



CLIBURN IN THE CLASSROOM

CURRICULUM GUIDE: PET PARADE

Our favorite animals set to music

	Lesson 1: Cockerel, Cat, and Mouse Fable	Lesson 2: The Art of Dog	Lesson 3: Legends and Myths	Lesson 4: Talk to the Animals	Lesson 5: Rabbit
TEKS Objective					
Elicit/Warm-Up TEKS 5.C, 6.A, 6.B, 6.C	Students read the fable, "The Cockerel, Cat, and Young Mouse," and connect the text with the sounds it inspired.	Students read either "Dogku" or "The Art of Falling," depending on grade level, and listen to a piece related to the subject.	Students read "The Snake King of the Kalinago" and do research in the library to find serpent myths from various cultures.	Students learn to sing the song "Talk to the Animals."	Students read "The Rabbit listened." Each episode of the story is paused to explore music relating to the animal in the scene.
Foundations: Music Literacy TEKS 1.A, 1.B, 1.C, 1.D, 2.A, 2.B, 2.C	Music terms such as tempo, rhythm, contour, and voicing are explored to match key plot points in the text with musical action.	Rhythm and cadence are reinforced using both poetry and percussion.	Instrumentation is introduced and/or reinforced; students are asked to identify voice parts among the orchestra.	Students learn the song using form (verse, chorus, etc.), and explore musical genres and style periods by listening to various versions of the song.	Timbre, orchestration, tempo, articulation, dynamics, etc. are introduced and/or reinforced by relating the animal characters to the pieces.
Movement based TEKS 3.C, 5.A, 6.D	Students mimic the movement of the pianist's hands to understand how it reflects the action of the fable.	While reading aloud, students tap along to the natural beat of the spoken word using body percussion, classroom instruments, or clapping.		Students dance to the samba version of "Talk to the Animals."	Students act out in the manner suggested by the animal characters (ex. shout like the bear, roll and laugh like the hyena, etc).
Creative Expression TEKS 3.A, 3.D, 3.E, 4.A, 4. B, 4.C		Students create their own haiku story or free verse poem, and then create a backbeat for it using beatboxing or classroom instruments.	Students write their own serpent legend, then orchestrate the musical representation of their story.	Creative writing project: students write a response to the prompt, "If I could talk to my pet/favorite animal, what would we say?" Reflection questions are provided.	Students reflect on the use of music as a coping strategy. What kinds of music do they listen to when they feel...
Historical and Cultural Relevance, Critical Evaluation and Response TEKS 5.A, 5.B, 5.C, 6.B, 6.E	Students engage in a series of reflection questions meant to bridge connections between written word and sound.	Students listen to "Free" by Hsu-Charles-Burk and understand the connection between free verse poetry and hip hop.	First, students research shared serpent legends across various cultures. Then, the ophicleide - a historical wind instrument resembling a snake - is introduced using "Symphonie Fantastique" and "Calm Sea and Prosperous Voyage."	"Talk to the Animals" has been reworked into various styles, which are introduced throughout the lesson.	Students are given opportunities to chat with a partner about a time they responded to a situation as the character suggested identify outcomes, and explore alternatives. Music is paired to aid storytelling and as an effective tool for SEL.