

## CONTRAST LISTENING

### Performance Standard Mu25A.E (music)

Write descriptions of the tempo, dynamics and tone color of two contrasting excerpts from Saint-Saens' *Carnival of the Animals* accordingly:

- *Knowledge*: Know the vocabulary and concept of *tempo, dynamics, and tone color*.
- *Communication*: Describe the tempo, dynamics, and tone colors of two contrasting excerpts (fossils and elephants) from Saint-Saens' *Carnival of the Animals*.

### Procedures

1. *In order to understand the sensory elements, organizational principles, and expressive qualities of the arts (25A)*, students should experience sufficient learning opportunities to develop the following:
  - Describe the tempos and dynamic levels in a complex aural musical example, and
  - Identify the tone colors (timbres) of the instruments and/or voices in a complex aural example.

Note: Students should have instruction and practice in using specific terms to identify tone colors, tempo and dynamic levels of orchestral examples.

2. Provide each student a copy of the "Contrast Listening" task sheet. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work. Review the task sheet on which the students will describe the tempo, dynamics, and tone colors as they listen to each excerpt. Encourage the students to use specific and appropriate terms to describe each element.
3. Ask students listen to two excerpts from Saint-Saens' *Carnival of the Animals* in which the composer depicts two very different creatures—fossils and elephants. Tell the students they will hear each selection two times.
4. Announce the titles "Fossils" and "Elephants" and play each once, pause for two to three minutes to give students time to review what they have written, and play the selections again. After another two to three minutes for review, Have students submit their task sheets for evaluation.
5. Evaluate each student's work using the "Contrast Listening Rubric" as follows and add the scores to determine the performance level:
  - *Knowledge*: Understanding of the meaning of the vocabulary and concept of *tempo, dynamics, and tone color* was demonstrated in descriptions under communication.
  - *Communication*: Describe the tempo, dynamics, and tone colors of two contrasting excerpts (fossils and elephants) from Saint-Saens' *Carnival of the Animals*.

### Examples of Student Work follow

### Time Requirements

- 30 minutes

### Resources

- Tape or CD player
- Tape or CD of *Carnival of the Animals* by Saint-Saens (orchestra version)
- Copies of the "Contrast Listening" task sheet
- Contrast Listening Rubric

## CONTRAST LISTENING

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds = 23 - 24 total points
- Meets = 17 - 22 total points
- Approaches = 12 - 16 total points
- Begins = 1 - 11 total points

### FOSSILS

KNOWLEDGE/COMMUNICATION			
	Tempo	Dynamics	Tone Colors (Timbre)
<b>4</b>	<ul style="list-style-type: none"> <li>• Used the appropriate terms, makes many specific references to the tempo when describing the example.</li> </ul>	<ul style="list-style-type: none"> <li>• Used the appropriate terms, makes many specific references to the dynamics when describing the example</li> </ul>	<ul style="list-style-type: none"> <li>• Described the tone color correctly in the example and adds other appropriate information such as instrument family.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Referred to the tempo with increased specificity and using appropriate terms when describing the example</li> </ul>	<ul style="list-style-type: none"> <li>• Referred to the dynamics with increased specificity and using appropriate terms when describing the example.</li> </ul>	<ul style="list-style-type: none"> <li>• Described the tone color correctly in the example.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Referred to tempo, but does not use appropriate terminology when describing the example.</li> </ul>	<ul style="list-style-type: none"> <li>• Referred to dynamics, but does not use appropriate terminology when describing the example.</li> </ul>	<ul style="list-style-type: none"> <li>• Described the tone color incorrectly but names tone color in the same family.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Attempted but did not refer to the tempo when describing the example or Used wrong terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempted but did not refer to the dynamics when describing the example or Used wrong terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempted but did not refer to tone color when describing the example or used wrong terms.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>
<b>Score</b>			

### ELEPHANT

KNOWLEDGE/COMMUNICATION			
	Tempo	Dynamics	Tone Colors (Timbre)
<b>4</b>	<ul style="list-style-type: none"> <li>• Used the appropriate terms, makes many specific references to the tempo when describing the example.</li> </ul>	<ul style="list-style-type: none"> <li>• Used the appropriate terms, makes many specific references to the dynamics when describing the example</li> </ul>	<ul style="list-style-type: none"> <li>• Described the tone color correctly in the example and adds other appropriate information such as instrument family.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Referred to the tempo with increased specificity and using appropriate terms</li> </ul>	<ul style="list-style-type: none"> <li>• Referred to the dynamics with increased specificity and using appropriate terms</li> </ul>	<ul style="list-style-type: none"> <li>• Described the tone color correctly in</li> </ul>

	when describing the example	when describing the example.	the example.
<b>2</b>	<ul style="list-style-type: none"> <li>Referred to tempo, but does not use appropriate terminology when describing the example.</li> </ul>	<ul style="list-style-type: none"> <li>Referred to dynamics, but does not use appropriate terminology when describing the example.</li> </ul>	<ul style="list-style-type: none"> <li>Described the tone color incorrectly but names tone color in the same family.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Attempted but did not refer to the tempo when describing the example or uses wrong terms.</li> </ul>	<ul style="list-style-type: none"> <li>Attempted but did not refer to the dynamics when describing the example or uses wrong terms.</li> </ul>	<ul style="list-style-type: none"> <li>Did not refer to tone color when describing the example or used wrong terms.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>Missing and/or incorrect</li> </ul>
<b>Score</b>			

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**CONTRAST LISTENING**

**Student Task Sheet**

	FOSSILS	ELEPHANT
Tempo		
Dynamics		
Tone Color		

	Fossils	Elephants
Dynamics	mezzo forte	mezzo piano
Tempo	allegro	andante
Tone Color	xylophone accompaniment piano melody clarinet melody violin	piano melody bass is pastime

	Fossils	Elephants
Dynamics	starts mezzo forte and slight crescendo to forte then slightly softer then louder pattern repeats	starts mezzo piano and slight crescendo to mezzo forte then goes back to mezzo piano which it stays for whole song
Tempo	starts allegro and stays allegro for whole song	is Moderato / Andante for whole song
Tone Color	piano starts with melody (percussion family) zithophone plays echoing melody (percussion) all strings play background (strings) violins take over melody for	string bass is bassline (string family) piano is melody (percussion) cello plays accompaniment (string)

short time (string)