

# Backyard Explorations

## Canton Symphony Orchestra Migration 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 migration.

## Migration:

**Nature:** Students understand that animals can move to find suitable habitats. Some animals travel far, and some stay close to home. Students will recognize that there are perils along the journey for many animals.

**Music:** Composers use many techniques to move music forward. Learn about rhythm, line, and melody to discover how a piece of music can be like a bird in a nest or a bird flying.

**Art:** Discover how artists create action and movement in art focusing on animals by learning about the different types of "active" lines. Create an animal themed painting utilizing "active" line making and movement.

### Art Pieces:

*The Navigator* by Kristen Cliffl

*Mallards Descending* by Benson Bond Moore

*Bat* by Thomas Cornell

This learning guide contains the three lessons focused on music for each art piece related to migration. 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)

# Migration

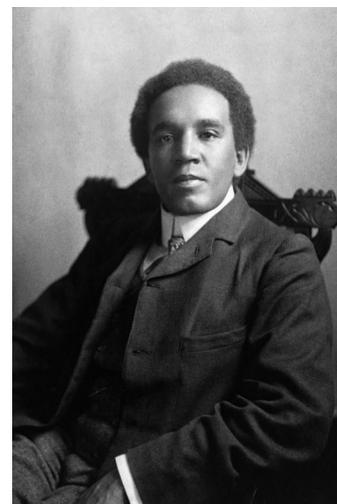
## CONNECTIONS TO ODE STANDARDS

- 4CE, Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
- 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).
- 6PR, Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
- 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.

# Lesson One: Melody and Bass Line

*The Navigator*  
Kristen Cliffl (bluebird)

*Petite Suite de Concert Op. 77 - III*  
Samuel Coleridge Taylor



**Listening:** [https://youtu.be/cP\\_2DYjiikE?t=560](https://youtu.be/cP_2DYjiikE?t=560) (time stamp 9:20 - 13:16)  
(Listening is also available directly on the *Backyard Explorations* online portal)

## ABOUT THE COMPOSER:

[Samuel Coleridge-Taylor](#) is the composer of the piece for this lesson. He was an English composer born in London, England in 1875. He was musically talented as a child, and he began studying at the Royal College of Music at the age of 15.

The name of the piece you will listen to is *Petite Suite de Concert Op. 77*. The piece was composed in 1911 and is a good example of light English romantic music, a very popular type of music to listen to during the time. The piece has four movements, or sections, but we are only listening to the third movement. Orchestral music is often made up of movements that come together to form the larger piece of music.

## INSTRUMENT FAMILY FOCUS:

The family of instruments featured prominently in Coleridge-Taylor's piece is the [string](#) family. Instruments in the string family have many things in common including shape, material, and how they make sound. String musicians make sound by vibrating the strings on their instrument with their finger or bow. When a musician pulls the bow across the strings or plucks a string with their finger, the string vibrates and makes a sound. There are four main members of the string family: the violin, the viola, the cello, and the bass. The violin is the smallest and plays the highest while the bass is the largest and plays the lowest.

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

**LISTENING:** [https://www.youtube.com/watch?v=cP\\_2DYjiikE](https://www.youtube.com/watch?v=cP_2DYjiikE)

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

While viewing *The Navigator* by Kristen Cliffl, listen to Samuel Coleridge Taylor's *Petite Suite de Concert* and ask the students the following question:

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

*Ex: The music sounds very peaceful and relaxed, like the bird in the sculpture.*

**Read this:** When we look at *The Navigator*, we see a sweet bluebird happily sitting in a boat. We can imagine it tweeting a little melody as it floats down a river or on a lake. **What is a melody?** A melody is defined as a sequence of single notes that is musically satisfying. Meaning, the melody is the part of the song that you can sing or the part that typically gets stuck in your head after listening to it. If you are singing the lyrics to a song, you are actually singing the melody! Even music without song lyrics has a melody just like the music we listened to a moment ago. What are some songs you can think of right now? (Have the students try singing the melody to a simple song. Ex: Row Your Boat, Mary Had a Little Lamb, and Rock A Bye Baby.) The part of these songs you just sang is the melody. Those melodies are pretty simple, but melodies can be complicated, too. Songs can also have more than one melody!

Another important part of music is called the bass line. This is the low part of the music, where the low register instruments like the double basses play. Their job is to support the melody by providing rhythm and harmony. Melody, harmony, and the bass line all work together to help music sound rich and full.

### ACTIVITY 1:

**Learning Objective:** Students will identify the melody and bass lines.

Listen to *Petite Suite* one more time and answer the following questions.

**MATERIALS:** *Petite Suite de Concert* recording

1. Is the melody typically played by a higher or lower instrument? (higher)
2. Can you name any instruments you hear playing the melody? (violin, etc.)
3. Does the instrument playing the melody ever change?
4. Is the bass line typically played by a higher or lower instrument? (lower)
5. Can you name any instruments you hear playing the bass line? (cello, bass, etc.)
6. Does the instrument playing the bass line ever change?



**ACTIVITY 2: MELODY**

**MATERIALS:** Activity worksheets and classroom instruments (optional)

**Learning Objective:** Students will perform melodies and create bass lines.

**Read this:** Let's get more familiar with a melody we all know "Rock-A-Bye-Baby". After looking at *The Navigator* and listening to *Petite Suite*, write new lyrics to "Rock-A-Bye-Baby" to match the feeling of the art and music. We are using "Rock-A-Bye-Baby" since the song sways back and forth, like the rocking of the boat the little bluebird in *The Navigator* is in.

- Sing through the song "Rock-A-Bye-Baby" with the class. Once the class is familiar and comfortable with the song, take another look at the art. What are some words that describe the sculpture? Some examples are relaxed, blue, river, boat, the sea, nest, etc. There are no wrong answers!
- Once the students have collected some words, start creating new lyrics. Using the words chosen earlier as inspiration, work to create a new verse to the tune of "Rock-A-Bye-Baby". Use the worksheet on the next page to have the students fill in their own lyrics individually or as a group. The syllables of each student's new song lyrics should match the syllables of the original song lyrics. See example below.

**Ex:**

Rock-a-bye-Baby on the tree top  
**Float a-long blue-bird on the ri-ver**  
 When the wind blows, the cra-dle will rock  
**Feel the wind blow, through all your fea-thers**  
 When the bough breaks, the cra-dle will fall  
**Sing your sweet song, for people to hear**  
 And down will come ba-by, cra-dle and all.  
**And o-thers will join you, from far and near.**

- When the new verse has been completed, have the students learn to sing the new verse to the original tune. (*A blank set of sheet music has been provided to write in the students' lyrics. This sheet music may also be used for the bass line part of the activity.*)

**ACTIVITY 2: BASS LINE**

Once the students are comfortable with the new verse and lyrics, start creating a bass line! Using the blank sheet music on page 6 of this packet to compose a bass line as a group. To create a bass line, use the following guidelines:

- There will be one bass line note per measure of music.
- Choose each bass line note from the chords indicated above each measure. Each chord has three notes to choose from. The class can vote on which note they want in the bass line.

Once a bass line is created, have the students sing/play (using classroom instruments) through the new bass line several times until they are comfortable with it. Then, perform the new song about *The Navigator*! Divide the class in half. Have one half sing the melody to the new lyrics and the other sing/play the bass line. Have the students switch parts so everyone sings both parts.

# Lesson One: Melody and Bass Line



## ACTIVITY 2: MELODY WORKSHEET

Write your own lyrics to “Rock-A-Bye Baby”. Below you will see the original lyrics. Under each syllable of the song, write your own lyrics. The syllables of the new song lyrics should match the syllables of the original song lyrics.

*Bonus: Can you make line 1 rhyme with line 2, and line 3 rhyme with line 4?*

1. Rock - a - bye ba - by on the tree - top.

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2. When the wind blows the cra - dle will rock.

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3. When the bough breaks, the cra - dle will fall,

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4. and down will come ba - by, cra - dle and all.

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## ACTIVITY 2: BASS LINE WORKSHEET

Write the new lyrics below the original lyrics. Use the empty space to write the letter name of the bass line note below each measure. Choose a bass line note from one of three notes in the chord above each measure. The chords and notes within the chords have been provided for you. A blank clef has also been provided to write out the bass line, which can be written in bass or treble clef.

**CHORDS:** Choose one note from each chord to go below each measure.

**G** - G, B, or D      **Am** - A, C, or E      **D** - D, F#, or A      **C** - C, E, or G

1. Rock - a-bye ba - by on the tree - top. When the wind blows the

cra - dle will rock. When the bough breaks, the cra - dle will

fall, and down will come ba - by, cra - dle and all.

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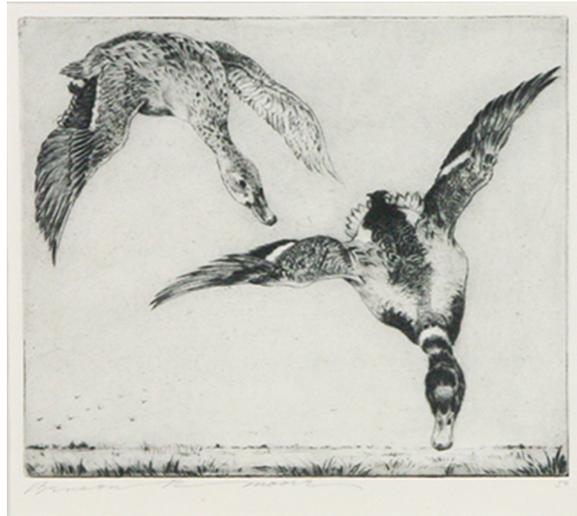
## Lesson Two: Rhythm in Music

### CONNECTIONS TO ODE STANDARDS

- 4CE, Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
- 3PR, Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
- 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.

*Mallards Descending*  
Benson Bond Moore

“Dance of the Comedians” from *The Bartered Bride*  
Bedřich Smetana



**Listening:** <https://youtu.be/KY1b52b0Re4?t=12> (time stamp 0:12 - 3:15 -suggested-)  
(Listening is also available directly on the *Backyard Explorations* online portal)

### ABOUT THE COMPOSER:

The composer for the piece of music in this lesson is [Bedřich Smetana](#). He was a Czech composer born in 1824 in Litomyšl, Czech Republic. He was a gifted composer from an early age and gave his first public performance at 6 years old! He is known for being a pillar of Czech music and his music has been long lasting in his native country.

The piece featured is “Dance of the Comedians” from *The Bartered Bride*. *The Bartered Bride* is an opera, a form of music that combines storytelling, singing, full orchestra and a full stage of costumes and sets! This was Smetana’s second opera Smetana wrote and the first performance was in 1866. This opera is considered an important part of Czech music and is performed often today. However, the opera went through several changes before it became popular, and it wasn't until 1870, and four versions later, that it became a hit.

### INSTRUMENT FAMILY FOCUS:

Some instruments featured prominently in this piece are instruments from the [percussion family](#). Percussion oversees the rhythm of the orchestra. The percussion family includes a large number of instruments, but the ones featured in this piece are the timpani and the crash cymbals. Timpani are large drums that are tuned to certain pitches by a foot pedal. Crash cymbals are held in both hands and played by striking them together to make a sound.

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

# Lesson Two: Rhythm in Music

**LISTENING:** <https://youtu.be/KY1b52b0Re4?t=12> (time stamp 0:12 - 3:15 -suggested-)

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

While viewing *Mallards Descending* by Benson Bond Moore, listen to Bedřich Smetana’s “Dance of the Comedians” and ask the students the following question:

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

*Ex: The music moves up and down like the mallards flying in the art.*

**Read this:** Mallards are a type of duck that tend to fly together in groups. The art piece shows two mallards diving down quickly into the water. In the winter, ducks fly many miles each day as they migrate south. As they migrate, ducks use everything from the weather, to the stars, to landmarks to help them navigate, or find their way, during this migration.

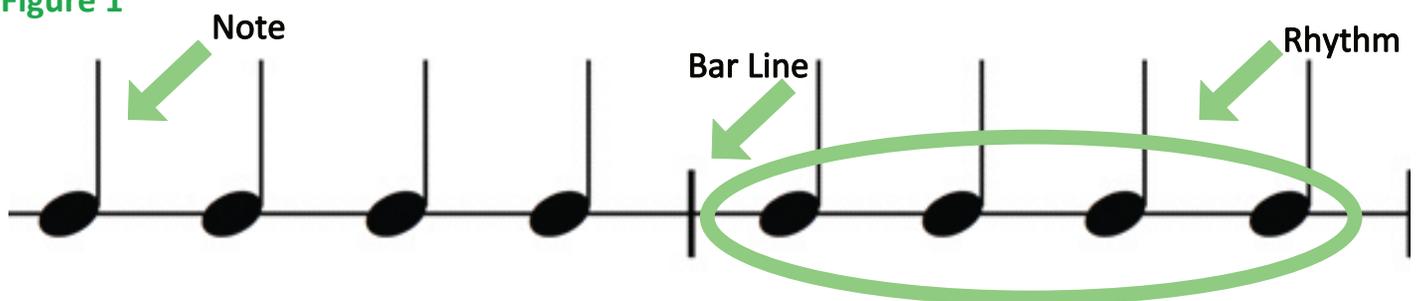
Sometimes music can get confusing! The music we listened to was very fast and had many instruments doing different things! So, how do musicians navigate music to make sure they don’t get lost? Musicians use several tools and one of these tools is called **rhythm**. Rhythm is a strong, regular, repeated pattern of movement or sound. If you have ever listened to rock music, you usually can hear the rhythm being played by the drummer! The drummer beats out a rhythm that keeps the whole band together! Classical musicians also use rhythm to keep their place in the music and let them know what is happening during the song, just like how ducks use landmarks to help them fly south.

## AN EXPLANATION OF RHYTHM

**Read this:** Rhythm is a strong, regular, repeated pattern of movement or sound. Musicians read rhythms to navigate music. One tool used to make rhythm easier to read is something called **measures or bars**.

Look at this music. (*Show the students Figure 1 by drawing on the board or print out page 12.*)

**Figure 1**



You can see notes that are making up a rhythm. What else do you see? We can see lines or bars breaking up the rhythm. Those lines indicate the end of a measure. Ask the students the following about Figure 1.

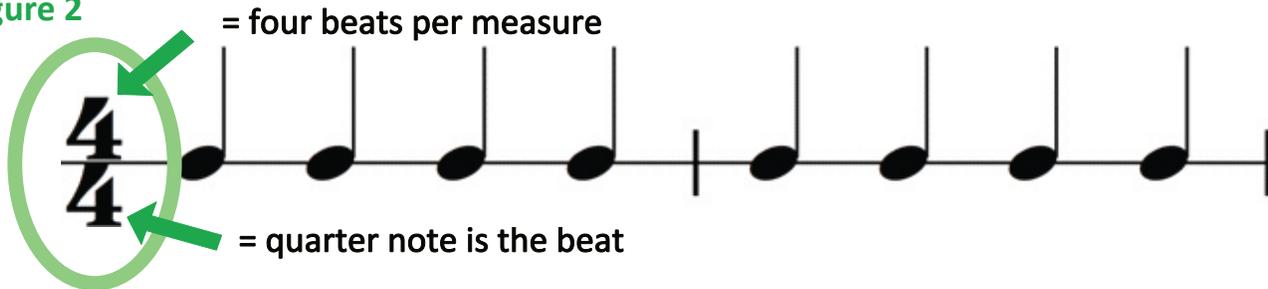
- How many notes do you see in a measure? (**4**)
- Do you know what we call this type of note? (**quarter note**)

In each measure we can see four quarter notes. If we clap it, it will sound like this. (*demonstrate*). The rhythm of this music is four quarter notes in a measure.

## AN EXPLANATION OF RHYTHM

Since there are four quarter notes in a measure, we would say that this line of music is in 4/4 time. 4/4 is the **time signature**. (*Show the students Figure 2 by drawing on the board or print out page 12.*)

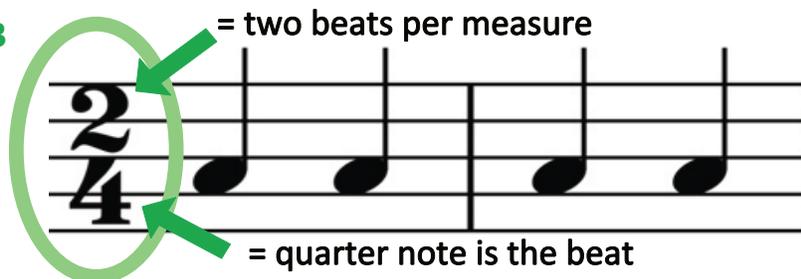
Figure 2



A time signature tells a musician how many notes to play in a measure and how long those notes should be. The top number being four means there are four beats in every measure and the bottom number being four means the quarter note gets the beat.

In the music we listened to earlier, there were lots of really fast notes at the beginning! The musicians were playing a very fast rhythm using notes that we call sixteenth notes. A sixteenth note is four times faster than a quarter note! The piece is written in the two four time signature. (*Show the students Figure 3 by drawing on the board or print out page 12.*)

Figure 3



Ask the students the following questions:

- What does the top number mean? *It means there are two beats in every measure.*
- What does the bottom number mean? *It means the quarter note gets the beat.*

So together this means there are two quarter notes in every bar.

## AN EXPLANATION OF SUBDIVISION

**Read this:** So how do we get from the two quarter notes in the time signature of “Dance of the Comedians” to the fast, sixteenth notes we heard in the music? This is done by a process called **subdivision**. When we subdivide we divide the beat into smaller units. Subdivision is how we count notes that are smaller than the value of the time signature.

## ACTIVITY 1: SUBDIVISION

**MATERIALS:** Subdivision worksheet on page 14

**Learning Objective:** Students will learn subdivision using quarter, eighth, and sixteenth notes.

**Read this:** Looking at our 2/4 time signature from “Dance of the Comedians”, we will subdivide the quarter note by splitting it into smaller notes.

- Have the student draw two quarter notes on line 1 of the blank staff paper provided on page 14.
- Then explain that when you divide a quarter note in half you get two eighth notes.
- Have the student then draw two eighth notes on line 2 for each quarter note. (students should have four notes drawn on line 2).
- Then explain that when you divide an eighth note in half you get two sixteenth notes.
- Have the student then draw two sixteenth notes on line 3 for each eighth note. (students should have eight notes drawn on line 3).

Student should now have a completed rhythm tree. Save the rhythm tree work for activity 2. You may also do this activity as a class on the board.

## ACTIVITY 2: CLAPPING A RHYTHM

**MATERIALS:** Completed rhythm tree from activity 1

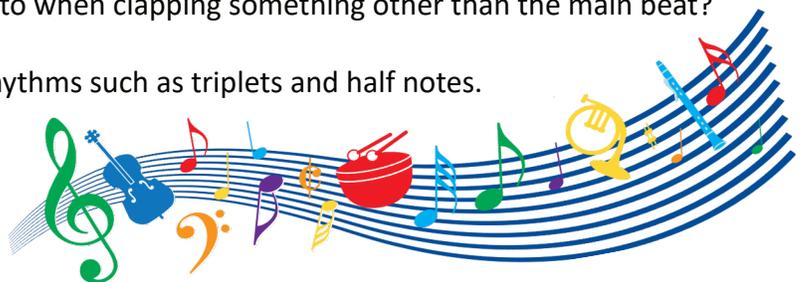
**Learning Objective:** Students will perform rhythms using quarter, eighth, and sixteenth notes.

1. Set a metronome or begin by clapping a slow steady beat, around 60 bpm.
2. Once your beat is steady, ask your students to start clapping along with you.
3. Once the students have a secure grasp on the beat, begin counting eighth notes while clapping the steady quarter note beat. Have the students clap/verbalize the eighth notes you are counting. Have the students move to the beat to internalize it and to feel the rhythms. *Ex: Walking around the room to the beat.*
4. Repeat steps 1 and 2 and begin counting sixteenth notes while clapping the steady quarter note beat. Have the students clap/verbalize the sixteenth notes you are counting.
5. When step 4 feels secure with the group, have the students look at their rhythm trees from activity 1. Tell them to choose line 1, 2, or 3. You continue the steady beat and have the students perform their chosen line along with the steady beat.
6. Repeat step 5 several times, asking the students to perform a different line each time.
7. Try this activity at different speeds if the students are grasping it quickly.

After this exercise ask the students the following questions:

1. What was it like clapping the faster lines?
2. What did you have to pay attention to when clapping something other than the main beat?

Challenge: Try the exercise with different rhythms such as triplets and half notes.



## RHYTHM FIGURES

Figure 1



Figure 2

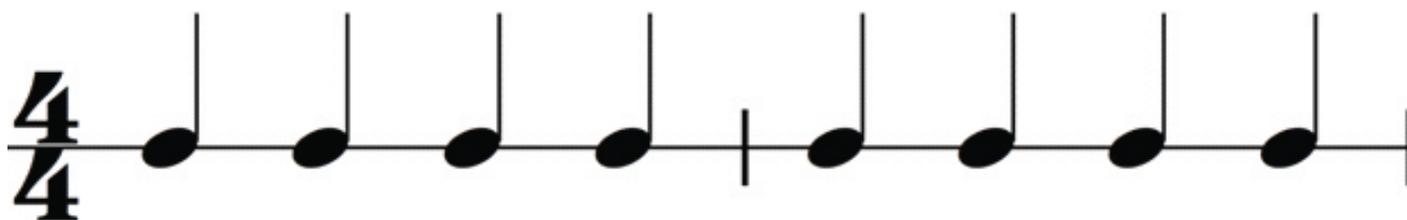


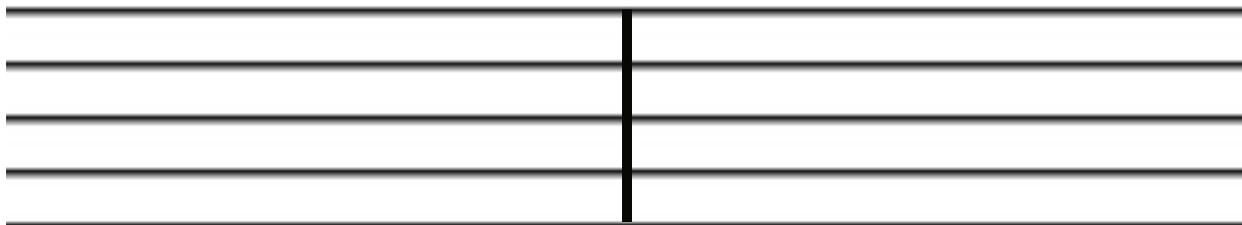
Figure 3



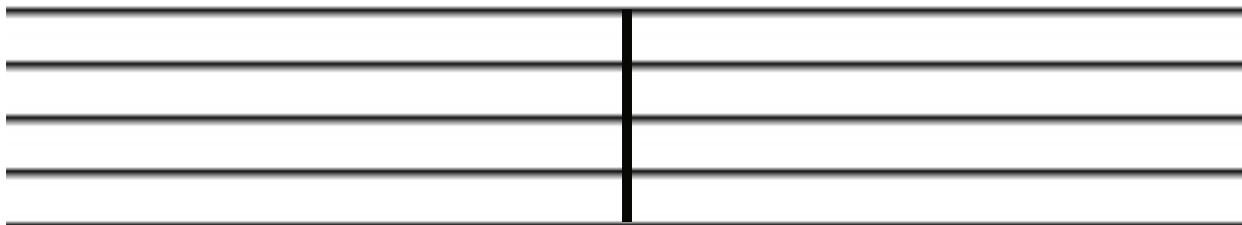
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## ACTIVITY 1: SUBDIVISION WORKSHEET - RHYTHM TREE

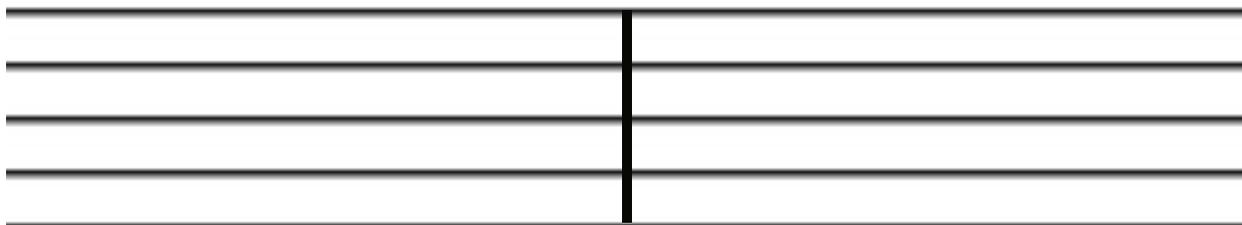
**Line 1: Quarter Notes (one per measure)**



**Line 2: Eighth Notes (two per measure)**



**Line 3: Sixteenth Notes (four per measure)**



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## Lesson Three: Musical Rounds

### CONNECTIONS TO ODE STANDARDS

- 1CE, Identify patterns of same and different phrases in simple poems and songs.
- 2CE, Identify rounds and canons.
- 5CE, Explore selected musical instruments visually and aurally.
- 1PR, Demonstrate rounds and canons.
- 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.

*Bat*  
Thomas Cornell



*Night on Bald Mountain*  
Modest Mussorgsky



**Listening:** <https://youtu.be/52iOdAVU4C8?t=4> (time stamp 0:04 - 2:37)  
(Listening is also available directly on the Backyard Explorations online portal)

### ABOUT THE COMPOSER:

[Modest Mussorgsky](#) is the composer of the piece of music for this lesson. He was a Russian composer who lived from 1839 to 1881. He was known for using Russian history and folklore as inspiration for his music. He was part of a group known as “The Five”, which included other famous Russian composers, like Nikolai Rimsky-Korsakov and Alexander Bordin.

The piece you listened to is called *Night on Bald Mountain* and was inspired by Russian literature and legends. This piece is a type of musical composition called a “tone poem”. *Night on Bald Mountain* was composed to be a “musical picture”, depicting night on a barren mountain, a place where a bat just might reside!

### INSTRUMENT FAMILY FOCUS:

*Night on Bald Mountain* heavily features the brass family of the orchestra. The [brass family](#) includes the french horn, trumpet, trombone and sometimes the tuba. The brass family gets its name because the instruments are typically made of a metal called brass. All brass musicians make sound on their instrument by buzzing their lips together against a mouthpiece. The smallest member of the brass family is the trumpet, so it plays the highest notes. The tuba and trombone are the biggest members of the brass family, so they below the lowest notes.

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

# Lesson Three: Musical Rounds

**LISTENING:** <https://youtu.be/52iOdAVU4C8?t=4> (time stamp 0:04 - 2:37)

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

While viewing *Bat* by Thomas Cornell, listen to Mussorgsky's *Night on Bald Mountain* and ask the students the following question:

1. What are some ways this music reminds us of a bat?

*Ex: The fast-moving notes sound like a bat flying around quickly. The notes going up sound like a bat soaring up into the night sky and the notes going down are like a bat diving back into a cave.*

**Read this:** Bats navigate the world in a special way. They use echolocation to help them 'see' the world as they fly around and hunt insects to eat. To use echolocation, a bat creates a sound that humans can't hear. This sound bounces off of insects and objects in the world and returns to the bat's ears. The bat can then know where objects are and can see in the dark! Pretty cool!

While humans don't use echolocation to get around or find our food, we do use sound! Echolocation is a type of sound that bounces back to the bat's ears. In music, when a melody, or theme, "bounces back" or appears again in a song, we call it repetition. In *Night on Bald Mountain*, several themes get repeated many times. (Optional: Listen again and see if students can identify each time a theme gets repeated.)

One type of music that "bounces back" to our ears, or uses repetition, is something called a **round**. A round is a piece of music that is sung or played with musicians beginning the piece at different times. This means that the song's melody, or tune, gets bounced around a group of people, like echolocation!

## ACTIVITY: SINGING A ROUND

**Learning Objective:** Students will perform a round.

Try singing a round with the students, using the song "Row, Row, Row Your Boat" (sheet music provide on page 18). Divide the students into groups (depending on the size use 2-4 groups). Assign a number to each of the groups and explain the following:

1. Group 1 will begin singing the song.
2. When they reach the word 'Merrily', Group 2 will begin singing the song from the beginning.
3. This pattern will continue until all groups have had a chance to start the song.
4. When Group 1 reaches the end of the song, they can begin the song over again.

The song can be sung infinitely in this manner, so direct the students when you decide to end. One way to help students stay on track is to sing the beginning of the song with each new group. Clapping at the start of a new group is also helpful.

## REFLECTION

Reflect on the activity with the students. How was the round similar to echolocation? You can explain that when the song was passed from group to group, that is like the sound a bat makes bouncing off cave walls. What else can the students think of that uses repetition?

# Row, Row, Row Your Boat

Traditional

Moderato

Piano

Row, row, row your boat,

5

Gent - ly down the stream.

Mer - ri - ly, mer - ri - ly, mer - i - ly, mer - ri - ly,

Life is but a dream.



