



Toronto  
Symphony  
Orchestra



# Zoophony

Early Bird Quickstart Guide





## **DEAR EDUCATORS —**

**If you are reading this, it means you are among the first “early birds” to watch Zoophony!**

This quickstart guide is meant to give you the essentials you need before watching the film with your classroom. In these pages, you will find a variety of activities that you can work on today, including a chance to audition for the cartoon Zoophony Orchestra! (Yes, actually!)

Now, get ready for an animal-themed concert unlike any other. Enjoy!

**Daniel Bartholomew-Poyser**

Barrett Principal Education Conductor & Community Ambassador

# The Music of Zoophony

**Shaun Rogers**

Bass Duet No. 10 (*Mother & Calf*)

**Joseph Kelly**

*The Aviary*

**Harry DeCosta/arr. Luther Henderson**

*Tuba Tiger Rag*

**Léo Delibes**

"Flower Duet" from *Lakmé*

**Valerie Coleman**

*Umoja*

**Emilie LeBel/auth. Pierre Rivard**

*Kiwis Can't Play the Violin* (narrated with string quartet)

**Sergei Prokofiev/arr. Gary Kulesha**

Wolf Theme Excerpt from *Peter and the Wolf*

**Ludwig van Beethoven**

Excerpt from Symphony No. 6 - Mvt. I

# ACTIVITY ZONE



# AUDITION FOR THE ZOOOPHONY

## **Fictional Orchestra. Real Audition.**

We are offering the ultimate integrated arts contest for your students: the chance to become an official member of the Toronto Zoophony Orchestra!

**To participate, please have your students:**

1. Research/choose an animal from the Toronto Zoo
2. Research/choose an instrument from the TSO
3. Use this information to draw a cartoon animal musician
4. Name their character and write a 3-sentence backstory

Teachers, you can submit your students' characters by emailing us at **[schoolconcerts@TSO.CA](mailto:schoolconcerts@TSO.CA)**

The submission deadline is March 25, 2022.

The character who wins the audition will appear in the *Peter, the Wolf and the Kiwi* digital program as an official member of the Zoophony. The winning creator will also get family tickets to the Toronto Zoo, as well as tickets to the April 16 Young People's Concert at Roy Thomson Hall.

# CLASSROOM ACTIVITIES

## MUSIC

- At the beginning of Zoophony, Daniel asks us: “Why do some animals still make sounds, even though it is dangerous?” Answer this question before you watch Zoophony. While and after watching Zoophony, revise and revisit your answers from earlier using evidence from Zoophony. Discuss these with a friend, and come up with a list of questions you still have!
- List the different ways that animals use sound throughout the Zoophony concert. What are the different ways we use sound in our own lives? At school? At home? When we play? Use a Venn Diagram to organize your thinking.
- What is the most important element of music used in the following animal sounds: tanager birdsong, tiger roar, rattlesnake rattle, gorilla chest-beating, wolf howl. If these animals used a completely different element of music, would they still accomplish the same goal? (Ex: a tiger using pitch to sing a melody rather than dynamics.)
- Is birdsong music? What about a gorilla’s chest thumping? Are all animal sounds music, or does music have a narrower definition?
- The animals from Zoophony are found in so many different places—the rainforest, the desert, the Arctic, you name it! Can you imagine what these places might sound like? Using items from around the classroom as your “found sound” instruments, create a soundscape of your chosen location!
- Music can often have a character or can make you feel an emotion—it can be happy, sad, angry, scary, anything! What do the pieces performed in Zoophony make you feel?
  - Extension: What makes a piece of music happy? Sad? Explore the elements of music that composers might use to give their music a character!
  - Extension: Compose a short soundscape or composition (using found sounds if possible) using these techniques to create a joyful/scary/angry piece of music!
- What is your favourite piece of music from Zoophony? Think-Pair-Share with a classmate: what are some of the reasons why you liked your chosen piece of music?



# CLASSROOM ACTIVITIES

## DRAMA

- Throughout Zoophony, Daniel and Shawn talk about how animals use (or don't use!) sound in the wild. When might it be dangerous for animals to make sound in the wild? With a group, imagine a situation when it might be dangerous for you to make a sound and create a short skit! (e.g. *a spy on a secret mission, being loud in the library, etc.*)

## DANCE

- *Umoja*, *Tuba Tiger Rag*, and the "Flower Duet", each have very distinctive energies. Think-Pair-Share about what elements of dance and what movements you would use for each of those pieces of music. Think about what animals are connected to each of these pieces of music, and imagine how they move!

## SOCIAL STUDIES

- The Toronto Zoo's mission is to "connect people, animals and conservation science to fight extinction". Using the Zoo's website, explore the regions where the animals in Zoophony are from, and check what their conservation status is. Are any of them threatened or vulnerable? Why might some of them be endangered?

## SCIENCE AND TECHNOLOGY

- Pause and show students the different animals that appear in Zoophony, including at least one mammal, one reptile, one bird, and one amphibian. How are their ears different from ours? How are their ears the same?
- Have a group discussion with your class: How does hearing help prey animals to survive? How does hearing help predator animals to survive?

## NUMERACY

- Musical instruments in the orchestra are organized into different families: string, woodwind, brass, and percussion. Sort the instruments that appear in Zoophony into these families using a tally chart—who is most represented? Who is the least? Is there an instrument from the orchestra that doesn't appear in Zoophony?
  - Bonus: Take a survey of your classmates or your friends and find out which is their favourite instrument family and why!



# LISTENING JOURNAL

**Your Name:**

**Date:**

**Name of piece:**

**Composer:**

1. What kind of instruments do you hear?

2. What different dynamics do you hear? Is the music loud, soft, or in the middle? Does it slowly get louder or softer?

3. How would you describe the tempo? Is it fast or slow or both?

4. How does listening to this piece make you feel? Does the music remind you of anything? What two words would you use to describe this piece of music?

5. Did you like this piece of music? Would you recommend it to a friend? Why or why not?