**Introduction and Lion (10-12 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes
3. identify the musical sound of the lion’s roar

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure:

1. Introductory information
   1. Composer - Camille Saint Saëns (see short bio at <https://www.sfcv.org/learn/composer-gallery/saint-sa%C3%ABns-camille?gclid=COXY9IXSxroCFcxaMgod4mIAsg>)
   2. Music (see music questions)
2. Watch the video of performance (either on Youtube Link or download videos)
3. Have a student read the poetry

Questions for Discussion:

* What did Jeannie do in the poetry?
  + What do you think this whole piece (14 mvts) will be about?
    - A movement is a short part of a bigger musical work. teaching moment about music (mvts, pieces, etc)
    - Musical notes are like letters of the alphabet. Musical phrases are like words. Movements are full sentences, and the whole work is the whole story!
    - Some music is about something, like this work. It’s about \_\_\_\_\_\_\_\_. Other works are not about anything other than beautiful music.
* How does Jeannie feel?
* Where do you hear the Lion roar? (happens at 1:00, 1:06, 1:11, 1:17, and 1:49)
* How would you describe the Lion’s character based on the music?
  + Options: playful, serious, sad, etc
  + What words in the text support your description of the Lion’s character in the music?
* Video/Music questions
  + Introduce the parts of a piano. Use labeled piano with parts. Watch the video a second time, and instruct students to call out which parts of the piano they see.
  + What was your favorite part of the video?
  + Have you been to a classical concert before?
    - Does anyone here play the piano? Do you know anyone who plays the piano? How about any other instrument?
    - Have you ever seen anyone play an instrument before?
      * Does the other instrument need to be played with fingers or with breath? Does it need to be hit with a stick?
    - What do you do at a classical concert? You sit and enjoy with your ears, but not with your voices. This piece has many parts (movements), and when they are all done, the audience shares their appreciation by clapping!

Ideas for Activities

1. Kids do a drum roll with their hands on the desk or the ground whenever the lions roar is heard (minute:second markers 1:00, 1:06, 1:11, 1:17, and 1:49). The teacher shows them the appropriate time.
2. Kids march around a small space “regally” like the lion, until the roar (part of character question)

Assessment Template:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were most students able to recognize features of the music that represented the animal well?