TEACHER GUIDE

26/27
147th Season



Tiny Tunes

THE LION AND THE MOUSE

Apr 12–13

Mon 9:00am
Mon 10:00am
Mon 11:00am
Tue 9:00am
Tue 10:00am
Tue 11:00am

Kevin McBeth, conductor

Created in partnership with the **Ready Readers** and **COCA**.

ST. LOUIS SYMPHONY ORCHESTRA
STÉPHANE DENÈVE, MUSIC DIRECTOR

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Contact Information

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

Tiny Tunes Overview

Tiny Tunes is a one-hour field trip experience for your early childhood students (aged 3-6). When you arrive at the Jack C. Taylor Music Center at your assigned time, you will be greeted by SLSO representatives who will lead your group into the foyer for hands-on pre-concert activities. Activities will include instrument-playing and creative movement, among other things.

Before the concert starts, you will be led into Powell Hall for your 30-minute interactive concert. 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 St. Louis Symphony Orchestra (SLSO).

Students will play a musical game where they listen to three selections of music and decide if the music is high (like a mouse) or low (like a lion). Students will be invited to make their hands into a scurrying mouse for the high selections. And they will make their hands into big lion paws for the low selections. Use the hand motions extension of the "Is it High or Is it Low?" lesson (Lesson 2, page 8-9) to practice this in preparation for the concert.

Students will learn a series of scarf movements that they will then perform during a reading of *The Lion and the Mouse* that is accompanied by selections of orchestral music from Edvard Grieg's *Peer Gynt*. Your students will help bring the story to life with music and movement.

Finally, students will make music with SLSO musicians when they perform a simple rhythmic pattern using body percussion. When you teach Lesson 3 before the concert (see p. 10-11), allow students to compose their own rhythms, but also practice the rhythm they will perform at the concert: **"Li-on, Li-on, Mouse, Mouse.**

Concert Repertoire

Composer	**Piece/Movement**
James M. Black/Katherine E. Purvis, arr. Adam Maness	*When the Saints Go Marching In*
Selections from Edvard Grieg's *Peer Gynt*, op. 23	
	Morning Mood Anitra's Dance In the Hall of the Mountain King The Death of Ase Arabian Dance

Concert Objectives

Students will:

1. Enjoy the experience of participating in a live musical performance.
2. Demonstrate their recognition of high and low pitches in music.
3. Perform a rhythmic pattern using body percussion.
4. Experience how music can express emotions and make a story come to life.

Themes from *The Lion and the Mouse* by Jenny Broom

1. Kindness/helpfulness
2. Friendship
3. Saying "Thank you" and "I'm sorry"

The Lion and the Mouse includes a number of important phrases: Thank you, I know what that feels like, I'm sorry, 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 them to become friends even though they are different.

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.

Instruments featured at the concert

Violin	Viola	Cello	Bass
Flute	Oboe	Clarinet	Bassoon
French horn	Timpani	Snare drum	

Planning Your Field Trip

Teachers are responsible for arranging buses/transportation to the Jack C. Taylor Music Center (718 N. Grand) for Tiny Tunes. Please start this process early by speaking to your school/center administration about policies: Are all 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 on concert day.

Please plan to arrive at the Jack C. Taylor Music Center as close to your scheduled start time as possible so that your students can enjoy the full experience of Tiny Tunes. Students will participate in up to 30 minutes of hands-on activities in the foyer before moving into the auditorium for the 30-minute interactive concert.

Start time:	Plan to arrive:	Hands-on activities:	Interactive concert:	Dismissal:
9:00	8:45-9:00	9:00-9:30	9:30-10:00	10:00
10:00	9:45-10:00	10:00-10:30	10:30-11:00	11:00
11:00	10:45-11:00	11:00-11:30	11:30-12:00	12:00

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

Accessibility

This concert is inclusive of people with sensory differences. Additional resources are available to anyone who will benefit from them:

- Walk your students through their field trip experience with an Experience Guide.
- Submit an Accommodations and Accessibility Form at least two weeks before the performance to communicate any special needs your students have.
- For a full list of available accommodations, please see our Planning your Field Trip webpage.

Prepare to Participate

During the concert, there will be a variety of ways that you and your students can participate in the performance. Please prepare your students to follow the conductor and narrator, who will show them when they can move expressively and perform using body percussion during the concert. Please 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 should be no video or audio recording and no flash photography during the concert.

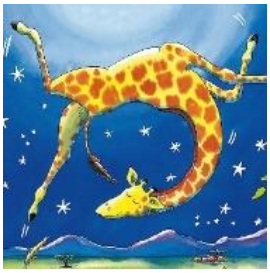
Additional Resources

Spotify users can access two playlists. The Lion and the Mouse playlist includes selections from this year's Tiny Tunes concert. 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.

Suggested Reading List

Ready Readers
Kids Who Read Succeed!

Goldilocks and the Three Bears	by Jan Brett (or others)
So Big and So Small	by John Coy
I Got a New Friend	by Karl Newsom Edwards
Mind Your Manners	by Nicola Edwards
You Are Not Small	by Ann Kang
Will You Be My Friend?	by Susan Lurie
Animal Orchestra	by Ilo Orleans
The Listening Walk	by Paul Showers
Say Zoop!	by Herve Tullet
Big Bear, Small Mouse	by Karma Wilson



More musical learning with Digital Tiny Tunes

Enjoy Digital Tiny Tunes anytime and as many times as you'd like.

Register now for free, on-demand access to the SLSO's 30-minute video of *Giraffes Can't Dance*.

Lesson 1: I am Helpful

Description: Students connect with the story of *The Lion and 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 the events in the story.

Missouri Early Learning Standards		Illinois Early Learning Standards	
Approaches to Learning	I.D	Language Arts	1.C, 2.B, 2.D, 5.B
Social-Emotional Development	I.A	Social/Emotional Development	30.B
Language and Literacy	I.A, II.A, III.A, IV.A		

Materials: *The Lion and the Mouse* by Jenny Broom; one "**I am Helpful" worksheet** per student (see p. 12); crayons, markers, or pencils.

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 much smaller than the lion, he still found a way to be helpful?
- Talk about how 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. 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 below their 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: Observe students:
- Do students listen attentively and with purpose during story time?
- Do students use spoken language and drawing to connect an event from their life with emotions from a story?

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 memory.

Lesson 2: Is it High or is it Low?

Description: Students respond to low and high sounds played by classroom instruments and recorded music by roaring like a lion or squeaking like a mouse. They then move like those animals towards high/low signs to signify their comprehension of relative pitch.

Objective: Students will

- Discern between high and low pitches in music.
- Modulate their voices to demonstrate their comprehension of high vs. low pitches.
- Perform a steady beat.

Missouri Early Learning Standards		Illinois Early Learning Standards	
Social-Emotional Development	I.B, II.B	Language Arts	2.A
Language and Literacy	II.A	Physical/Health	19.B
Physical Development	I.A, I.C	The Arts	25.A
Expressive Arts	I.A	Social/Emotional Development	30.C

Materials: A high-pitched instrument (a small drum) and a low-pitched instrument (a large drum) or a two-toned instrument (Agogo bells, twin tone blocks); *The Lion and the Mouse* book; a device to play recorded music; **Low lion and high mouse cards** (see p. 13, print one of each and post on opposite sides of your space.)

Listening Examples:

Instrument	Composer	Piece
Piccolo (high)	Daniel Dorff	Tweet
Tuba (low)	Bach	Cello Suite No. 2
Bass (low)	Camille Saint-Saens	The Elephant from *Carnival of the Animals*
Violin (high)	Johann Sebastien Bach	Partita

Vocabulary: High, Low (as they pertain to musical pitch)

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 (or which part of the instrument, if using a two-tone instrument). Test and 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.

- Once they are comfortable with this activity, try it with recorded music. The listening examples above are all solo instrumental music. Play an example, 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.
- Next, add movement to this activity. Invite students to move around the room like a lion if they are roaring or like a mouse if they are squeaking. Post a picture of a mouse on one side of the room and a picture of the lion on the other side of the room. Instruct students to 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.

Evaluation: Observe students:
- Do students recognize the difference in pitch between high and low instruments and animal sounds?
- 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?
- Do students move with intention and expression towards the lion and mouse pictures?

Extension: Try different ways of responding to low and high musical sounds:
- Encourage creative movement with scarves: big movements that take up a lot of space around the body for low sounds, small movements that are close to the center of the body for high sounds.
- Use the sign language for lion to indicate low sounds, the sign language for mouse to indicate high sounds.

In preparation for Tiny Tunes, teach students hand signals to indicate high and low sounds:

For high sounds, make a fist with two fingers creeping outward like mouse feet and scurry it around.

For low sounds, make big lion paws with the hands and arms.

Lesson 3: Boogie Rhythms

Description: Students use iconic notation to compose four-beat rhythmic patterns, which they then perform on non-pitched percussion instruments.

Objective: Students will:

- Make compositional choices to create a four-beat rhythmic pattern.
- Use spoken, syllabic words to verbalize rhythmic patterns.
- Perform rhythmic patterns on non-pitched percussion instruments.
- Follow the beat of recorded music to perform rhythmic patterns in tempo and together as a class.

Missouri Early Learning Standards		Illinois Early Learning Standards	
Social-Emotional Development	II.B	Language Arts	4.A, 4.C, 4.D
Language and Literacy	II.A, IV.A, V.A	Mathematics	8.A
Mathematics	III.A	Physical/Health	19.A
Physical Development	I.B, I.C	The Arts	25.A
Expressive Arts	I.A		

Materials: A white board ledge *or* rope stretched between two chairs, clothes pins; percussion instruments such as egg shakers or rhythm sticks (one per student); device to play recorded music (optional); **Large Lion and Mouse Rhythm Cards** (full page version, see p. 15-17): print four "Lion" cards, four "Mouse" cards, and one "Shhh" card.

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 Lion and the Mouse*. Practice saying "Mouse" while clapping once, "Li-on" 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 with you in rhythm (for example, "Mouse, Li-on, Li-on, Mouse").
- Next add percussion instruments and have students say the words while playing their instruments.
- 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.

- 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, in rhythm, without a break.
- When students are comfortable performing the rhythms, you can add a recorded musical selection to provide the underlying beat. Any musical selection that has a steady beat will work. Students can play their rhythmic 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 with 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?

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

Li-on, Li-on, Mouse, Mouse

With this musical selection:

"When the Saints go Marching in"

Set up a Music Center for Independent Play

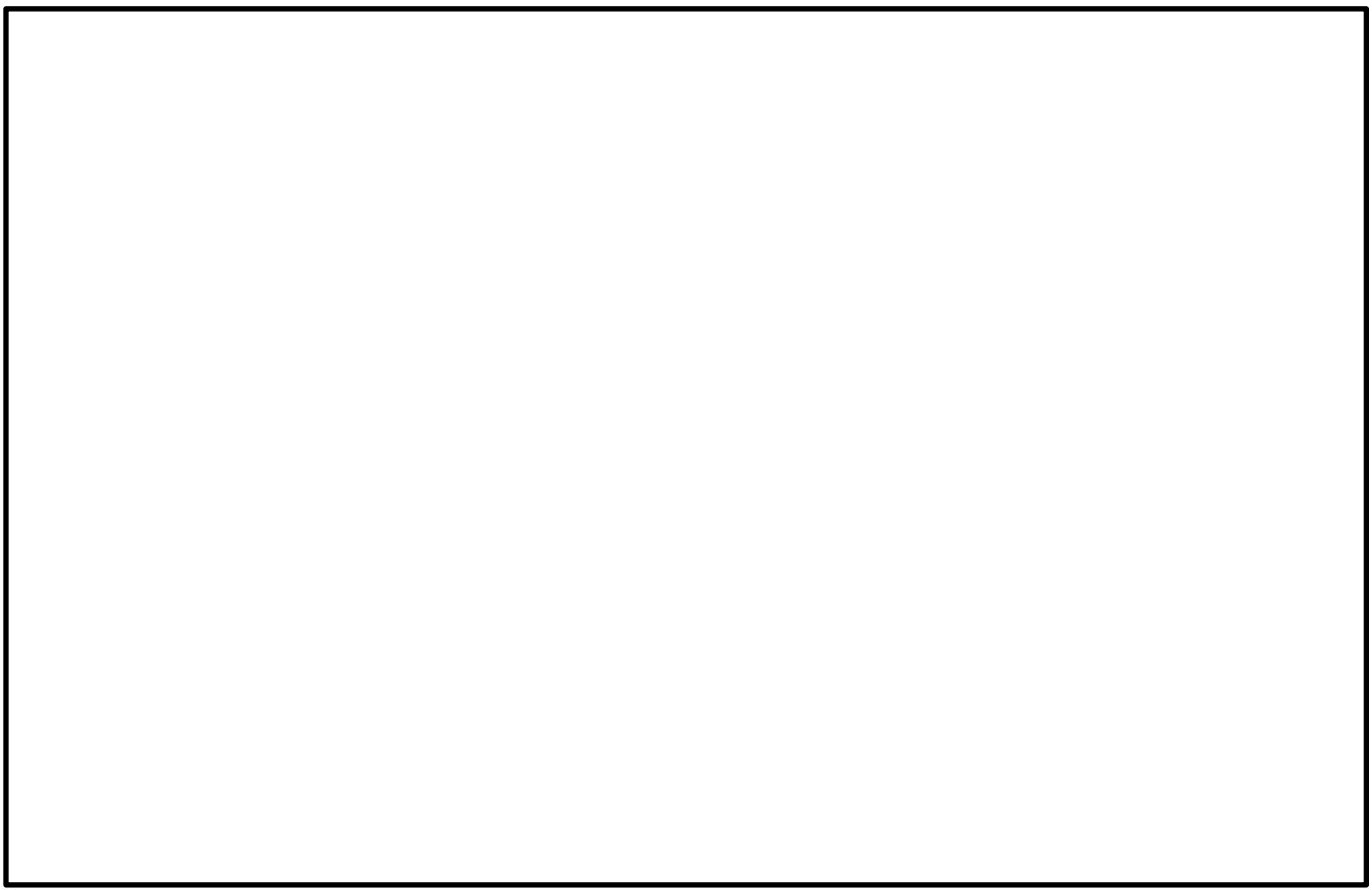
Objective: Students compose rhythmic patterns that they can speak and perform on classroom instruments.

Materials and Set-Up: Small Lion and Mouse Rhythm Cards (quarter-page version, see p. 18-20): print and laminate at least 16 Mouse, 16 Lion, and 4 Shhh cards; 4-6 classroom instruments such as egg shakers, rhythms sticks, or hand drums.

Activity: Students can arrange sequences of four cards to create rhythms. They can then say the rhythms while performing the rhythmic pattern on the classroom instruments.

My name is: _____

I am helpful when I:



_____

_____

_____

LOW



HIGH



LI-ON



MOUSE



SHHH



LI-ON



LI-ON



LI-ON



LI-ON



MOUSE



MOUSE



MOUSE



MOUSE



SHHH



SHHH



SHHH



SHHH

