little Star*.

Lay out the Gerald Rhythm Cards on the floor (three of each for a total of 12 cards). Ask four students to come up and select one of the cards. Students can pin their card onto the rope or yarn. Ask students to say the words from the cards they selected with you in rhythm (Dance, Ger-ald, Ger-ald, Dance). 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. You can repeat this several times, asking different students to select a new arrangement for the cards.

When students are comfortable performing the rhythms, break the class into two groups, the first group will sing *Twinkle, Twinkle Little Star* while the second group plays the rhythm over and over on instruments, keeping a steady beat.

Extension: Repeat this activity several times. Ask the class to vote on the rhythm that they think fits best with the *Twinkle, Twinkle Little Star* melody.

Evaluation: Teacher observation

LESSON 4 – MARCH OF THE ROYAL LION

Objective: Students will use gross motor movements to demonstrate high and low pitches and changes in tempo.

Missouri Early Learning Standards:

Literacy

- I. Symbolic Development – (1) Represents feelings and ideas in a variety of ways
- II. Speaking/Expressive Language – (1) Uses language to communicate, (2) Uses expanded vocabulary
- III. Listening/Receptive Language – (1) Listens for different purposes

Physical Development, Health & Safety

- I. Physical Development – (1) Uses gross motor skills with purpose and coordination, (3) Responds to sensory input to function in the environment
- II. Safety – (1) Practices safe behaviors

Social & Emotional Development & Approaches to Learning –

- I. Approaches to Learning – (1) Shows curiosity, (2) Takes initiative, (4) Shows confidence

Materials: Parachute or round table cloth, recording of “March of the Royal Lion” from *Carnival of the Animals* (YouTube playlist on pg. 6)

Procedures: Students will stand in a circle holding the parachute and follow the teacher’s cues:

- Shake the parachute while the piano trills at the beginning
- When you hear the slide in the piano raise the parachute high into the air and then all the way back down to the floor
- Raise alternating arms with the music (20 beats)
- March in a circle for 16 beats, change directions and walk for another 16 beats
- Stop marching and raise the parachute over their head during the “lion roar” (4 times)
- Tip toe in a circle when the piano plays the high pitched section for 16 beats, change directions and tip toe for another 16 beats
- Stop for the final “lion roar” and raise the parachute high in the air

After the activity discuss the following questions with the students.

1. How did the movements go with the music?
2. How did the music make you feel?
3. If this music was the sound track to a movie, what would be happening in the movie?
4. If you were to make up a dance to this music what movements would you choose?