

# Backyard Explorations

## Canton Symphony Orchestra Camouflage Learning Guide

The Canton Symphony Orchestra, Canton Museum of Art and the Wilderness Center have come together to produce a collaborative online project that will educate students about nature through visual art and music. We hope this online learning portal will allow educators and families to engage with nature, art, and music in their own backyard. This program is geared to second-grade Science, Music, and Visual Arts ODE Standards and can be easily adapted for both the classroom and home school families.



# Sponsored By:

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# About This Learning Guide:

The Backyard Explorations online learning program is split into two main educational topics: Migration and Camouflage. Within both topics, three pieces of art have been chosen to visually represent learning goals. For each piece of art, a lesson has been created to focus on each learning area: nature, visual art, and music. This learning focuses on camouflage.

## Camouflage:

**Nature:** Students understand that animals use camouflage to protect themselves from predators.

**Music:** Musicians use their instruments to set a scene and create a whole picture. Students will discuss tone, style, and genre as they investigate music's camouflage.

**Art:** Learn about how animals utilize different types of camouflage in their environment. Create a mixed media collage utilizing a variety of materials using textures, colors, and patterns.

### **Art Pieces:**

*Toad World* by Susan C. Ross

*Sparrows in a Privet Hedge* by Robert Morrow

*Looking for Balance* by Taylor Robenalt

This learning guide contains the three lessons focused on music for each art piece related to camouflage. Each music lesson contains a listening exercise and activities that directly relate to the artwork and nature theme. For questions about the learning guide, contact Rachel Hagemeyer, Manager of Education and Community Engagement, [rhagemeyer@cantonsymphony.org](mailto:rhagemeyer@cantonsymphony.org)

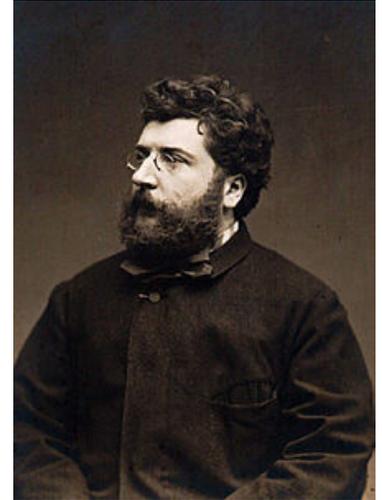
## Lesson One: Identifying Sounds

### CONNECTIONS TO ODE STANDARDS

- 4CE, Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege)
- 5CE Explore selected musical instruments visually and aurally.
- 2RE, Discuss music of various composers, periods, cultures and contrasting styles.
- 3RE Discuss how music communicates feelings, moods, images and meaning.
- 4RE, Interpret music through dance, drama and visual art.
- 6RE Discuss similarities and differences among the arts including connections between music and other curricular subjects.
- 7RE Discuss and write about their observations of types of voices and instruments heard in performances.

*Toad World*  
Susan C. Ross

*Entr'acte (Act II) from Carmen*  
Georges Bizet



**Listening:** <https://youtu.be/vOo4WW7vRbk> (full piece)  
(Listening is also available directly on the Backyard Explorations online portal)

### ABOUT THE COMPOSER:

The composer of the music for this lesson is [Georges Bizet](#). He was a French composer well known for his operas. He was born in 1838 in Paris, France. He studied composition at the Conservatory of Paris and won a prize that allowed him to study composition in Rome.

The piece of music you listened to is part of Bizet's most popular opera, *Carmen*. The opera wasn't well known during Bizet's life but actually became famous after he died. Since then, the opera has become very popular and is performed often. Much of the music in the opera is inspired by music from Spain and uses the instruments of the orchestra in a really unique way.

### INSTRUMENT FAMILY FOCUS:

Bizet uses the woodwind family in this part of the opera *Carmen* very prominently. The instruments of [the woodwind family](#) are placed in the same family because of how they are all made out of wood, or used to be made out of wood, and how they make sound. Woodwind musicians blow air, or "wind", into their instrument to create sound. Woodwind instruments all look very different from one another unlike brass and string instruments that all look similar to each other. They are different sizes and shapes and made of different types of wood. Just like how toads and frogs look different from species to species, the instruments of the woodwind family all have unique characteristics.

*To learn more about the instruments of the woodwind family, visit the Backyard Explorations online portal.*

# Lesson One: Identifying Sounds

**LISTENING:** <https://youtu.be/vOo4WW7vRbk> (full piece)

*(Listening is also available directly on the Backyard Explorations online portal)*

While viewing *Toad World* by Susan C. Ross, listen to Bizet's *Carmen* and ask the students the following question:

1. What are some ways this music sounds like the art piece?

*Ex: The rhythm at the start of the piece sounds like a toad hopping around the ground.*

**Read this:** The music we are listening to is very unique. While the listening is performed by an orchestra it was written for an opera! Opera is a type of performance where performers act and sing onstage while an orchestra accompanies them. Operas tell stories and dates back to Italy in the 16th century. The music that accompanies the story must adapt to the narrative and sound like the mood on stage. When we watch movies, the soundtrack of the movie does this as well!

Toads are masters of camouflage. They can look like everything from a rock to a leaf on the ground. Like a soundtrack to a movie or the music of an opera, toads change themselves to match what is going on around them. In this piece of music we listened to, the melody in this piece changes as it is passed to different members of the woodwind family. Each time a different instrument plays the melody, it changes a little bit, just like a toad changes the way it looks to fit into its surroundings!

## ACTIVITY 1: LEARNING THE WOODWIND SECTION

**Learning Objective:** Students will be able to identify woodwind instruments by sight and sound.

**MATERIALS:** Woodwind listening examples

Familiarize the students with the instruments of the woodwind family. Play the following clips of the four instruments of the woodwind family while showing what the instruments look like by using the pictures on page 4. Play each clip multiple times in random order and have the students tell you which instrument they hear.

Use the following links. Play each excerpt until students identify the instrument. *(each listening also available directly on the Backyard Explorations online portal)*

- Flute - <https://www.youtube.com/watch?v=be1jJCH32OU>
- Oboe - <https://www.youtube.com/watch?v=ZaGGtR86a9s>
- Clarinet - <https://youtu.be/zEggChq5zgo?t=11>
- Bassoon - <https://youtu.be/Joss6anuehs>

## ACTIVITY 2: IDENTIFYING INSTRUMENTS

**MATERIALS:** *Carmen* audio clips

**Learning Objective:** Students will be able to identify woodwind instruments by sound in the context of a piece of music.

The *Entr'acte* from *Carmen* features all of the instruments in the woodwind section of an orchestra. In this activity, the students will listen to the whole piece again and answer the following questions using the worksheet on page 6. The piece has been cut into four sections on the Backyard Explorations online portal. If using the link in this worksheet, pause the video at the time stamps indicated by each question.

*Carmen* Entr'acte - <https://youtu.be/vOo4WW7vRbk>

1. Which woodwind instrument is playing at the start of the music? (0:00-0:33) (**bassoon**)
2. Which woodwind instrument plays next? (0:33-0:55) (**flute**)
3. The instrument from question two is followed by which two woodwind instruments? (0:58-1:28) (**clarinet and bassoon**)
4. Which two woodwinds play at the end of the piece? (1:28-1:43) (**oboe and flute**)

## REFLECTION:

Woodwinds are such unique sounding and looking instruments that it makes it simpler at times to hear them in orchestras. Just like how toads can change their appearance to suit the environment or choose to stand out against it, woodwinds can blend in or stand out.

Which woodwind instrument stood out the most to you?



# Lesson One: Identifying Sounds

## WOODWIND INSTRUMENTS



Flute



Oboe



Clarinet



Bassoon

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# Lesson One: Identifying Sounds

## ACTIVITY 2: WORKSHEET

Listen to the excerpts and choose which instrument or instruments you hear featured.

1. Which woodwind instrument is playing at the start of the music?
2. Which woodwind instrument plays next?
3. The instrument from question two is followed by which two woodwind instruments?
4. Which two woodwinds play at the end of the piece?

Flute



Oboe



Clarinet



Bassoon



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# Lesson Two: Creating Song

## CONNECTIONS TO ODE STANDARDS

- 3CE Listen to and identify music of various styles, composers, periods and cultures.
- 5CE, Explore selected musical instruments visually and aurally.
- 4PR Improvise and compose simple rhythmic and melodic phrases.
- 5PR Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).
- 2RE Discuss music of various composers, periods, cultures and contrasting styles.
- 3RE, Discuss how music communicates feelings, moods, images and meaning.
- 4RE, Interpret music through dance, drama and visual art.
- 7RE Discuss and write about their observations of types of voices and instruments heard in performances.

*Sparrows in a Private Hedge*  
Robert Morrow



*La mer*  
Claude Debussy



**Listening:** <https://youtu.be/hIR9rDJMEiQ?t=541> (9:00-12:25)

(Listening is also available directly on the Backyard Explorations online portal)

### ABOUT THE COMPOSER:

Claude Debussy was a French composer born in 1862. He showed enough musical talent to have been admitted to the Paris Conservatory when he was 10 years old. He was one of the most influential composers of the late 19th and early 20th centuries and developed his own style of using the sounds and colors of the orchestra.

*La mer* is the name of the piece you will listen to in this lesson. *La mer* means ‘the sea’ in French, as it is inspired by water. When Debussy composed the piece, he drew inspiration from art of seascapes as well as literature.

### INSTRUMENT FAMILY FOCUS:

The instrument family that is the focus of *La mer* is the woodwind family. The instruments of the woodwind family are placed in the same family because of how they are all made out of wood or used to be made out of wood, and how they make sound. Woodwind musicians blow air, or “wind”, into their instrument to create sound. Bassoons, oboes, and clarinets use reeds to make sound on their instruments while the flute blows air across a hole in the instrument to make a sound. These instruments all have very different and distinct sounds from one another, just like song birds, such as sparrows. Birds sing and chirp to each other to communicate and it is wonderful to listen to song birds sing.

*To learn more about the instruments of the woodwind family, visit the Backyard Explorations online portal.*

# Lesson Two: Creating Song

**LISTENING:** <https://youtu.be/hlR9rDJMEiQ?t=541> (9:00-12:25)

(Listening is also available directly on the Backyard Explorations online portal)

While viewing *Sparrows in a Private Hedge* by Robert Morrow, listen to Debussy's *La mer* and ask the students the following question:

1. What are some ways this music sounds like the art piece?

*Ex: The music sounds like birds singing to each other as they fly through the sky.*

**Read this:** Birds use their songs to communicate in the wild. Just like how birds listen and communicate with each other, musicians need to communicate with each other while performing. There are many ways musicians communicate and work as a team while performing, such as looking at each other, following the conductor, and moving while they play but one of the most important ways is listening. Musicians listen to the other instruments and performers to follow the music they are playing so they can blend their sounds and play together. This involves a lot of teamwork and careful listening! What are some times you have worked as part of a team? How do you think songbirds may work as a team?

## ACTIVITY 1: BIRDSONG

**Learning Objective:** Students will use critical listening to understand songs in nature.

**MATERIALS:** Birdsong recordings.

Click the link below to go to a page that includes information about songbirds as well as recordings of their songs. (*links to all bird songs embedded on Backyard Explorations online portal*)

Listen through each birdsong listed below. Be sure to listen as closely as you can! Try and hear how each songbird has a special and unique sound. Is their song higher than the one before or lower? Was it faster or slower? Try and hear as many small details as you can!

Bird Songs: <https://academy.allaboutbirds.org/birdsong/>

- Eastern Meadowlark
- Common Yellowthroat (song)
- Northern Cardinal
- Wood Thrush
- White-throated Sparrow

Once the students have listened and made observations about each bird song, move on to activity two.



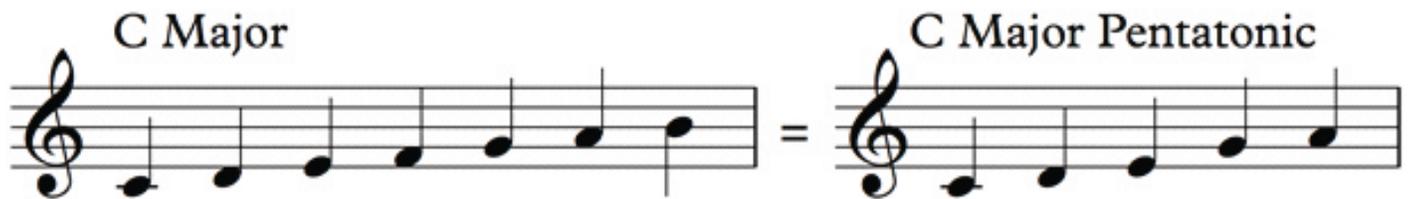
## ACTIVITY 2: COMPOSITION

MATERIALS: Blank staff paper

**Learning Objective:** Students will compose a “bird song” using the pentatonic scale.

**Read this:** Bird calls are typically very simple melodies and beautiful to listen to. The closest thing in music to a bird call is the pentatonic scale. A pentatonic scale is made up of five notes of a major scale. The pentatonic scale is special because the five notes sound good together no matter the order they are played. This is because there is no tension, or dissonance, between any of the notes. Pentatonic scales were developed independently by many ancient civilizations and are still used in various musical styles today. Nature uses it as well!

Show the students a normal C major scale by using the figure below or drawing on the board. Then, explain how we create a pentatonic scale from the major scale. (*The two notes not used from the C major scale in the C Major pentatonic scale are F and B.*) With the pentatonic scale, you can improvise with any of the notes and it will always sound good. There are no wrong notes!



Have the students use the pentatonic scale to create bird songs. This activity can be done alone or in groups. Using the worksheet on page 12, students can choose notes from the C major pentatonic scale as the notes for their song and arrange them in any order. Sing or play through the C major pentatonic scale before you start writing your bird song to familiarize yourself with the scale. Try and make it sound as much like a bird song as you can.

Tips for composing a bird song:

- Most bird songs are 4 to 8 notes long.
- Notes are often repeated.
- If students need help, give them a starting note and then have them choose if they want to go up or down from that note.
- Students can try and imitate one of the bird songs from activity 1 as an example.

When students are done writing their song, have the class try and perform the bird song! Teachers can choose if the students perform using solfege, vocables or numbers.

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# Lesson Two: Creating Song

## ACTIVITY 2: COMPOSITION WORKSHEET

Using notes from the pentatonic scale below, compose your own bird song!

Tips for composing a bird song:

- Most bird songs are 4 to 8 notes long.
- Notes are often repeated.
- To begin, pick a starting note and then go up or down from that note until you have a song.
- Try and imitate a bird song you have heard before.

### C Major Pentatonic



Compose your bird song!

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Name your bird song!

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# Lesson Three: Musical Style

## CONNECTIONS TO ODE STANDARDS

- 3CE, Listen to and identify music of various styles, composers, periods and cultures.
- 4CE, Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
- 5CE, Explore selected musical instruments visually and aurally.
- 2PR, Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
- 1RE Explain how music is used for a variety of purposes and occasions
- 2RE, Discuss music of various composers, periods, cultures and contrasting styles.
- 3RE Discuss how music communicates feelings, moods, images and meaning.
- 4RE, Interpret music through dance, drama and visual art.
- 6RE, Discuss similarities and differences among the arts including connections between music and other curricular subjects.
- 7RE, Discuss and write about their observations of types of voices and instruments heard in performances.

*Looking for Balance*  
Taylor Robenalt

*The Tale of Peter Rabbit: I. Overture* - Stephen McNeff  
book by Beatrix Potter



**Listening:** <https://www.youtube.com/watch?v=g29bwEpR9X4> (full)

(Listening is also available directly on the *Backyard Explorations* online portal)

### ABOUT THE COMPOSER AND AUTHOR:

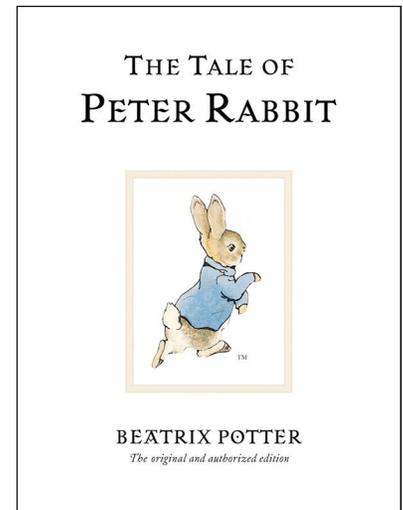
[Stephen McNeff](#) is a British composer who has written operas, vocal, and orchestral pieces. He was born in 1951 and still composes music today! He studied composition at the Royal Academy of Music in London, England, and is the composer of the piece of music you just heard!

The piece you just listened to was the “Overture”, or beginning to a piece called *The Tale of Peter Rabbit*. An overture is the beginning, or intro, to a large piece. *The Tale of Peter Rabbit* is part of a larger group of pieces called *Four Tales from Beatrix Potter*. The pieces tell various stories from the author [Beatrix Potter](#), who wrote books such as *The Tale of Peter Rabbit* and *The Tale of the Flopsy Bunnies*.

### INSTRUMENT FAMILY FOCUS:

In this short musical example we hear all members of the orchestra family. Listen for the strings, woodwinds, brass, and percussion as each is featured in this piece.

*To learn more about the instruments of the orchestra, visit the [Backyard Explorations](#) online portal.*



# Lesson Three: Musical Style

**LISTENING:** <https://www.youtube.com/watch?v=g29bwEpR9X4> (full)

(Listening is also available directly on the Backyard Explorations online portal)

While viewing *Looking for Balance* by Taylor Robenalt, listen *The Tale of Peter Rabbit: I. Overture* and ask the students the following question.

1. What are some ways this music sounds like the art piece?

*Ex: The music sounds very happy and like springtime, just like the flowers on the rabbits back*

**Read this:** One animal in the art piece is a rabbit. Rabbits can change their fur during the winter from brown to white to blend in with the snow. Instruments can also change how they sound to blend into different styles of music.

The music example above is a classical style of music. One of the instruments we heard playing was the clarinet. We are going to take a deeper look at the clarinet and see how it camouflages itself into different musical styles.

## ACTIVITY 1: STYLES OF CLARINET

**MATERIALS:** Clarinet Recordings

**Learning Objective:** Students will listen to and reflect on other styles of music.

Listen to the recordings with the students and read the following:

**Listening 1** - Jazz Clarinet - [https://www.youtube.com/watch?v=j5ge7vB\\_RD0](https://www.youtube.com/watch?v=j5ge7vB_RD0) (:56-1:57)

In this example we see the clarinet playing jazz. Jazz is a music genre originating from the African-American communities living in New Orleans, Louisiana. It began in the late 19th and early 20th century. While the clarinet played in both the “Overture” and the jazz recording, the instrument has a very different sound in each piece. What are some differences you heard? What words would you use to describe the way the clarinet sounds playing jazz vs the classical piece? Is there anything in this musical example that reminded you of the piece of art and if so, what are they?

**Listening 2** - Klezmer Clarinet - <https://www.youtube.com/watch?v=jMiCUTsjQCE> (:04-:46)

Here is another style of clarinet playing called klezmer, which is traditional Jewish music. This style is different than both the jazz and classical styles listened to earlier. What are some differences you heard? What words would you use to describe the way the clarinet sounds playing klezmer vs the classical piece? Is there anything in this musical example that reminded you of the piece of art and if so, what are they?

### Reflection Questions:

1. Had you heard these styles before?
2. Which style did you like the best?

**ACTIVITY 2: SCALES IN OTHER STYLES****MATERIALS:** Classroom instruments, Scale Figures and Worksheet

**Learning Objective:** Students will play scales in other musical styles and identify similarities and differences.

Use the following guided discussion to teach students about the common major scale, the blues scales, and the Klezmer scale. As the class discusses and plays the scales, students will complete the worksheet on page 20 to discover the similarities and differences between the scales.

**PLAYING SCALES**

Let's try some of these styles of music on instruments! Using Figure 1 on page 18 show the students the common C Major scale which is a scale often used in classical music. What is a scale? (*A scale is a set of notes that guides which notes are used in a song or piece.*)

Play or sing through the C Major scale. Have the students pay close attention to how each note sounds when the next one is played and ask them "do you hear a pattern"? Once they have listened to the scale, have the students play the scale with you on classroom instruments.

Once students are comfortable with the C Major scale, play the blues scale. Use Figure 2 on page 18 to show the blues scale built on the starting note C. Do students notice anything different about this scale? Some of the notes now have flats, which lower the pitch of a note, and sharps, which raise the pitch of a note! Once they have listened to the blues scale, have the students play the scale with you on classroom instruments.

Now play the common scale and the blues scale to compare how they sound! Have the students listen for differences between the blues scale and the common Major scale. Do some of the notes sound different, and, if they do, what sounds different about them? Have the students circle all the differences between the two scales in section 1 of the worksheet on page 20.

Next, is a scale used in Klezmer music called the Ahava Rabbah, Freygish or just the "Jewish scale". In music theory it is known as the Phrygian dominant scale. Use Figure 3 on page 18 to show the students. As you play this scale for the students, do they notice anything that is different about this scale? Once they have listened to the Klezmer scale, have the students play the scale with you on classroom instruments.

Now play the common scale and the Klezmer scale to compare how they sound! Have the students listen for differences between the blues scale and the common Major scale. Do some of the notes sound different, and, if they do, what sounds different about them? Have the students circle all the differences between the two scales in section 2 of the worksheet on page 20.

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## SCALE FIGURES

Figure 1



Figure 2

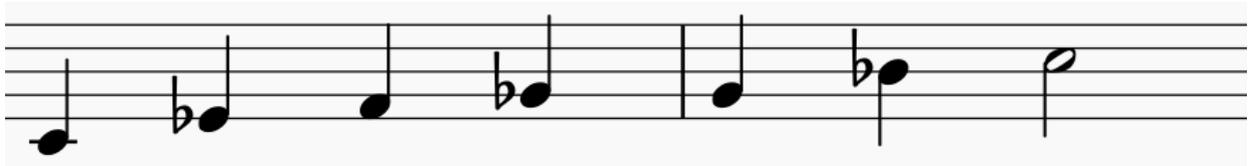


Figure 3

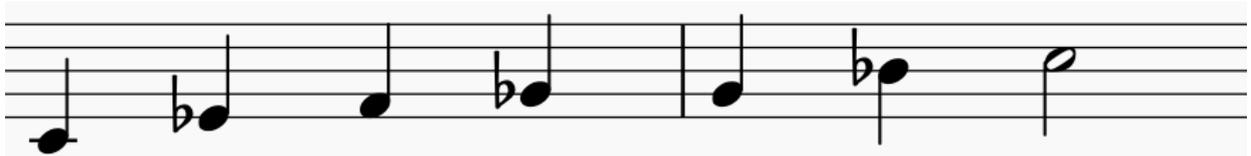
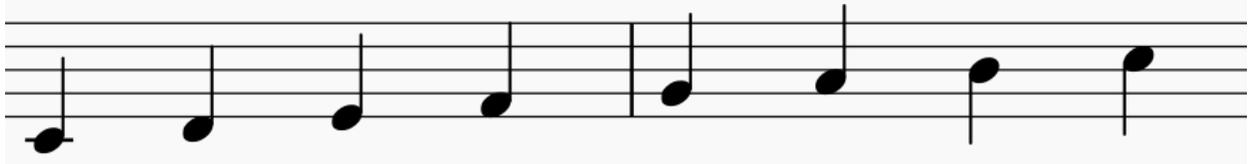


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# Lesson Three: Musical Style

## ACTIVITY 2: SCALES IN OTHER STYLES WORKSHEET

**Section 1:** Circle all of the differences between the two scales.



**Section 2:** Circle all of the differences between the two scales.

