

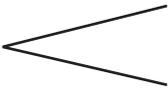
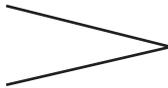
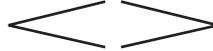
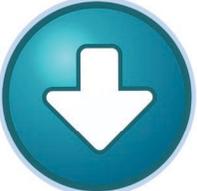
# MSO TEACHER RESOURCES

## *Aquarium*

### FOR FOUNDATION TO LEVEL 6

	Foundation		LEVELS 1 and 2		LEVELS 3 and 4		LEVELS 5 and 6	
	✓ E&E MP	P&P ✓ R&I	✓ E&E ✓ MP	✓ P&P ✓ R&I	✓ E&E ✓ MP	✓ P&P ✓ R&I	✓ E&E ✓ MP	✓ P&P ✓ R&I
<b>Aquarium</b> from <i>Carnival of the Animals</i> by Saint-Saëns	<p>Tell the children that they are going to listen to a piece of music about water.</p> <ul style="list-style-type: none"> <li>After listening to <i>Aquarium</i>, ask them “where are we?” (e.g. are we at the beach? are we on the Yarra?). What is it about the music that gives us a sense of water?</li> <li>Have children invent movements for how different fish, crabs, the water and seaweed might move. Play <i>Aquarium</i> again and ask the children to use their movements with the music. Plan for the “seaweed” moving on the spot and the fish moving around.</li> </ul>		<p>Display three pictures showing contrasting scenes, one of which is fish in an aquarium. Listen to <i>Aquarium</i> and ask the children which picture best represents the music. Ask them what it was about the music that made them think about water.</p> <p><b>OR</b></p> <p>Ask the children to anticipate what music that represents the pictures might sound like, then listen.</p> <ul style="list-style-type: none"> <li>Ask the children to sit in a large circle, with a selection of instruments and sound makers in the centre.</li> <li>Ask children for their suggestions – can we make sounds that represent the pictures using our voices and the sound makers? What could represent the water? What could represent the different fish? What could represent seaweed and other plants?</li> </ul> <p>Ask children to demonstrate their suggestions and have the other members of the class imitate.</p> <p>Discuss how sounds could be modified (if appropriate).</p> <ul style="list-style-type: none"> <li>What could we draw to represent these sounds? Draw these on the sheets of paper.</li> <li>Put the sounds together in a soundscape – work with children and the sheets of paper to construct a soundscape that reflects the pictures. Perform different combinations according to the children’s suggestions and refine the composition.</li> <li>Rehearse final version and perform.</li> <li>Listen to <i>Aquarium</i> again – ask them to describe how Saint-Saëns has created the sense of an aquarium. Are there any similarities with the class composition (See Worksheet A)?</li> </ul>		<p>Present children with pictures of an aquarium or under the sea, or an appropriate picture book.</p> <ul style="list-style-type: none"> <li>Ask them to pick an image and create a soundscape that represent the picture(s) (in the same way a film composer might be given an assignment).</li> <li>Set a time limit – decide whether this is to be done in one lesson or over a couple of lessons. If it is over a couple of lessons, children have the opportunity to bring in other sound sources from home if they desire.</li> <li>Children are divided into groups, asked to develop their soundscape and rehearse for performance.</li> <li>Groups perform – as they are listening to each performance, ask the class to think about the similarities and differences between the groups. Make a note of these similarities and differences at the end of the performances – how was the sense of water moving created?*</li> <li>Listen to <i>Aquarium</i> – describe how Saint-Saëns has created the sense of an aquarium (fish, water, etc). Are there any similarities with the class compositions (Worksheet B)?</li> </ul> <p><i>* A word of warning – there is a strong possibility that at least one group won’t be able to resist depicting a shark attack or a shark entering the scene</i></p>		<p>As for Levels 3 and 4 – add the following.</p> <ul style="list-style-type: none"> <li>Children listen to <i>Aquarium</i> and work through the listening chart (Grid C).</li> <li>Discuss the observations they have made.</li> <li>Have them listen again. This time they are to think about what it is about the music that creates the sense of water and an aquarium and add notes to the chart.</li> <li>Have the children write a paragraph about the music, using the listening chart and their notes as a starting point.</li> </ul>	

	Foundation	LEVELS 1 and 2	LEVELS 3 and 4	LEVELS 5 and 6
<b>E&amp;E:</b> explore and express ideas	Explore sound and silence and ways of using their voices, movement and instruments to express ideas.	Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion.	Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments.	Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects.
<b>MP:</b> music practices	Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community.	Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community.	Use voice and instruments to sing, play and arrange music from different cultures, times and locations and improvise and compose music in different forms.	Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing.
<b>P&amp;P:</b> present and perform	Rehearse and perform songs and instrumental music they have learnt and composed.	Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience.	Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience.	Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience.
<b>R&amp;I:</b> respond and interpret	Respond to music, expressing what they enjoy and why.	Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander peoples.	Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for including the music of Aboriginal and Torres Strait Islander peoples using music terminology.	Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples.

<p><b>DYNAMICS</b> the softness or loudness of sounds</p>	 gets louder	 gets softer	 stays the same	 soft	<p><b><i>p</i></b> soft</p>	<p><b><i>f</i></b> loud</p>
<p><b>TIMBRE</b> the particular tone or quality of the sound</p>	 voice	 strings	 piano	 brass	 wind	 glockenspiel
<p><b>TEMPO</b> the speed of the music</p>	 fast	 slow	<p>moderate</p>	<p>slows down</p>	<p>speeds up</p>	<p>changes</p>
<p><b>MELODY</b> higher or lower sounds played one after the other</p>	 mainly steps	 mainly leaps	<p>repeated ideas</p>	 high	 low	



<p><b><i>Aquarium</i> by Saint-Saëns</b> What do you hear?</p>	<p><b>Similarities</b> Between us &amp; Saint-Saëns</p>



<i>Our compositions</i>		<i>Aquarium</i> by Saint-Saëns What do you hear?	Similarities Between us & Saint-Saëns
Similarities	Differences		