



St. Louis Symphony
Orchestra

stéphane denève : music director

tiny tunes the lion and the mouse

presented in partnership with  Ready Readers  COCA
Kids Who Read Succeed!



Tiny Tunes Concert Overview

This 30-minute interactive concert is specifically designed for students age 3-6 and is a great first introduction to orchestral music. **When you gather to experience the virtual concert, be sure each student has an instrument and a scarf, ribbon, or small piece of fabric.**

Prepare your Students to Participate in the Concert

During the concert, students will:

Perform *Twinkle, Twinkle Little Star* with the SLSO. Prepare by making a percussion instrument (see page 6) and playing simple rhythmic patterns (see Lesson 3 on page 7).

Play a high-low game. Practice listening to decide if music is high (like a squeaking mouse) or low (like a roaring lion). Students will be invited to make their fist into a scurrying mouse or their arms into roaring lion paws to demonstrate their understanding of high vs. low. (See Lesson 2 on page 4.)

Move their bodies and scarves to accompany a story. Practice moving expressively with scarves. (See Lesson 4 on page 9.)



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Lesson 1: I am Helpful!

Description: Students become familiar with the story of *The Lion and the Mouse* as they reflect on how they can be helpful like the characters in the book.

Objectives: Students will:

- Become familiar with the story *The Lion and the Mouse* by Jenny Broom.
- Relate their own experiences to those in the story.

Missouri Early Learning Standards

Literacy	I.1, II.1, II.2, III.1, IV.2, V.1
SEL/Learning	I.1

Materials: *The Lion and the Mouse* book, one “I am helpful” worksheet (page 3) per student, crayons or other drawing implements.

Procedure:

- With the students, explore the cover of the book. Discuss what they think it might be about.
- Make predictions.
- Read the story aloud.
- After the read-aloud, ask students about who was helpful in the book and what the characters did to be helpful. (The lion helped the mouse reach the berries. The mouse helped the lion escape from the net.) Isn’t it interesting that even though the mouse is so much smaller than the lion, he still found a way to be helpful? Talk about how great it feels to be helpful to your friends and family members. Ask students to describe things they do to help their friends and family members.
- Invite students to complete the “I am helpful” worksheet on page 3. Have them think about and draw a picture of themselves doing something helpful. Teachers should ask students to describe their pictures and write the 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’ self-understanding as they record the students’ words under the drawings on their worksheets.

Extension:

Continue to familiarize students with the story of *The Lion and the Mouse* 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.



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My name is: _____

I am helpful when I:



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Lesson 2: Is it High or Is it Low?

Description: Students respond to high and low music by squeaking like a mouse and roaring like a lion.

Objectives: Students will

- Discern between high and low pitches.
- Modulate their voices to demonstrate their comprehension of relative pitch.
- Perform a steady beat.

Missouri Early Learning Standards

Literacy	III.1
Physical/Health/Safety	I.1, I.3
SEL/Learning	I.2, III.6
Mathematics	IV.1
Science	I.1, I.2, I.3, I.4, II.1, II.2, II.3, II.4

Missouri Music Standards

Create	Cr1A.PKa, Cr1A.Ka
Perform	Pr4B.PKa
Respond	Re8A.PKa
Connect	Cn11A.PKa

Materials: A high-pitched instrument or found object (a small drum or bowl) and a low-pitched instrument or object (a large drum or pot) or a two-toned instrument (Agogo bells, Twin tone blocks); *The Lion and the Mouse* book; a device to play recorded music.

Listening Examples:

Instrument	Composer	Piece/Youtube link
Piccolo (high)	Daniel Dorff	<u>Tweet</u>
Tuba (low)	Richard Wagner	<u>The Ride of the Valkyries</u>
Bass (low)	Camille Saint-Saëns	<u>The “Elephant” from Carnival of the Animals</u>
Violin (high)	Johann Sebastian Bach	<u>Partita</u>

Procedures:

- Place the large instrument and the small instrument on the floor in front of you. Ask the students to predict which instrument makes the low sound and which makes the high sound. Confirm their predictions.
- Show students a picture of a lion and a picture of a mouse (from *The Lion and Mouse* book). Ask the students to predict which animal makes a low sound and which makes the high sound. Practice using voices to make a high squeak and a low roar.
- Explain that when you play the low instrument with a steady beat, they should make a low roar with the same steady beat. When you play the high instrument with a steady beat, they should make a high squeak with a steady beat. When you stop playing either instrument, they should be silent. Practice this activity.



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- Now add some hand motions to mimic a lion and a mouse. For high sounds, make a fist with two fingers creeping outward like mouse feet and scurry it around as you squeak the steady beat. For low sounds, make big lion paws with the hands and arms, and move them around as you roar a steady beat.
- Once they are comfortable with this activity, try it with recorded music. The listening examples above are all solo instrumental music. Play an example and ask students to listen first to decide if the music is high or low. Once they've taken a moment to listen, they can begin squeaking a steady beat if the music is high, or roaring a steady beat if the music is low. The teacher could perform the steady beat to the music with the low or high instrument to encourage children to use their voices rhythmically.

Evaluation: Observe students:

- Do students recognize the difference in pitch between high and low instruments and animals?
- Do students modulate their voices into low and high ranges to signify their comprehension of differences in pitch?
- Do students roar and squeak to a steady beat?

Extension: Try different ways of responding to low and high musical sounds:

- To add movement to this activity (and if moving around the room is appropriate), invite students to move around the room like a lion if they are roaring or like a mouse if they are squeaking. A picture of a mouse could be put on one side of the room and a picture of the lion on the other side of the room. Students could move like a lion towards the lion picture when the music is low; move like a mouse towards the mouse picture when the music is high.
- **Use the sign language** for lion to indicate low sounds, the sign language for mouse to indicate high sounds:
 - **Lion**
 - **Mouse**



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Almost Anything can be an Instrument

If it makes a sound when you **shake it**, **strike it**, or **scrape it**, it can be an instrument!

You can make your own instrument.

Let students experiment by setting up an instrument making station. Include items from the recycling bin like takeout containers and soup cans (clean and with no sharp edges). Add some easter eggs or other small plastic containers and things to fill them with (see “Shake It” below). Cut up some pool noodles and dowels or throw in some unsharpened pencils. Include some masking tape and craft supplies. Wait and see what the students create!

You can find things to be instruments.

Go on a scavenger hunt at home or in the classroom. Or take a nature walk. See how many things you can find that make sound when you **shake them**, **strike them**, or **scrape them**.

Shake it! Make egg shakers. Give each child an empty easter egg or other small plastic container. Provide lots of options for fillers. Take the time to make predictions about how things will sound when put inside the egg. Describe the sounds. Experiment with how far you fill the egg. When the student has a sound they like, seal the egg up with masking tape. Some ideas for fillers include:

- Dried beans (of different sizes)
- Rice or small pasta shapes
- Buttons (of different sizes)
- Things you find on a nature walk like dried grass or acorns
- Sand or sugar or salt
- Plastic beads (of different sizes)
- Pom-poms (especially the smallest ones)

Strike it! Find things that can be drums of all different sizes and materials. Make predictions about how different things will sound when you strike them with your hand or with a drumstick. How does a small plastic cup sound? A big metal popcorn tin? Things that can be drums include:

- Tin cans – add craft foam to the top if you want a quieter sound.
- Buckets – household buckets or mud buckets from the hardware store.
- Dowels, pencils, or sticks can be mallets or drumsticks.
- Kitchen things like bowls (made of different materials), pots, and pans.
- Create a membrane by stretching a balloon over the top of a coffee can or oatmeal container and securing it with a rubber band.

Scrape it! Things that make sound when you scrape them with a stick or when you scrape them together can be instruments. Try some of these:

- Scrape the outside ridges of a soup can with a pencil or dowel.
- Cut pool noodles into two-inch segments and rub them together.
- What else can you find that makes a sound when you rub it together or scrape it with a pencil?



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Lesson 3: Boogie Rhythms

Description: Using body percussion and non-pitched percussion instruments, students create and perform their own simple rhythmic accompaniments to *Twinkle, Twinkle Little Star*.

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

Missouri Early Learning Standards

Literacy	III.1, IV.1, IV.2
Physical/Health/Safety	I.2, I.3
SEL/Learning	I.1, I.2, II.2, III.2, III.3

Missouri Music Standards

Create	Cr1A.PKα, Cr1A.Kb, Cr2A.PKα, Cr2A.PKb
Perform	Pr4A.PKα, Pr5A.PKb
Mathematics	III.2

Materials: Percussion instruments (have students make their own, or use egg shakers, jingle bells, maracas, etc.); Lion and Mouse Rhythm Cards (See Pre-Class Procedures); device to play musical selection: Wolfgang Amadeus Mozart, 12 Variations on “Ah, vous dirais-je, Maman” (*Twinkle, Twinkle Little Star*).

Pre-Class Procedures: Create rhythm cards by printing 3 each of the “Lion” and “Mouse” cards, and 1 “SHHH” card. Or use the images to manipulate cards on a smartboard or Google Slide. If using printed cards, they can be displayed on the ledge of a dry-erase board, or string a clothesline between two chairs and use clothespins to display the cards.

Procedures:

- Remind the students of the story of *The Lion and the Mouse*. Practice saying “Li-on” while clapping twice, “Mouse” while clapping once, and “SHHH” while keeping hands apart.
- Lay out the rhythm cards on the floor (three of each “Li-on” and “Mouse;” one “SHHH”). Ask four students to come up and each select one of the cards. Help students place their cards on the ledge or clothesline. Ask students to say the words from the cards they selected with you in rhythm (for example, “Mouse, Li-on, Li-on, Mouse”). Say it several times together.
- Then invite students to clap the rhythm while saying it. (Clap once for “Mouse,” twice for “Li-on,” keep hands apart for “SHHH.”)
- Next add percussion instruments and have students say the words while playing their instruments.
- You can repeat this several times, asking students to select new cards to replace those on display, creating new four-beat rhythms.
- When students are comfortable performing the rhythms, add the *Twinkle Variations* recording. Students can play their composition over and over, being mindful of the steady beat of the recording.



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Evaluation: Teacher observation of students' compositional choices, rhythm reading, and correct instrument playing.

Extension: This lesson takes the students through two steps of rhythm reading: (1) say it, and (2) say it and play it. That is probably as far as most preschoolers and kindergarteners will get. But, if your students are up for the challenge, the next step would be to whisper it while playing it. Then, finally, to play it without saying anything at all.

Another way to challenge the students is to 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.

When teaching this lesson, allow students to compose their own rhythms, but also practice the rhythm that will be performed during the concert:

“li-on, li-on, mouse, shhh.”



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Lesson 4: Dancing Loud and Dancing Soft

Description: Students respond to volume (dynamic) changes in music with creative movement.

Objectives: Students will

- Discern between loud and quiet music.
- Adapt creative movement to signal their comprehension of volume (dynamic) changes in music.

Missouri Early Learning Standards

Literacy	III.1
Physical/Health/Safety	I.1, I.2, I.3
SEL/Learning	I.1, I.2, III.3, III.6
Science	II.1, I.2, I.3, I.4

Missouri Music Standards

Create	Cr1A.PKa, Cr1A.Ka, Cr1A.Kb
Perform	Pr4B.PK1
Respond	Re8A.PKa

Materials: A scarf or ribbon for each student; a drum (or any other object that can be struck to create sound); device to play musical selections: **Johann Sebastian Bach, *Gavotte*** and **Edvard Grieg, *In the Hall of the Mountain King***.

Procedures:

- Distribute scarves or ribbons and invite each student to stand up. Tell them that you are going to play a drum. If the drum is loud, they should use their scarves to make big movements up in the air and all around their bodies. If the drum is quiet, they should use their scarves to make small movements close to their body or down near the floor.
- Teacher should play a steady beat at loud and soft volumes, encouraging students to decide if they're hearing loud sounds or soft sounds before they begin to move.
- Once students seem to understand how to respond to the different volumes, move on to recorded music. You can do this with any musical selections, but here are two suggestions.

Bach, *Gavotte*

- Tell the students that the piece of music they will hear alternates between sections that are loud and sections that are soft. Encourage them to use their ears to decide how they should move during each section.
- Play the musical selection above. Encourage students as they move creatively with their scarves, listening for volume changes.



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Grieg, *In the Hall of the Mountain King*

- Tell the students that the piece of music they will hear starts quietly and very gradually gets louder and louder (and faster and faster)! Encourage them to use their ears to decide how they should move during each section... but they should save their biggest motions for the end, when the music will be loudest!
- Play the musical selection above. You may need to encourage students to keep their movements small or close to the ground longer than they want to. It's a very gradual increase in volume and speed.

Evaluation: Observe students:

- Do students correctly distinguish between loud and soft sounds?
- Do students change their creative movements when the volume (dynamic) of the music changes?



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Add Variety to Your Movement Activities

There's a lot of value in allowing students to express themselves in their own way while responding to music. But it's also a good idea to teach them all the different ways their bodies can move. Model for them some different ways to move that they may not have thought of yet.

Locomotor Movement or Non-Locomotor Movement

Locomotor movements cause the body to travel through space. Examples include walking, running, crawling, skipping, galloping. These types of movement challenge young students to safely share space with their peers.

Non-locomotor movements do not cause the body to travel through space. Examples include swaying, rocking, squatting, doing the twist, stretching.

Three Levels

Movements can happen at three different levels: High level (up above the head), Middle level (around the body's mid-section), and Low level (down by the floor). Encourage students to move beyond their Middle level and create movements that take their arms above their heads or their bodies all the way down to the floor.

Lead with Different Body Parts

As you move through space with your students, encourage them to let different body parts do the leading. What would it look like if their right thumb or elbow was leading their body? How about one of their hips, or the big toe on their left foot?

Isolate Different Body Parts

It's not just your hands that can perform the beat! Encourage students to isolate different body parts when they move. Can they perform the beat with just their right shoulder? Can they move just their hips? Can they keep the beat using just the muscles in their face?



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Concert Objectives

Students will:

1. Enjoy the experience of participating in a 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 high and low pitches 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 most about performing?

Themes from *The Lion and the Mouse*

1. Kindness/Helpfulness
2. Friendship
3. Saying “Thank you” and “I’m sorry”

Concert Vocabulary

- A **musician** is someone who makes music by playing an instrument or singing.
- An **orchestra** is a group of people who all 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 bass.
- The leader of the orchestra is the **conductor**. They use a **baton** to tell the musicians when to start and stop, and how slow or fast to play.

Instruments Featured at the Concert

- Violin
- Cello
- Flute
- Clarinet
- French Horn
- Viola
- Bass
- Oboe
- Bassoon
- Percussion and Timpani

Learn more about some of these instruments at the [SLSO Instrument Playground Online](#).

The Lion and the Mouse includes a number of important phrases: “Thank you,” “I’m sorry,” “I know what that feels like,” “Please forgive me.”

The concert experience provides an authentic opportunity to think about how we can use these phrases in daily life.

After the concert, talk with your students about the two characters and how they used kind words with each other. This led to them becoming friends even though they are very different.



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Additional Resources



For more ideas to use in your classroom, visit the [SLSO Education Pinterest board](#).



Spotify users can access two playlists: [The Lion and the Mouse playlist](#) includes selections from Tiny Tunes. And the [Early Childhood playlist](#) includes a variety of orchestral music that can be used for all sorts of activities in the early childhood classroom.

Concert Repertoire

Composer	Piece/Excerpt/YouTube
Black/Purvis*	<i>When the Saints Go Marching In</i>
Wolfgang Amadeus Mozart Arr. By Clark McAlister	12 Variations on “Ah, vous dirai-je, Maman” (<i>Twinkle, Twinkle Little Star</i>)
Edvard Grieg*	“Morning Mood” from <i>Peer Gynt</i>
Edvard Grieg	“Anitra’s Dance” from <i>Peer Gynt</i>
Edvard Grieg*	“In the Hall of the Mountain King” from <i>Peer Gynt</i>
Edvard Grieg	“The Death of Ase” from <i>Peer Gynt</i>
Edvard Grieg*	“Arabian Dance” from <i>Peer Gynt</i>

*Arranged by Adam Maness

Ready Readers’ Suggested Reading List

- *Rumble in the Jungle* by Gilles Andreae
- *The Rooster Who Would Not Be Quiet* by Carmen Agra Deedy
- *Milo and Monty* by Roxana DeRond
- *Mind Your Manners* by Nicola Edwards
- *Will You be My Friend?* by Susan Lurie
- *Big Bear, Small Mouse* by Karma Wilson
- *Just Like My Brother* by Gianna Marino
- *Papagayo* by Gerald McDermott
- *Be Quiet, Mike!* by Leslie Petricelli
- *The Tortoise and the Hare* by Alison Ritchie
- *The Listening Walk* by Paul Showers