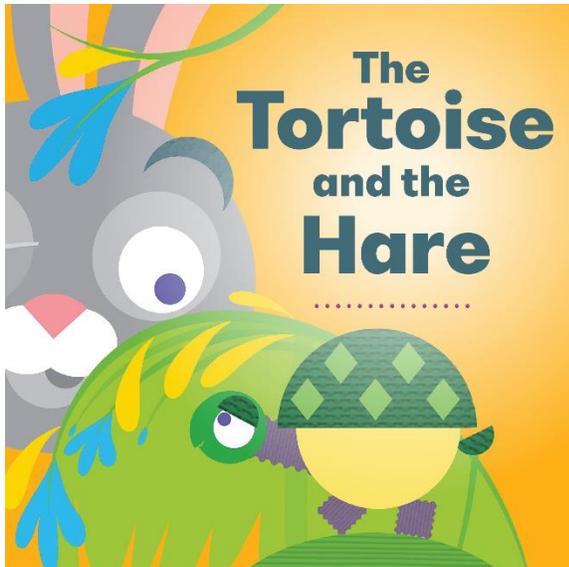




**St. Louis Symphony
Orchestra**

stéphane denève : music director



Tiny Tunes Concerts 2022-23

The Tortoise and the Hare

Teacher Guide

Monday, March 6, 2023 | 9:30, 10:30, 11:30

Tuesday, March 7, 2023 | 9:30, 10:30, 11:30

Created in Partnership with



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Tiny Tunes Overview

This 30-minute interactive concert is designed for students ages 3-6 and is a great first introduction to orchestral music.

The concert opens with a lively arrangement of *When the Saints Go Marching In*, in which the instruments are introduced and everyone is encouraged to play their pretend instruments with the SLSO.

For the second piece students will accompany SLSO musicians on an arrangement of *Twinkle, Twinkle, Little Star*. Students will perform a simple rhythmic ostinato on non-pitched percussion instruments (see Lesson 3 on p. 11). When teaching this lesson in preparation for the concert, allow students to compose their own rhythms, but also practice the rhythm they will be performed at the concert: **“Tor-toise, Tor-toise, Hare, Shhh”**

Next, is a tempo game where students listen to three selections of music and decide if the music is fast (like a hare) or slow (like a tortoise). Students will be invited to make bunny ears with their hand and bounce the bunny for the fast selections. And they will make a fist to represent the tortoise, which they will slowly creep in front of them for the slow selections. Use the “Finger Play” extension of the “Pop Goes the Tortoise” lesson to practice this in preparation for the concert (see p. 10).

Finally, students participate in several short demonstrations to learn a series of scarf movements to perform during the reading of *The Tortoise and the Hare* that is accompanied by selections of orchestral music by Beethoven, Dvořák, Elgar, and Rossini. Students help bring the story to life with music and movement.

Concert Repertoire

Composer	Piece/Excerpt
James M. Black/Katherine E. Purvis*	<u>When the Saints Go Marching In</u>
Wolfgang Amadeus Mozart Arr. By Clark McAlister	<u>12 Variations on "Ah, vous dirai-je, Maman" (Twinkle, Twinkle Little Star)</u>
Ludwig van Beethoven*	<u>Symphony No. 5, 1st movement</u>
Giaochino Rossini*	<u>William Tell Overture, Finale</u>
Edward Elgar*	<u>Enigma Variations, Nimrod</u>
Giaochino Rossini*	<u>Barber of Seville Overture</u>
Antonin Dvořák*	<u>Slavonic Dances, op. 46, no. 1</u>

*Arranged by Adam Maness

Concert Objectives

Students will:

1. Enjoy the experience of participating in a live musical performance.
2. Perform the rhythmic ostinato for *Twinkle, Twinkle Little Star* that they have learned on non-pitched percussion instruments.
3. Demonstrate their recognition of different tempos (speeds) and moods in music by varying expressive movement.
4. 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 and tempos of music?
4. What do I enjoy about music-making?

Themes from *The Tortoise and the Hare*

1. Kindness/encouragement
2. Friendship
3. Embracing your own talents
4. Persistence

Concert Vocabulary

A **musician** is someone who makes music by playing an instrument or singing.

An **orchestra** is a group of people who play **instruments** to make music together and perform at concerts.

Musicians in the **orchestra** play lots of different **instruments**. Many of them play string **instruments** like the violin or cello. [Explore other instruments that will be featured on the concert.](#)

The leader of the **orchestra** is the **conductor**. The **conductor** uses a **baton** to tell the **musicians** when to start and stop and how slow or fast to play.

The Tortoise and the Hare is full of great vocabulary words. The concert experience provides an authentic learning experience for introducing the words **brash**, **boastful**, and **humble** as used in the book: "Once upon a time, there lived a **brash** and **boastful** hare and an old and **humble** tortoise." After the concert talk with your students about the two characters and the music and movements that were associated with them. Do they now understand what **brash**, **boastful**, and **humble** mean?

Instruments featured at the concert

Violin	Viola	Cello	Bass	Flute	Oboe
Clarinet	Bassoon	Trumpet	French Horn	Percussion	

Contact Information

The SLSO Education Team is available to answer questions or provide additional suggestions for learning activities.

Jessica Ingraham
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For questions about education concert ticketing, please contact the SLSO Box Office at 314-534-1700 or email educationtickets@slo.org.

Planning Your Visit

Teachers are responsible for arranging busses/transportation to Powell Hall for Tiny Tunes. Please start this process early by speaking to your school/center administration about policies: Are the children allowed to ride the bus? Do they require harnesses? What are the policies regarding chaperones? With this information, make reservations with your bus company. Communicate with them about harnesses: how many will you need and how much extra time will the bus company need to install them? Stress to them the importance of an on-time arrival at Powell Hall on concert day.

Please plan to arrive at Powell Hall 30-45 minutes before your scheduled concert time so that your students can participate in pre-concert activities. After pre-concert activities in the Foyer, students will move to the Stage to see and hear *The Tortoise and the Hare* performed by the SLSO with narration and dancers from COCA. The concert lasts 30 minutes. Plan your transportation according to the following schedule:

Concert time	Arrive between:	Concert dismisses at:
9:30	8:45-9:00	10:00
10:30	9:45-10:00	11:00
11:30	10:45-11:00	12:00

Further information about arrival, parking and dismissal will be emailed to teachers the week before the concert.

General information for planning your trip to Powell Hall – including a form to request accommodations for accessibility – is available at slo.org/educationvisits.

Prepare to Participate!

The SLSO 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, move, 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 model for them how to be good listeners.

For all our audience members to enjoy the show, **please remind chaperones** to refrain from talking or texting 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.

Additional Resources



Spotify users can access the SLSO's [*Tortoise and the Hare* playlist](#).

Suggested Reading List



Jabari Jumps

The Very Busy Spider

Stand Tall, Molly Lou Melon

Amazing Grace

Animal Orchestra

by Gaia Cornwell

by Eric Carle

by Patty Lovell

by Mary Hoffman

by Ilo Orleans

Lesson 1: I am fast, I am slow

Objectives: Students will:

- Become familiar with the story *The Tortoise and the Hare* by Alison Ritchie.
- Relate their own experiences to the events in the story.

Missouri Early Learning Standards	
Approaches to Learning	I.C
Social-Emotional Development	I.A
Language and Literacy	I.A, II.A, III.A, IV.A

Materials: *The Tortoise and the Hare*, one “I am Fast, I am Slow” worksheet per student, crayons or other drawing implements

Vocabulary: Fast, Slow, Steady, Tortoise, Hare

Procedure:

- Ask students to think of times when they can move fast, and times when they need to do something slowly and carefully. Allow students to share their answers.
- In the story they are about to hear, there are two main characters: a hare (or rabbit) who moves very quickly and a tortoise (a big turtle) who moves very slowly. They are going to have a race. Ask students to predict which animal is going to win the race.
- Read the story aloud.
- After the read-aloud, ask students **who** won the race and **why**. Talk about how the hare acted at the beginning of the story (boasting and making fun of the tortoise) and how he changed his attitude at the end (he felt ashamed of how he acted).
- Invite students to complete the “I am Fast, I am Slow” worksheet on page 8. First, instruct them to draw a picture of themselves doing something that they can do very quickly. Maybe they can run quickly, dance quickly, or fetch something for their mom or dad quickly. Then, have them draw a picture of themselves doing something that they should do slowly and carefully. Maybe they need to slow down and be careful when they are writing their name, picking up their toys, counting things, or helping to take care of a younger sibling. Teachers should write students’ words describing their pictures below each picture.
- Create a class book with a page for each student and add the book to your reading area. Or display the pages in the classroom.

Evaluation:

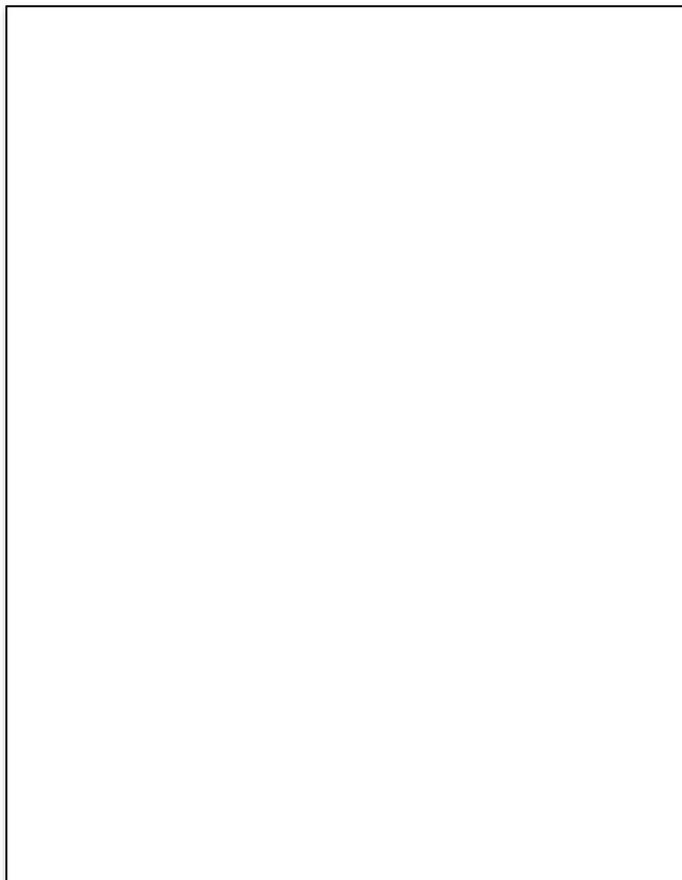
Teacher will assess students’ understanding of the concept of moving quickly vs. slowly when they record students’ words under the drawings on the worksheets.

Extension:

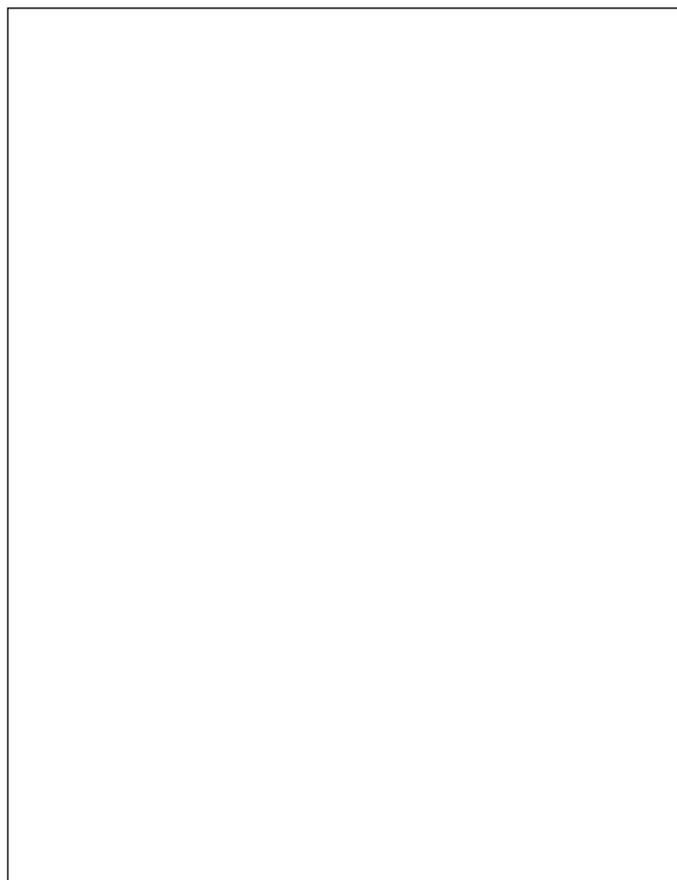
Continue to familiarize students with the story of *The Tortoise and the Hare* by reading and engaging with it in different ways. Invite students to act out the story as you read. Or use finger puppets or stuffed animals to re-tell the story from the students’ memories.

My name is: _____

I am fast when I:



**I am slow and careful
when I:**



Lesson 2: Pop Goes the Tortoise!

Objective: Students will identify tempo changes in music by changing the speed of their scarf movements.

Early Childhood Teacher Checklist

- We LISTEN to music!
- We MOVE to music!
- We SING music!

Missouri Early Learning Standards		Missouri Music Standards	
Social-Emotional Development	I.B, II.B	Respond	Re7B.PKa, Re8A.PKa
Language and Literacy	II.A	Connect	Cn11A.PKa
Physical Development	I.A, I.B, I.C		
Expressive Arts	I.A		

Materials: A scarf for each student, a device for playing recorded music

Listening Examples:

Composer	Piece/Excerpt (with YouTube link)
Giaochino Rossini	William Tell Overture, Finale
Edward Elgar	Enigma Variations, Nimrod

Vocabulary: Fast, Slow

Prior Knowledge: Students should already be familiar with the story of *The Tortoise and the Hare*.

Procedures:

- Sing *Pop Goes the Tortoise* to your students. It is sung to the tune of “Pop Goes the Weasel (All Around the Mulberry Bush).”

Fast verse:

***All around the little tree stump
The hare raced the tortoise
The hare thought he surely would win
'Til, Pop! Won the tortoise.***

Slow verse:

***Slow-ly, Slow-ly
Creeps the tortoise
Slow and steady
Pop! Won the tortoise.***

- Distribute one scarf to each student. Invite students to hold the scarves in their fists and hop (bounce) their scarf through the air while you sing the fast verse. For the slow verse, students can pinch the scarf with their fingertips and creep it slowly along the ground. For both verses, students can toss the scarf into the air above them when you sing “Pop!”

- Repeat the singing and scarf movements while getting progressively faster on the fast verse and progressively slower on the slow verse.
- Invite students to stand up with their scarves. Alternate playing the fast ([William Tell Overture](#)) and slow ([Enigma Variations](#)) listening examples. Ask students to improvise fast (hare-like) movements when they hear fast music and slow (tortoise-like) movements when they hear the slow music. Try different ways of improvising movements:
 - The teacher initiates movements and asks students to mimic them.
 - Pair students up and have students mirror each other’s movements.
 - Put students in a circle and have one student at a time be the movement leader in the center of the circle while the rest of the students mimic their movement.

Evaluation: Teacher observes students changing the speed of their movements to follow the tempo of the music.

Extension: Try different ways of engaging with *Pop Goes the Tortoise*, including:

Engage with:	Fast verse:	Slow verse:	On Pop!:
Body percussion	Drum hands quickly in laps	Rub hands slowly together	Place hands on top of head like bunny ears / over shoulders on back like tortoise shell
Rhythm sticks	Drum the sticks quickly on the ground	Roll the sticks slowly on the ground (like a rolling pin); or if sticks are ridged, rub sticks slowly together	Place sticks on top of head like bunny ears / over shoulders on back like a tortoise shell
Seated movement Sit with knees bent in an inverted V in front of the body, with hands supporting behind back	Lean back to balance on bottom then hop both feet (together) quickly in front of the body	Lean back to balance on bottom then clop feet slowly (one at a time) in front of the body	Shoot both arms and legs into the air and balance on bottom
Finger play <i>Practice this in preparation for Tiny Tunes!</i>	Make bunny ears with fingers and quickly hop the bunny	Make a fist and slowly creep hand back and forth in front of body	Jazz hands
Egg shakers	Hold the egg shaker in one hand and make hopping motions with it in the air in front of you	Slowly roll the egg shaker on ground in front of the body	Hold egg shaker up in the air above head
Parachute Place a hare or tortoise stuffed animal on the parachute for the appropriate verse	Shake the parachute quickly	Shake the parachute slowly	Try to “pop” the stuffed animal into the air

Lesson 3: Boogie Rhythms

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

Early Childhood Teacher Checklist

- We PLAY music!
- We CREATE music!

Missouri Early Learning Standards		Missouri Music Standards	
Approaches to Learning	I.C, I.F	Create	Cr1A.Kb
Social-Emotional Development	I.B, II.B	Perform	Pr4A.PKa
Language and Literacy	II.A, IV.A, V.A		
Mathematics	III.A		
Physical Development	I.B, I.C		
Expressive Arts	I.A		

Materials: A white board ledge *or* rope stretched between two chairs, clothes pins; percussion instruments such as egg shakers, rhythm sticks or jingle bells; device to play recorded music; [Tortoise and the Hare Rhythm Cards](#): print four “hare” cards, four “tortoise” cards, and one “shhh” card. Print each card back-to-back so there is a picture on one side and the musical notation on the other side

Listening Example:

Composer	Piece/Excerpt (with YouTube link)
Wolfgang Amadeus Mozart	12 Variations on “Ah, vous dirai-je, Maman” (“Twinkle, twinkle, little star”)

Prior Knowledge: Students should already understand instrument expectations and know how to correctly play the chosen percussion instruments.

Procedures:

- Remind the students of the story of *The Tortoise and the Hare*. Practice saying “Hare” while clapping once, “Tor-toise” while clapping twice, and “Shhh” while keeping hands apart.
- Lay out the Rhythm Cards on the floor. Ask four students to select one card each. Help students display their cards on the ledge or rope so that there are four cards in a row. Ask students to say the words from the cards they selected with you in rhythm (for example, “Hare, Tor-toise, Tor-toise, Hare”).
- Tip: When students are learning to perform rhythms on body percussion or classroom instruments, use the following method:
 - First, *say* the rhythm
 - Then, *say and play* the rhythm. This is probably as far as most young children will get.
 - If your students can say and play the rhythm easily, encourage them to *whisper* the rhythm while playing it. And finally, to *think but not say* the rhythm while playing it (audiation). Most students will not be able to do this before first grade.

- Next add percussion instruments and have students say the words while playing their instruments.
- You can repeat this several times, asking different students to select a new arrangement of cards.
- Practice saying a rhythm several times in a row, without a break.
- When students are comfortable performing the rhythms, add a recorded musical selection to provide the underlying beat. One possibility – Mozart’s *Twinkle Variations* – is provided above, but any selection that has a steady beat and is in a duple meter will work. Students can play their composition repeatedly, being mindful of the tempo and pulse of the recording.

Evaluation: Observe students:

- Do students confidently choose words to complete four-beat rhythmic patterns?
- Do students speak the four words of their created rhythmic pattern using a steady beat?
- Do students say the rhythmic pattern and sound their percussion instrument at each syllable?
- Are students using the visual cues of the teacher and aural cues of the musical recording to perform their patterns together and in tempo?

Extension: 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.

**In preparation for Tiny Tunes, teach students
to perform the rhythm:**

Tortoise, Tortoise, Hare, Shhh