



QUEENSLAND  
SYMPHONY  
ORCHESTRA

# THE CARNIVAL OF THE ANIMALS

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Learning Resource



# The Carnival of the Animals

*The Carnival of the Animals* is a suite of fourteen short movements by French composer Camille Saint-Saëns. Saint-Saëns composed the work in 1886 as a fun piece to be performed in the homes of his friends. There are fourteen movements, and each represents an animal, group of animals, or a type of person!

1. Introduction and Royal March of the Lion
2. Hens and Roosters
3. Swift Animals
4. Tortoises
5. The Elephant
6. Kangaroos
7. The Aquarium
8. People with Long Ears (Donkeys)
9. The Cuckoo in the Depths of the Woods
10. The Aviary
11. Pianists
12. Fossils
13. The Swan
14. Finale



A Suite is an instrumental work made up of shorter pieces.

# The Instruments – Strings

The string family is made up of four instruments of different sizes: the violin, the viola, the cello, and the double bass.



Sound is produced on strings instruments either with a bow or by plucking the strings with fingers.



Violin

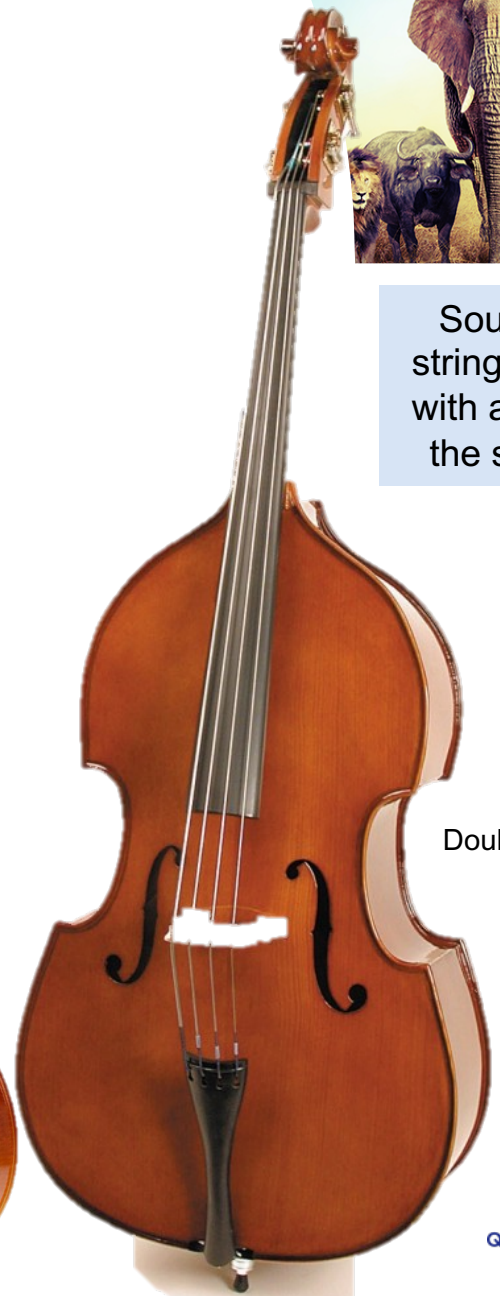
Bow



Viola



Cello



Double Bass

# The Instruments – Percussion and Woodwind

In addition to the strings, there is a small group of additional instruments making up the orchestra in *The Carnival of the Animals*.



Glockenspiel



Piccolo



Xylophone



Clarinet



Flute



The glockenspiel and xylophone are members of the percussion family.

The piccolo, flute, and clarinet are members of the woodwind family.

# The Instruments – Piano

Two pianos feature in *The Carnival of the Animals* orchestra. Pianos are members of the percussion family when used in an orchestra because the fingers hit the keys and the hammers inside the piano hit the strings.

Not every instrument is used in every movement. The sound of the instruments has been considered carefully by Camille Saint-Saëns to illustrate the characteristics of the animals.



Piano

## Activity

Think about an animal and choose an instrument that represents the size or personality of that animal.



# 1. Introduction and Royal March of the Lion

The introduction is played by the string instruments and two pianos.

The *Royal March of the Lion* begins with the pianos playing in a march style. It sounds very regal and grand. The running scales in the pianos makes the sound of the lion's roar.



A **march** is a piece of music with a strong, regular rhythm. Most marches are in the time signature of 2/4 or 4/4. Think **one two three four**, and march to the music.

4  
4

Repeat sign

Accent – makes the sound stronger than the other notes

The diagram shows a 4/4 time signature. Below it are four quarter notes. The first and third notes have an accent (>) below them. To the right of the notes is a repeat sign (two dots followed by two vertical lines). A yellow box labeled 'Repeat sign' has an arrow pointing to the repeat sign. Another yellow box labeled 'Accent – makes the sound stronger than the other notes' has an arrow pointing to the accent under the third note.



## 2. Hens and Roosters

The movement features violin, viola, and piano playing short, jittery sounds to represent hens and roosters pecking and scratching. The trills in the pianos sound like crowing roosters.

The clarinet plays short solos during the movement.



A solo is a special melody just for one instrument. Listen for the clarinet solo.





# 4. Tortoises

The melody of the Can-Can is normally played very fast but here it is played very slowly so that the slow tortoises can dance along. Using this fast melody to represent a tortoise is a musical joke.



**Andante maestoso** ← At a majestic, walking pace

Bass clef →

1<sup>er</sup> Piano

ritardando

*pp*

1

2

Rit.- ← Ritardando: gradually getting slower

Sourdine

The pianos play a repetitive triplet pattern. A **triplet** is a set of three notes played in one beat in the place of two notes.

Triplet

# 5. The Elephant

The movement features the double bass with the pianos playing a waltz. This is a musical joke.

Can you imagine an elephant dancing a waltz?

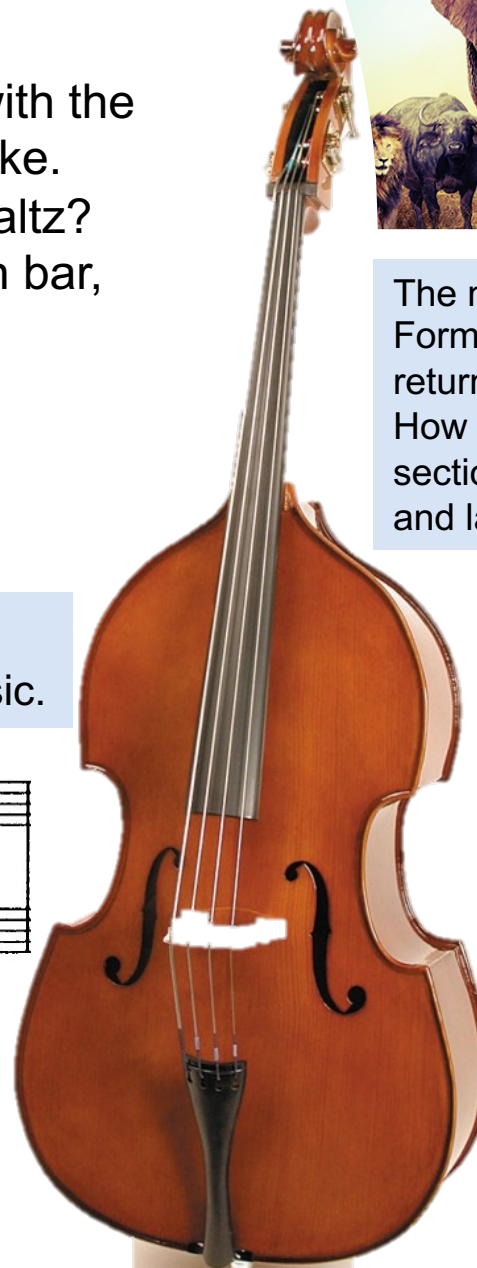
A **waltz** is a dance with three beats in each bar, with the emphasis on the first beat.



The movement is in Ternary Form (A B A). Listen for the return of the first theme. How is the middle (B) section different to the first and last (A) sections?

## Activity

Find the three beats in each bar in the piano music.



# 6. Kangaroos

The movement has two pianos playing a pattern of hopping chords up and down the keyboard.

The tempo *speeds up* and the dynamics get *louder* when the music gets *higher*.

The tempo *slows down* and the dynamics get *softer* when the music gets *lower*.



Grace note – an embellishing note played quickly within the same beat.

Accelerando – getting faster

Moderato

Accel.

Quaver

Quaver rest

Crescendo – gradually getting louder

## 7. The Aquarium

The movement is played by strings, pianos, flute, and glockenspiel. Imagine fish swimming gracefully in calm water on the Great Barrier Reef, at the aquarium, or in a fish tank at home.

As the glass harmonica is an unusual instrument, the glockenspiel is often used in an orchestra when this instrument is required.



You can make a glass harmonica by placing glasses side by side, wetting your fingers with water, and moving your fingers gently around the rim of the glass. Adding water into the glass will change the sound.

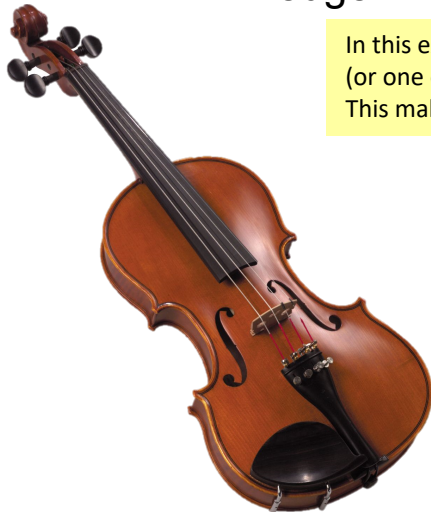
## 8. Characters with Long Ears (Donkeys)

The movement is very short and only the violins play.

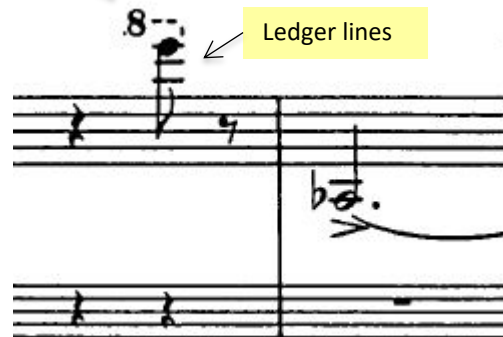
Listen for high loud notes and low sounds, composed to sound like the hee-haw of a donkey. Count the number of high sounds you hear.



Ledger lines are extra lines to write music higher or lower than the staff.



In this example, 8 indicates to play 8 notes (or one octave) higher than what is written. This makes a very high sound.



## 9. The Cuckoo in the Depths of the Woods

The movement is played by the pianos and clarinet. The clarinet plays a two-note pattern during the piece to sound like the call of the cuckoo. The piano plays softly to create a sound like a deep, dark forest.



A clarinet player in your school could play this for you.

- How many beats are in the bar?
- On which beat does the cuckoo call?



If you play this motif on the piano it may sound different to the clarinet. The clarinet is a transposing instrument and to make the melody sound the same you must play a **C** instead of the D and an **A flat** instead of the B flat.



## 10. The Aviary

The movement is played by the strings, piano, and flute.

Listen to the flute and imagine birds fluttering in the trees.



The *smaller* the instrument, the *higher* the sound.

The *larger* the instrument, the *lower* the sound.

### Activity

The flute and the violin are high-pitched instruments. Can you identify the lowest sounding instrument in *The Carnival of the Animals* orchestra?



Inside the piano, the low sounding notes have long, thick strings. The high sounding notes have short, thin strings.



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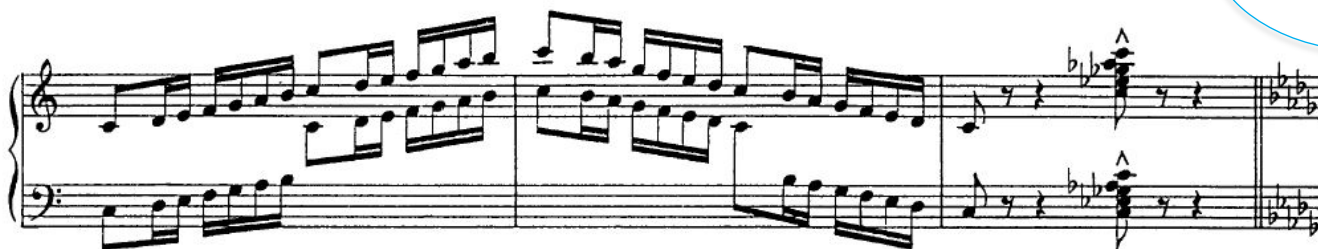
# 11. Pianists

The movement is played by the pianists on the pianos. When practicing to play the piano well, you must play scales so that your fingers run over the keys smoothly and quickly.

The composer asks the pianists to miss some of the notes and make mistakes. This is another musical joke about how much practice is needed to play your instrument well.



Can you hear the mistakes the pianists are making? Sometimes they are not playing together.



## Activity

Play a five-note scale of C major. Can you play this scale in both hands at the same time if you're playing on a piano?





## 12. Fossils

The movement features the xylophone. The xylophone is a percussion instrument with wooden bars of different lengths to make the different sounds.

The xylophone is played like a piano keyboard except beaters are used to hit the bars. Hard beaters are used to play the xylophone to make the sounds of the dried bones of fossils.



A fossil is the skeleton of a pre-historic animal, bird, or fish. Fossils are found embedded in rocks. Name some pre-historic animals.



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## 13. The Swan

The movement features the cello playing the melody and accompanied by the piano.

The smooth melody highlights the graceful swan gliding through the water. The rippling pattern in the piano represents the ripples in the water made by the swan.



*The Swan* is one of the most famous pieces of music from *The Carnival of the Animals* suite. Close your eyes and imagine the beautiful swan.

# 14. Finale

Melodies from the thirteen other movements are brought back in the *Finale*.

Listen for:

- The roar of the lion
- The crisp sound of the fossils (xylophone)
- The pecking of the hens and roosters
- The leaping strings (kangaroos)
- The clarinet playing the cuckoo's call
- The pianists practicing their scales
- And the donkeys just before the final chords



## Activity

Play every movement of *The Carnival of the Animals* as background music in your classroom while completing other tasks.

As an art activity, draw your impression of your favourite animal from *The Carnival of the Animals*.



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# DISCOVER

## Education – Link with Australian Curriculum Assessment and Reporting Authority

Prep to Year 2. Some elements Years 3 and 4 and Years 5 and 6.

**General Capabilities:** Key Ideas embedded in this activity

### Literacy

Comprehending texts through listening, reading and viewing

### Numeracy

Recognising and using patterns and relationships

**Information and Communication Technology** Investigating with ICT

### Critical and Creative Thinking

Inquiring, exploring and organising information and ideas

Generating ideas, possibilities and actions

Critical and Creative thinking in the learning areas

### Personal and Social Capability

Self awareness

Social awareness

### Ethical Understanding

Understanding ethical concepts and issues

Reasoning in decision making and actions

Exploring values, rights and responsibilities

### Intercultural understanding

Recognising culture and developing respect

Interacting and empathising with others

Reflecting on intercultural experiences and taking responsibility

Intercultural understanding in the learning areas

### Activity Risk Assessment:

As per school excursion risk assessment if attending live concert. Low risk participation and observation activities

### The Arts Learning Area Achievement Standard: Prep to Year 2

Students will describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas

### Music Subject Specific Achievement Standard: Prep–Yr 2

Students will communicate about the music they listen to, make and perform, and learn where and why people make music.

Students improvise, compose, arrange and perform music.

They demonstrate aural skills by staying in tune and keeping in time when they sing and play

**Cross Curriculum Priorities: Sustainability** Ol. 2, 3, 5, 6, 7.

**Asia and Australia’s Engagement with Asia** Ol. 1, 3, 4, 5.

**Aboriginal and Torres Strait Islander Histories and Cultures** Ol. 3, 8

### Outcomes:

#### The students will:

Attend a live orchestral concert.

See and hear the instruments of the orchestra performed by professional musicians.

Learn how sounds are produced and the distinct sounds of each instrument

Develop skills in melody, beat and rhythm with focus on Core Concepts Prep–Year 6.





Respond to the story of *Carnival of the Animals*, Saint- Saëns.

Compare and contrast.



# Education – Link with Australian Curriculum Assessment and Reporting Authority

## ELEMENTS OF MUSIC – core concepts covered in this activity highlighted below

ELEMENTS	PREP – YEAR 2	YEARS 3 & 4	YEARS 5 & 6	YEARS 7 & 8	YEARS 9 & 10
<b>RHYTHM</b>	 <p>Beat/rhythm Sound/silence Long/short, Fast/slow Ostinato Tempo Pulse in twos &amp; threes</p>	 <p>Tempo changes Simple metres</p>	 <p>Simple note values and associated rests Bars and bar-lines Compound metre Time signatures</p>	 <p>Rhythmic subdivisions &amp; others Rhythmic devices - anacrusis, syncopation, ties, pause Time signature</p>	<p>Regular and irregular time signature and beat subdivisions Triplets and duplets Further time signature/complex metres Rhythmic devices including syncopation, rhythmic motif, rhythmic augmentation and diminution</p>
<b>PITCH</b>	<p>High/low Pitch direction (up/down) Pitch matching Unison</p>	<p>Pentatonic patterns → Melodic shape Recognising steps and leaps Treble clef and staff →</p>	<p>Major scales → Recognising pitch sequences Arpeggio Riff Bass clef →</p>	<p>Minor scales Key and key signatures Major and minor chords and primary triads (I, IV, V) in simple chord progressions Ledger lines</p>	<p>Modal scales &amp; tonal centres Modulation Consonance and dissonance Chromaticism Pitch devices including riff, ostinato and pedal note</p>
<b>DYNAMICS &amp; EXPRESSION</b>	<p>Loud (forte) <i>f</i> Soft (piano) <i>p</i></p>	<p>Very soft (pianissimo) <i>pp</i> Very loud (fortissimo) <i>ff</i> Dynamic graduation &lt; &gt; Smooth, short, detached</p>	<p>Smoothly (legato), Detached (staccato) Accent</p>	<p>Dynamic gradations Articulations relevant to style for example, glissando, slide, slap, melismatic phrasing</p>	<p>Expressive devices and articulations relevant to style - rubato, ornamentation, terraced dynamics, pitch bending, vibrato, oscillation, filters and pedals</p>
<b>FORM &amp; STRUCTURE</b>	<p>Introduction Same/different  Echo patterns Repetition Verse, chorus Round/canon</p>	<p>Question and answer Repeat signs Binary (AB) form Ternary (ABA) form</p>	<p>Theme/motif → Phrase Rondo (ABACA) form Riff Ostinato</p>	<p>Repetition and contrast Digital sequences Theme and variation 12 bar blues; popular song structures including verse, chorus, bridge, middle 8, intro and outro</p>	<p>Structures appropriate to styles and repertoire studied including theme, hook Motivic development Sonata form Interlude and improvisation</p>



# Education - Link with Australian Curriculum Assessment and Reporting Authority

## ELEMENTS OF MUSIC (continued)

ELEMENTS	PREP – YEAR 2	YEARS 3 & 4	YEARS 5 & 6	YEARS 7 & 8	YEARS 9 & 10
<b>TIMBRE</b>	Every voice and instrument has its own distinct sound How sound is produced – hit, blown, plucked and shaken	Recognising familiar instrumental timbres in isolation and combination	Acoustic, electronic sounds → Voice and instrument types	Recognising instrumental types and groups Voice types Acoustic and electronic sound	Identifying instruments & voice types by name & method of sound production Use of mutes, pedals, harmonics Digitally manipulated sound, distortions & techniques appropriate to style
<b>TEXTURE</b>	Unison Melody Accompaniment Drone	Combining two or more rhythmic or melodic Patterns which occur simultaneously in different voices	Contrast within layers of sound	Layers of sound and their role (accompaniment and melody) Unison, homophonic (melody with chords), Polyphonic (two or more independent layers played simultaneously)	Horizontal and vertical layers appropriate to styles and repertoire studied Homophonic & polyphonic writing Counter melody White noise
<b>SKILLS</b>	Discriminating between sounds and silence Moving and performing with an understanding of beat and tempo Demonstrating the difference between singing and speaking voice Discriminating between loud and soft, long and short, high and low Recognising familiar instrument timbres Using technology as a tool for music learning Holding and playing classroom instruments safely and correctly Understanding turn-taking in group music making Playing in time	Matching pitch and showing the direction of a tune with gesture or drawings Recognising the differences between notes moving by steps and leaps Discriminating between rhythm and beat Demonstrating beat and tempo changes Matching and varying dynamics Varying instrumental timbres to create expressive effects Using instruments and voices safely and correctly in the classroom Taking on different roles in group music making, for example, accompaniment, lead Using technology as a tool for music and performance.	Identifying and notating metre and rhythmic groupings Singing and playing independent parts against contrasting parts Recognising instrumental and vocal timbres and digitally generated sounds Using available technology and digital media as a tool for music learning Holding and playing instruments and using their voices safely and correctly Listening to others controlling volume and tone in ensemble activities	Recognising rhythmic patterns and beat groupings Discriminating between pitches, recognising intervals and familiar chord progressions Identifying and notating metre and rhythmic groupings Aurally identifying layers within a texture Imitating simple melodies and rhythms using voice and instruments Performing with expression and technical control, correct posture and safety Understanding their role within an ensemble, balancing and controlling tone and volume Using technology as a tool for music learning and to record their music Holding and playing instruments and using their voices safely and correctly	Recognising rhythmic patterns and beat groupings Discriminating between pitches, recognising intervals and familiar chord progressions Identifying and notating metre and rhythmic groupings Aurally identifying layers within a texture Imitating simple melodies and rhythms using voice and instruments Performing with expression and technical control, correct posture and safety Understanding their role within an ensemble, balancing and controlling tone and volume Using technology as a tool for music learning and to record their music Holding and playing instruments and using their voices safely and correctly



# Education - Link with Australian Curriculum Assessment and Reporting Authority

## GENERAL CAPABILITIES

Literacy	Numeracy	Critical and Creative Thinking	Intercultural Understanding	Personal and Social Capability
Comprehend Texts	Understand and use numbers in context	Pose questions	Investigate culture and cultural identity	Recognise emotions
Navigate, read and view learning texts	Recognise and use patterns and relationships	Identify and clarify information and ideas	Explore and compare cultural knowledge, beliefs and practices	Recognise personal qualities and achievements
Listen and respond to learning area texts	Interpret and apply proportional reasoning	Organise and process information	Develop respect for cultural diversity	Understand themselves as learners
Interpret and analyse area texts	Interpret chance events	Imagine possibilities and connect ideas	Communicate across cultures	Develop reflective practice
Compose Texts	<b>Information and communication (ICT) Technology Capability</b>	Consider alternatives	Consider and develop multiple perspectives	Express emotions appropriately
Compose spoken, written, visual and multimodal learning area texts		Seek solutions and put ideas into action	Empathise with others	Develop self-discipline and set goals
Use language to interact with others	Identify the impacts of ICT in society	Reflect on processes	Reflect on intercultural experiences	Work independently and show initiative
Deliver Presentations	Define and plan information searches	Transfer knowledge into new contexts	Challenge stereotypes and prejudices	Become confident, resilient and adaptable
Use knowledge of text structures	Locate, generate and access data and information	<b>Ethical Understanding</b>	Mediate cultural difference	Appreciate diverse perspectives
Use knowledge of text cohesion	Select and evaluate data and information	Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	Describe effects of personal feelings and dispositions have on how people behave	Contribute to civil society
Use knowledge of sentence structures	Generate ideas, plans and processes	Discuss how people make decisions about their actions and offer reasons why people's decisions differ	Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views	Understand relationships
Use knowledge of words and word groups	Collaborate, share and exchange			Communicate effectively
Express opinion and point of view				Work collaboratively
Understand learning area vocabulary				Make decisions
Use spelling knowledge				Negotiate and resolve conflict
Understand how elements create meaning				



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Prepared by Pam Lowry,  
former Education Liaison Officer,  
Queensland Symphony Orchestra

For more information go to  
[www.qso.com.au/education](http://www.qso.com.au/education)

Contact the Education team  
[edcom@qso.com.au](mailto:edcom@qso.com.au)

