

CSB/SJU SYMPHONY ORCHESTRA
J. DAVID ARNOTT, MUSIC DIRECTOR
PRESENTS
ANIMALS GALORE

WELCOME and thank you for coming to our performance of Animals Galore presented by the College of Saint Benedict/Saint John's University Fine Arts Programming. It will be a fun-filled hour covering the exploits of two different rabbits (neither of whom behave well) and two very different carnivals.

This presentation will include music, poetry, a fable, stories told through music, music telling stories, musical depictions of animals and sounds, and an introduction to some of the instruments of the orchestra. Our presentation includes:

The Tortoise and the Hare
Words: Aesop Fable
Music: Daniel Dorff

The Tale of Peter Rabbit
Words: Beatrix Potter
Music: Sean O'Boyle

Carnival of the Animals
Poems: Ogden Nash
Music: Camille Saint-Saën

Billy and the Carnival: A Children's Guide to Musical Instruments
Words and Music: Daniel Dorff

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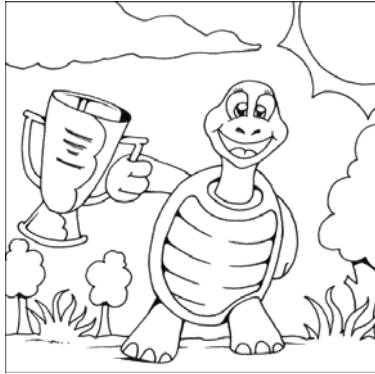
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THE TORTOISE AND THE HARE



Aesop

There once was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, Slow and Steady, the tortoise, challenged him to a race. All the animals in the forest gathered to watch.

Hare ran down the road for a while and then paused to rest. He looked back at Slow and Steady and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?"

Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax."

Slow and Steady walked and walked. He never, ever stopped until he came to the finish line.

The animals who were watching cheered so loudly for tortoise, they woke up Hare.

Hare stretched and yawned and began to run again, but it was too late. Tortoise was over the line.

After that, Hare always reminded himself, "Don't brag about your lightning pace, for Slow and Steady won the race!"

DISCUSSION QUESTIONS BEFORE LISTENING TO THE RECORDING:

- 1) What is a fable? Why is this story a fable? Brainstorm a list of other fables.
- 2) What is a tortoise? What is a hare? What are some characteristics of each?
- 3) Listen to the CD recording of *The Tortoise and the Hare* included in this packet. Ask the students to listen for musical motives (recurring patterns) that represent the two animals.

DISCUSSION QUESTIONS AFTER THE RECORDING:

- 1) How did the clarinet represent the Hare? How did the contrabassoon represent the Tortoise?
- 2) Why are these instruments appropriate pairings for the two animals?
- 3) What else was the orchestra used to represent? (starting gun for race, snoring hare, animals cheering) How did the orchestra represent these moments?
- 4) The orchestra will need everyone's help during this piece to start the race! Everyone gets to help the narrator say: "On your mark, get set, GO!" The narrator will let you know when to help him, and you can also practice by saying it with the recording.

ABOUT AESOP:

- ◆ The exact year of Aesop's birth is unknown (approximately 620 B.C.)
- ◆ Born a Greek slave, he was owned by two masters; the second of which gave him his freedom as a reward for his "learning and wit."
- ◆ As a freed man he traveled widely until Croesus, the rich and powerful king of ancient Lydia, invited him to become an ambassador. Aesop accepted and was sent to various republics of Greece, trying to establish peace "by telling his wise fables."
- ◆ After his death Aesop became a sort of mythical figure (like Mother Goose) to whom fables were automatically attributed, no matter who invented them. For a thousand years after his death, he was more famous than ever. But with the coming of the Dark Ages, he was forgotten.

THE TALE OF PETER RABBIT



BEATRIX POTTER

Once upon a time there were four little Rabbits, and their names were Flopsy, Mopsy, Cottontail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

'Now, my dears,' said old Mrs. Rabbit one morning, 'you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out.'

Then old Mrs. Rabbit took a basket and her umbrella, and went through the woods to the baker's. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to gather blackberries but Peter, who was very naughty, ran straight to Mr. McGregor's garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes. And then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, 'Stop thief!'

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes. After losing them, he ran on four legs and went faster. I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and

got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself. Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him and rushed into the tool-shed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the tool-shed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed - 'Kertyschoo!' Mr. McGregor was after him in no time and tried to put a foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp from sitting in that can.

After a time he began to wander about, going lippity - lippity - not very fast, and looking all around. He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some gold-fish, she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe - scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheel-barrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

Peter got down very quietly off the wheel-barrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes.

Mr. McGregor caught sight of him at the corner but Peter did not care. He slipped underneath the gate, and was safe at last in the woods outside the garden.

Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds.

Peter never stopped running or looked behind him till he got home to the big fir-tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole, and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight.

I am sorry to say that Peter was not very well during the evening.

His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter!

'One tablespoon to be taken at bed-time.'

But Flopsy, Mopsy, and Cottontail had bread and milk and blackberries, for supper.

~ **THE END** ~

DID YOU KNOW:

- ◆ The world record for the longest rabbit long jump is over 9 feet!
- ◆ There are over 150 different rabbit coat colors, but only 5 eye colors (brown, blue-grey, blue, marbled, and pink).
- ◆ Rabbits can see behind them without turning their heads.
- ◆ A group of rabbits is called a herd.
- ◆ The Galapagos tortoise is the largest living species, weighing in some cases, over 570 pounds.
- ◆ Tortoises and turtles do not have teeth.
- ◆ Turtle or Tortoise? In general, turtles live in or near the water and have adapted to swim by holding their breath underwater. Tortoises live primarily in arid regions, built for storing their own water supply and walking on sandy ground.

DISCUSSION QUESTIONS BEFORE LISTENING TO THE RECORDING:

- 1) What are some ways of describing the following characters in the story?
 - Flopsy, Mopsy, and Cottontail
 - Peter
 - Mother
 - Mr. McGreggor
 - The sparrows
 - The mouse
 - The cat

(Create a list of characteristics on the chalk/white board.)

- 2) Listen to the recording and ask students to listen for motives (recurring themes associated with specific characters or events) and for how these themes describe the different characters with music. Have them listen for how any parts of the story are expressed musically.

DISCUSSION QUESTIONS AFTER THE RECORDING:

- 1) How did the woodwind instruments characterize Flopsy, Mopsy, Cottontail, and Peter (bassoon, oboe, flute, and clarinet)? What was different about the way they characterized Peter when all four rabbits were mentioned in the story?
- 2) How did the bassoon music portray Mr. McGreggor? What did it sound like Mr. McGreggor was doing?
- 3) How did the flute portray the sparrows? Did the flute sound like a sparrow? How?
- 4) How did the oboe characterize the mouse? What did it sound like the mouse was doing?
- 5) Were you able to hear the cat's tail twitch through the music? Was there something in the music that made it sound like a twitching tail?
- 6) How did the woodwinds play when Peter was in a hurry, running around the garden?
- 7) Was it different when he was simply wandering around?

Carnival of the Animals

Music by Camille Saint-Saëns

Poetry by Ogden Nash

INTRODUCTION

Camille Saint-Saens
Was wracked with pains,
When people addressed him,
As Saint-Sanës.
He held the human race to blame,
Because it could not pronounce his
name,
So, he turned with metronome and fife,
To glorify other kinds of life,
Be quiet please - for here begins
His salute to feathers, fur and fins.

THE LION

The lion is the king of beasts,
And husband of the lioness.
Gazelles and things on which he feasts
Address him as your highness.
There are those that admire that roar of
his,
In the African jungles and veldts,
But, I think that wherever the lion is,
I'd rather be somewhere else.

COCKS AND HENS

The rooster is a roistering hoodlum,
His battle cry is cock- a- doodleum.
Hands in pockets, cap over eye,
He whistles at pullets, passing by.

THE WILD DONKEY

Have ever you harked to the donkey
wild,
Which scientists call the onager?
It sounds like the laugh of an idiot child,
Or a hepcat on a harmoniger,
But do not sneer at the donkey wild,
There is a method in his heehaw,
For with maidenly blush and accent mild
The donkey answers shee-haw.



THE TORTOISE

Come crown my brow with leaves of
myrtle,
I know the tortoise is a turtle,
Come carve my name in stone immortal,
I know the turtoise is a tortle.
I know to my profound despair,
I bet on one to beat a hare,
I also know I'm now a pauper,
Because of its tortley, turtley, torper.

THE ELEPHANT (Featuring Bass)

Elephants are useful friends,
Equipped with handles at both ends,
They have a wrinkled moth proof hide,
Their teeth are upside down, outside,
If you think the elephant preposterous,
You've probably never seen a
rhinosterous.

KANGAROOS

The kangaroo can jump incredible,
He has to jump because he is edible,
I could not eat a kangaroo,
But many fine Australians do,
Those with cookbooks as well as
boomerangs,
Prefer him in tasty kangaroomeringues.

THE AQUARIUM

Some fish are minnows,
Some are whales,
People like dimples,
Fish like scales,
Some fish are slim,
And some are round,

They don't get cold,
They don't get drowned,
But every fishwife
Fears for her fish,
What we call mermaids
They call merfish.



MULES (Featuring Violins)

In the world of mules
There are no rules.
(Laughing, In the world of mules
There are no rules)

THE CUCKOO IN THE WILD

(Featuring Clarinet)

Cuckoos lead bohemian lives,
They fail as husbands and as wives,
Therefore, they cynically disparage
Everybody else's marriage

BIRDS (Featuring Flute)

Puccini was Latin, and Wagner
Teutonic,
And birds are incurably philharmonic,
Suburban yards and rural vistas
Are filled with avian Andrew Sisters.
The skylark sings a roundelay,
The crow sings "The Road to
Mandalay,"
The nightingale sings a lullaby,
And the sea gull sings a gullaby.
That's what shepherds listened to in
Arcadia
Before somebody invented the radia.

PIANISTS (Featuring Pianists)

Some claim that pianists are human,
Heh, and quote the case of Mr. Truman.
Saint-Saëns on the other hand,
Considered them a scurvy band,
A blight they are he said, and simian,
Instead of normal men and wimian.

FOSSILS (Featuring Xylaphone)

At midnight in the museum hall,
The fossils gathered for a ball,
There were no drums or saxophones,
But just the clatter of their bones,
Rolling, rattling carefree circus,
Of mammoth polkas and mazurkas,
Pterodactyls and brontosauruses
Sang ghostly prehistoric choruses,
Amid the mastodonic wassail
I caught the eye of one small fossil,
"Cheer up sad world," he said and
winked,
"It's kind of fun to be extinct."

THE SWAN (Featuring Solo Cello)

The swan can swim while sitting down,
For pure conceit he takes the crown,
He looks in the mirror over and oeva,
And claims to have never heard of
Pavlova.

THE GRAND FINALE

Now we've reached the grand finale,
On an animalie, carnivalie,
Noises new to sea and land,
Issue from the skillful band,
All the strings contort their features,
Imitating crawly creatures,
All the brasses look like mumps
From blowing umpah, umpah, umps,
In outdoing Barnum and Bailey, and
Ringling,
Saint Saëns has done a miraculous
thingling.

ACTIVITY #1

Read each of the Ogden Nash poems to the students. Have each student pick one or two animals (depending on time/age) and ask them to describe what he/she thinks the corresponding piece will sound like. As a class or in small groups, have the students share what they think they will hear. When the students listen to movements, ask them to describe what they think Saint-Saëns does to portray the animal(s) they chose. In the same groups/as a class, discuss what the students heard in the movements they chose. Ask the students to try to explain why the techniques Saint-Saëns chose work for each animal and why they would or would not work to portray another animal.

ACTIVITY #2

After reading Ogden Nash's poems, have the students listen to all/a few of the movements in Carnival of the Animals. Based on the descriptions in the poetry, ask the students to try to guess which movements are which animals. When the students guess what animal fits each movement, ask them to explain why they think that movement portrays the animal they chose. For example, the students could identify the Fossils because it sounds bony or the Donkeys because it sounds like donkeys!

ACTIVITY #3

After reading Ogden Nash's poems, ask the students to pick an animal other than the animals in Carnival of the Animals and ask them to write a poem about the animals they choose. Depending on the age of your students, it may be helpful to give them a form to follow.

Ogden Nash (1902 – 1971)



- ◆ Born: August 19, 1902
- ◆ Birthplace: Rye, New York
- ◆ Died: May 19, 1971
- ◆ Best Known As: Author of the funny poem “The Lama”

Name at birth: Frederic Ogden Nash

Ogden Nash was an American poet whose verse was light, whimsical and often nonsensical.

MAKE YOUR OWN INSTRUMENTS

JINGLE STICKS



MATERIALS:

- ◆ Six metal bottle caps for each stick
- ◆ Six inch dowels or sticks
- ◆ Common nails, approx. 1 3/4" long
- ◆ One nail larger in diameter, to use to punch holes in bottle caps
- ◆ Polyurethane or other clear finish
- ◆ Optional: different colored electrical tape, and permanent black marker

INSTRUCTIONS:

Coat dowels with two coats of polyurethane, and allow to dry. Using larger nail, hammer holes in the centers of the bottle caps. Using common nails, hammer three sets of two bottle caps each along one side of the dowel, leaving enough dowel for handle. If desired, decorate handle end of dowel with bands of electrical tape, and draw design on tape with marker.

SAND BLOCKS



MATERIALS:

- ◆ Pieces of wood (1X4 cut into 4" lengths"
- ◆ Felt rectangles cut to fit blocks of wood
- ◆ Medium grit sandpaper cut same size as felt pieces
- ◆ White or other glue
- ◆ Polyurethane and brush to seal wood
- ◆ Optional: stickers to decorate wood blocks

INSTRUCTIONS:

Lightly sand wood blocks, and check to be sure there are no rough edges or splinters. If you are decorating the blocks with stickers, place them now. Then coat bottoms and sides of all blocks with two coats of Polyurethane. Let dry. Glue one or two pieces of felt, and then a piece of sandpaper onto the blocks, and place weight on them while they dry.

BILLY AND THE CARNIVAL

Story:

One day while Billy was playing in the park he met some musicians with their instruments. As each musician is introduced, each instrument is demonstrated for Billy. Billy played in the park for a while and wondered about all of the musicians. Then he closed his eyes and fell asleep. While Billy was sleeping he dreamed that a carnival came to his park but there were only instruments at the carnival having fun and no people. Billy was scared at first but then made friends with all of the instruments. When Billy woke up he found that there really was a carnival in his park and there was lots of food, people, rides, and musicians at the carnival. Then all of the musicians came together and gave a concert. Billy had never had so much fun.

IN THE STORY BILLY MEETS A BUNCH OF INSTRUMENTS. THESE ARE THE INSTRUMENTS HE MEETS:



1. Trumpet- Trumpets are brass instruments with valves. They can play strong and exciting.

2. Violin- the Violin is the smallest string instrument. They lead the orchestra and can play sweetly and gracefully.



3. Flute- the Flute is made out of silver and is part of the woodwind family of instruments. Flutes can sometimes sound like a bird singing.

4. Clarinet- Clarinets are also woodwind instruments but unlike the flute, they are made out of wood and make sound with a reed.



5. Cello- the Cello is the second largest string instrument. It is played sitting down while the instrument rests on the ground.

6. Percussion- Percussion instruments are struck to make sound and may make notes or noises. Listen for both in this piece!



7. Trombone- the Trombone is a brass instrument. It is the only brass instrument that has a slide.

8. Bassoon- Bassoons are the largest woodwind instrument that Billy meets.

9. French Horn- French Horns are brass instruments. They are played with a hand in the bell.



10. Oboe- Oboes look a lot like clarinets but they are played with a double reed.

11. String Bass- the String Bass is the largest string instrument. It is so big that musicians need to stand up in order to play it.



12. Viola- the Viola is played like a violin but is a little bit larger and can play lower notes.

ACTIVITY:

On the following pages are flash cards with instrument names and characteristics of each instrument; there is also a page with photo's of the instruments. Cut the cards apart and match the photo's to the names of the instruments.

BIBLIOGRAPHY AND RESOURCES

The Tortoise and the Hare

<http://www.storyarts.org/library/aesops/stories/tortoise.html>

The Tale of Peter Rabbit by Beatrix Potter

<http://wiredforbooks.org/kids.htm>

Beatrix Potter information:

www.literarytraveler.com/literary-articles/beatrix_potter.aspx

Homemade Instruments by Nancy Stewart

www.nancymusic.com

Ogden Nash Teacher Resource File

<http://falcom.jmu.edu/~ramseyil/nash.htm>

<http://www.wisegeek.com>

<http://www.petplace.com/reptiles>

<http://www.rabbit.org/care/facts.html>

<http://www.pet-rabbit-care-information.com>

<http://xzonenation.blogspot.com/20076/11/aesop-fact-or-fiction>

IMAGES FROM:

www.quotesandpoem.com/poems/PoetsAndPoems/Nash

TRUMPET

Brass instruments with valves. They can play strong and exciting.

VIOLIN

It is the smallest string instrument. They lead the orchestra and can play sweetly and gracefully.

FLUTE

Is made out of silver and is part of the woodwind family. They can sometimes sound like a bird singing.

CLARINET

Is also a woodwind instrument, but is made out of wood and makes sound with a reed.

CELLO

Is the second largest string instrument. It is played sitting down while the instrument rests on the ground.

PERCUSSION

Is struck to make sound and may make notes or noises.

TROMBONE

Is a brass instrument. It is the only brass instrument that has a slide.

BASSOON

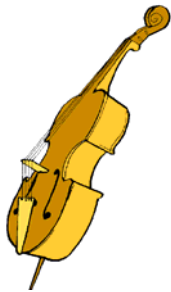
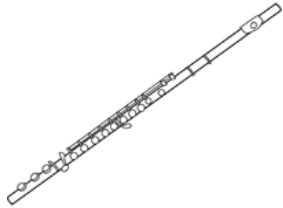
A large woodwind instrument that has a double-reed.

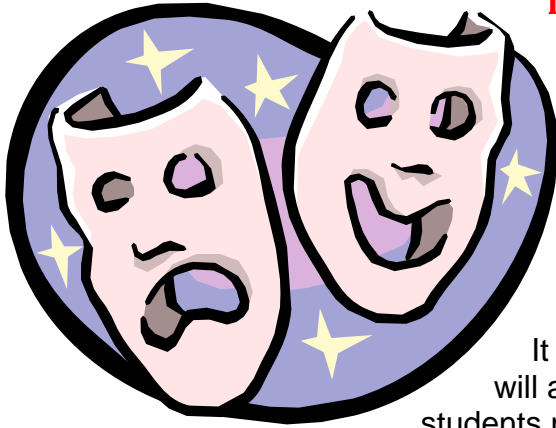
FRENCH HORN

A circular-shaped brass instrument.

STRING BASS

Is the largest string instrument. It is so big that musicians need to stand up in order to play it.





THEATER ETIQUETTE

Each year thousands of teachers, students, bus drivers, and parents take part in CSB/SJU's Education Series. To make your theater experience the best it can possibly be, below are a few helpful hints to follow at the theater.

It is our hope that a review of these procedures will answer any questions that you or your students may have.

- ◆ Please make an effort to bring a minimum of one adult chaperone for every fifteen students.
- ◆ Prepare your students to enter the theater in single file in the order of seating. Position your chaperones in such a way as to maximize adult supervision of your group.
- ◆ Trips to the bathroom must wait until your group is seated in the theater. Then, if necessary, students may go in small groups with the teacher's permission. Please, chaperone younger students.
- ◆ To make the theater experience enjoyable for all, we do not permit:
Food, gum, or drinks
Radios, Cameras, Tape or Video recorders
Inappropriate behaviors

Following the performance, a member of the CSB/SJU Fine Arts Programming Department will dismiss Schools from the theater.

Thank you and enjoy the performance!



ENJOY THIS PERFORMANCE OF *ANIMALS GALORE!*

This study guide was collaboratively created by Kathleen Murphy, Emily Jacobson, Natalie Dimberg, Nicholas Syman and the staff of Fine Arts Programming.