



CLIBURN IN THE CLASSROOM

PET PARADE

Our favorite animals set to music

CLASS ACTIVITY:

Cockerel, Cat, and Mouse Fable

Grade Level(s): 2-4

Subject Areas: Music, Reading Comprehension, ELA

OBJECTIVE

This activity aids in reading comprehension, as well as familiarity and recognition of concepts presented in the Cliburn in the Classroom Pet Parade program. Students will read and analyze the fable "The Cockerel, Cat, and Young Mouse" by Jean de La Fontaine, which inspired Copland's "The Cat and the Mouse." Students will then summarize the poem and lessons learned using the provided prompt.

SPACE AND EQUIPMENT CONSIDERATIONS

Teacher will need to project the translated fable onto a Promethean Board or overhead projector. English translation can be found here: <https://internetpoem.com/jean-de-la-fontaine/the-cockerel-the-cat-and-the-young-mouse-poem/>.

Students will need a copy of the provided fable analysis prompt, as well as a pencil and colored pencils or markers. This activity can be done together as a class for younger grades, or independently for older grades.

MUSIC TO EXPLORE

COPLAND *Cat and Mouse*

VILLA-LOBOS "O gato o e rato" from *Fabulas Caracteristicas*

ACTIVITY

1. Read the poem "The Cockerel, Cat, and Young Mouse" by Jean de La Fontaine together. For younger grades, analyze the poem and action stanza by stanza, then have them fill out and color in the provided graphic organizer. For older grades, move straight into the music and reflection questions.
2. Listen to the suggested music above; the Copland will be heard during our Cliburn in the Classroom visit! Have students mimic the movement of the pianist's hands to understand its reflection of the action in the fable.
3. Close with a discussion of the questions below. The same reflection questions may be asked for either the Copland or Villa-Lobos, or both if time permits.

REFLECTION QUESTIONS

1. How are the characters visually described in the poem, vs. how are they musically described in the piece?
2. What tools did Copland use to show action in the piece (tempo, rhythm, scurrying across the keys, etc.)?
3. Copland was inspired to write his piece after reading La Fontaine's fable; do you think Copland was also trying to teach the listeners a lesson?
4. Did the cat succeed in capturing the mouse, or did the mouse escape?