
Teacher Package

The Arts Exemplar Task Grade 1 – Music Teacher Package

Title: A Celebration of Animals
Time Requirement: 140–210 minutes (over several class periods)

Introductory activities

- Pre-task 1: 40–60 minutes
- Pre-task 2: 20–30 minutes

Exemplar task

- Part 1: 40–60 minutes
- Part 2: 40–60 minutes

Description of the Task

Part 1

Students demonstrate their understanding of the difference between beat and rhythm while doing the following:

- performing a simple song
- creating and performing a rhythm composition of their own

Part 2

Students respond to a selected piece of music through movement. They then draw a picture and write a simple response in which they describe the music and tell how it made them feel.

Concepts central to this task are the following:

- Beat is a steady pulse.
- Rhythm is a pattern of long and short sounds.
- Mood in music can be created through expression: fast/slow, loud/soft.

Student Scenario

Present the following scenario and instructions to the students:

Imagine that we are planning a class trip to a zoo! At the zoo you will be able to see and visit with some of your favourite animals. In music class, we will be singing, moving, and creating music about some of these animals.

You will perform a song, then you will create your own animal rhythm composition that you will clap and say for the class. Next, you will listen to some music and imagine the animal that the music describes. You will write about your animal and tell how the music made you feel.

Curriculum Expectations Addressed in the Task

This task gives students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Music strand for Grade 1 in *The Ontario Curriculum, Grades 1–8: The Arts, 1998*. Note that the codes that follow the expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

Students will:

1. distinguish between beat and rhythm in a simple song (1a8);
2. create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound (1a20);
3. communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (1a21);
4. describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (1a23).

Teacher Instructions

Prior Knowledge and Skills Required

To complete the task, students should have some experience with, or some knowledge or skills related to, the following:

- identifying examples of beat and rhythm in music
- accompanying familiar pieces using a steady beat
- accompanying familiar pieces by clapping the rhythm patterns
- responding to music that they sing and hear, using appropriate musical vocabulary (e.g., *high, low, soft, loud, fast, slow*)
- communicating their response to music through pictures, words, and movement

Assessment and Evaluation

The rubric* provided with this exemplar task is to be used to assess students’ work. The rubric is based on the achievement levels outlined on page 9 of *The Ontario Curriculum, Grades 1–8: The Arts, 1998*.

Introduce the rubric to the students at the beginning of the exemplar task. Review the rubric with the students to ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

*The rubric is reproduced on page 9 of this document.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Students should be provided with the following materials:

- "The Elephant" (Appendix A)
- multiple copies of the individual animal word cards (Appendix B) (*Note: Teachers will need to copy this sheet ahead of time and cut apart the cards in order to make up stacks of the different individual cards.*)
- a musical selection such as the CD track of "The Elephant" from *Carnival of the Animals* by Saint-Saëns
- blank template for Animal Word Card Composition (Appendix C)
- blank template for Picture and Written Response (Appendix D) (*Note: While the format of Appendix D must be maintained, students may use a variety of art forms and media – e.g., computers – to generate their pictures.*)
- pencils and crayons
- glue

Task Instructions

Notes for Teachers:

1. Piano accompaniment would help students with tempo.
2. Patting with two hands instead of one hand is a more natural action.
3. Good posture should be stressed.

Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task.

Pre-task 1: Beat and Rhythm (40–60 minutes)

Part A: Reviewing Beat

1. Teach the students the song, "The Elephant" (Appendix A), using the teaching strategies you would normally use to teach a simple song (e.g., rote, chart, rhythm cards).
2. Discuss the meaning of the text and the intent of the song.
3. Revisit the concept that beat is "a steady pulse" like a clock ticking or a heart beating.

4. Sing the song to the class a few times while patting (lightly tapping thighs) to keep the steady beat. Then have the class accompany you as you repeat the song and the patting a few more times.
5. Divide the class into two groups and have one group sing the song while the other group pats the steady beat.
6. Switch parts so that each group experiences both singing the song and keeping the steady beat.
7. Have the students practise singing the song and patting the beat at the same time.

Part B: Reviewing Rhythm Pattern

1. Revisit the concept that rhythm is “a pattern of long and short sounds”.
2. Sing the song to the class a few times while clapping the rhythm pattern. Then have the class accompany you as you repeat the song and the clapping a few more times.
3. Divide the class into two groups and have one group sing the song while the other group claps the rhythm pattern.
4. Switch parts so that each group experiences both singing the song and clapping the rhythm pattern.
5. Have the students practise singing the song and clapping the rhythm pattern at the same time.

Part C: Reviewing Beat and Rhythm Using Animal Word Cards

1. Display the animal word cards from Appendix B. Tell the students that each card represents one beat (e.g., two animals on a card show that the beat is made up of two half-beats).
2. Choose four cards with pictures of the same animal, displaying both words (e.g., four cards of bears, including cards with both “bear” and “grizzly”).
3. Have the class pat a steady beat as you chant the words on the cards (e.g., “bear bear grizzly bear”). Tell students to echo the words as they pat the beat.
4. Change and/or rearrange the animal cards to create new patterns (e.g., “grizzly grizzly bear bear”) and perform these patterns with the class in the same way.
5. Continue the activity, this time asking the students to clap the rhythm of the patterns you create.

Pre-task 2: “The Elephant” (20–30 minutes)

1. Have the students discuss and demonstrate how various animals move.
2. Record their responses on a chart (e.g., elephant – loud and heavy; fox – soft and fast; snake – low and light).
3. Sing “The Elephant” (Appendix A). (Note that the song should be sung in a lively manner and that each quarter note represents one beat.) Tell the students to listen for musical clues to help them determine how the elephant moves (e.g., fast or slow beat; high or low pitch; light or heavy sound).

4. Create a class response chart about the song. You may use teacher prompts or questions, which may include the following:
 - How do you think the elephant in the song moved?
 - What do you think the elephant was like? Why do you think that?

Note: This activity will help prepare the students for the written response in the exemplar task.

Exemplar Task

Each student's composition (Appendix C) and drawing and written response (Appendix D) are to be submitted for marking.

Part 1: Performance Tasks (40–60 minutes)

Part A: Student Preparation

1. Introduce the student scenario and the rubric to the students.
2. Put out the animal word cards (see Appendix B), stacking them according to the picture and word shown.
3. Have each student select four cards. Make sure that the students choose cards with both one- and two-syllable words (e.g., “snake”, “hissing”) so that both rhythms are represented, but do not otherwise direct their choices.
4. Have each student create a pattern with the cards and then glue his or her picture pattern to the template provided (see Appendix C: Student Composition).
5. Have the students practise patting the beat while saying the words and then practise clapping the rhythm of their patterns while saying the words.

Part B: Student Presentation

1. Rehearse “The Elephant” (Appendix A) with the whole class one more time. Remember that the song should be performed in a lively manner.
2. Divide the students into groups of four and position one group at a time in a semi-circle on the floor facing the teacher.
3. While the rest of the class sings “The Elephant” twice through, have each group of four (sitting in a semi-circle) perform as follows:
 - The group sings the song and pats the beat.
 - The group sings the song and claps the rhythm.
4. Immediately following the group performance, have each individual student perform his or her own composition (Appendix C) as follows:
 - The student says the animal words and pats the beat.
 - The student says the animal words and claps the rhythm.
5. Have the next group of four students perform the two-part task outlined above. Continue until all the students have had the opportunity to perform.

Part 2: Creative Movement; Visual and Written Response (40–60 minutes)

1. Ask the students to close their eyes and listen to some instrumental music. Do not mention the title of the piece. (The suggested selection is from the *Carnival of the Animals* by Saint-Saëns.)
2. Have the students imagine what animal the composer was describing in the music. Tell them to listen for musical clues (e.g., fast or slow beat; high or low pitch; long notes or short notes) to help them identify the animal concerned.
3. While the music is played again, ask the students to picture the animal in their minds and to create and perform their own movements depicting this animal. Tell them that their movements should be appropriate to the music and based on the musical clues they have heard. Have them move individually to the music. (You may choose to replay the music a second time and have the students repeat this exercise.)
4. After exploring the animal they imagined through movement, have the students draw the animal (students may use various media, including computers, to generate their picture) and complete the simple written response, using their musical vocabulary (e.g., *high/low, fast/slow, heavy/light*) (see Appendix D).

Appendix A

The Elephant

Teacher authors

$\text{♩} = 100$

The musical score is written on four staves of music. Each staff begins with a treble clef and a key signature of one flat (Bb). The tempo is marked as quarter note = 100. The lyrics are written below the notes. The first staff has a measure rest at the beginning. The second, third, and fourth staves begin with a measure rest. The lyrics are: 'El - e - phant, el - e - phant big and slow!', 'El - e - phant, el - e - phant swing your trunk low!', 'El - e - phant, el - e - phant your steps are loud,', and 'El - e - phant in the jun - gle you're so proud.' The score ends with a double bar line.













El - e - phant, el - e - phant big and slow!

3 El - e - phant, el - e - phant swing your trunk low!

5 El - e - phant, el - e - phant your steps are loud,

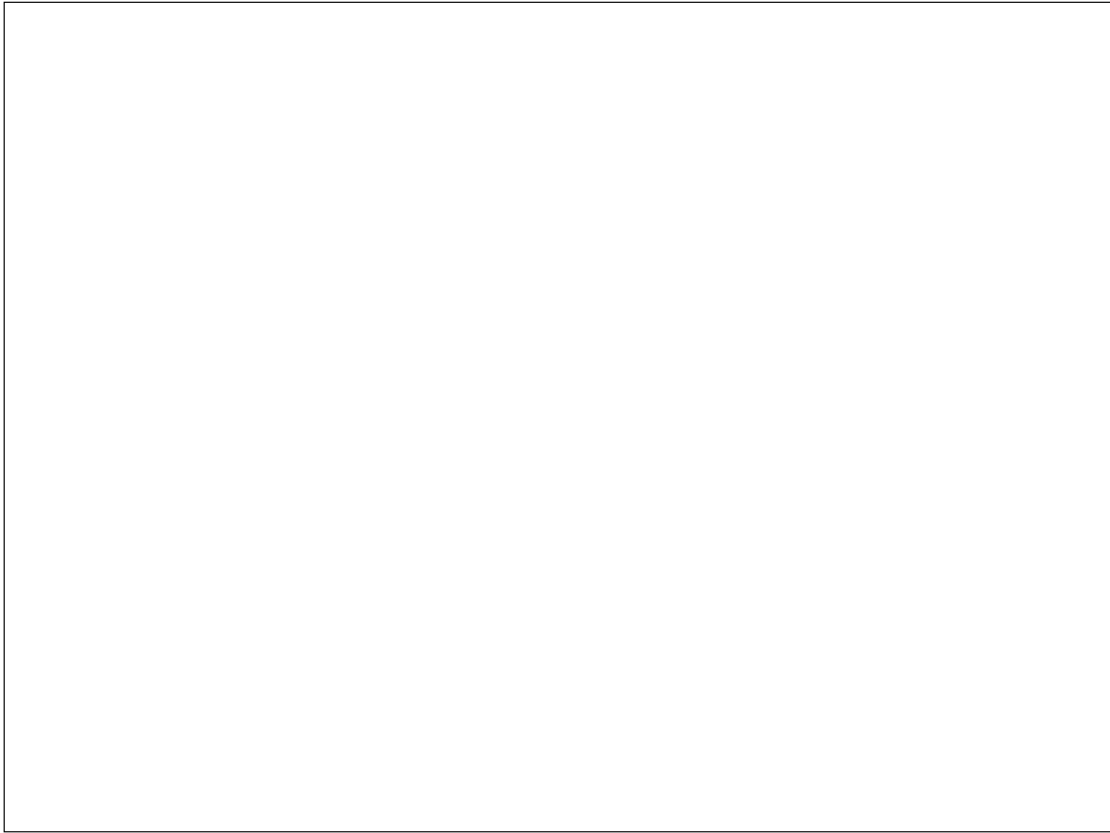
7 El - e - phant in the jun - gle you're so proud.

Appendix B: Animal Word Cards

 snake	 snake	 hissing	 hissing
 fox	 fox	 running	 running
 bear	 bear	 grizzly	 grizzly

Appendix C: Student Composition

Appendix D: Student Drawing and Written Response



1. The animal I imagined was _____

because _____

2. Use music words to tell about the music. The music was

3. The music made me feel _____

because _____
