

# One-Dog Canoe



## KINDER KONZERTS

Educator Curriculum 2019-2020



**FRIENDS** OF THE  
MINNESOTA ORCHESTRA

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## **Dear Teachers,**

Friends of the Minnesota Orchestra welcomes you to Kinder Konzerts! If you are returning to Kinder Konzerts, we are so glad you are back. If you are new to the program, we promise you and your students are in for quite a treat.

This year is extra special because we are celebrating 40 years of Kinder Konzerts! To commemorate the occasion, we commissioned a new piece, *One- Dog Canoe*. Minnesota composer Daniel Nass based his new work on the beloved children's book by Minnesota author Mary Casanova.

This Educator's Guide is designed to help you make the most of your students' experiences, before, during, and after the concert. You will find many ideas for classroom activities to help prepare students for their visit to Orchestra Hall and extend learning after the concert. Your help and cooperation will strengthen, deepen, and reinforce music and literacy learning for your students. Here is a little more background to help frame the event:

### **What is Kinder Konzerts?**

Kinder Konzerts is a unique, two-part experience designed especially for preschool-aged children. Each year, Kinder Konzerts features a composition with narration, based on a children's book. Friends of the Minnesota Orchestra commissions these featured compositions especially for Kinder Konzerts.

### **Here's what happens at a Kinder Konzert:**

- Children begin in the Sound Factory, a hands-on music lesson led by volunteer guides.
- Children then attend a concert, sitting on the stage of Orchestra Hall. They hear musicians from the Minnesota Orchestra introduce their instruments and listen to a concert created especially for children.

### **The goals of the Kinder Konzerts experience are:**

- To introduce young children to the orchestra and expose them to musicians and instruments.
- To help children understand that music can tell a story.
- To develop the concept of what it means to be an audience.
- To teach and reinforce one or two musical concepts to children. This year's concepts are legato and accents.

Preparing for the event by doing the activities in this Guide support music learning and enhances your children's Kinder Konzerts experience. We are excited to share the magic of music and stories with you and your students!

Katie Condon  
FRIENDS of the Minnesota Orchestra Education Consultant

## BEFORE YOU GO

The day of the concert is exciting for everyone! There is a lot you can do to prepare for the big day. Activities are outlined below. Use the [Trip to Orchestra Hall](#) PowerPoint found on the Kinder Konzerts resource page for additional images and talking points.

### 1) Discuss going to a new building.

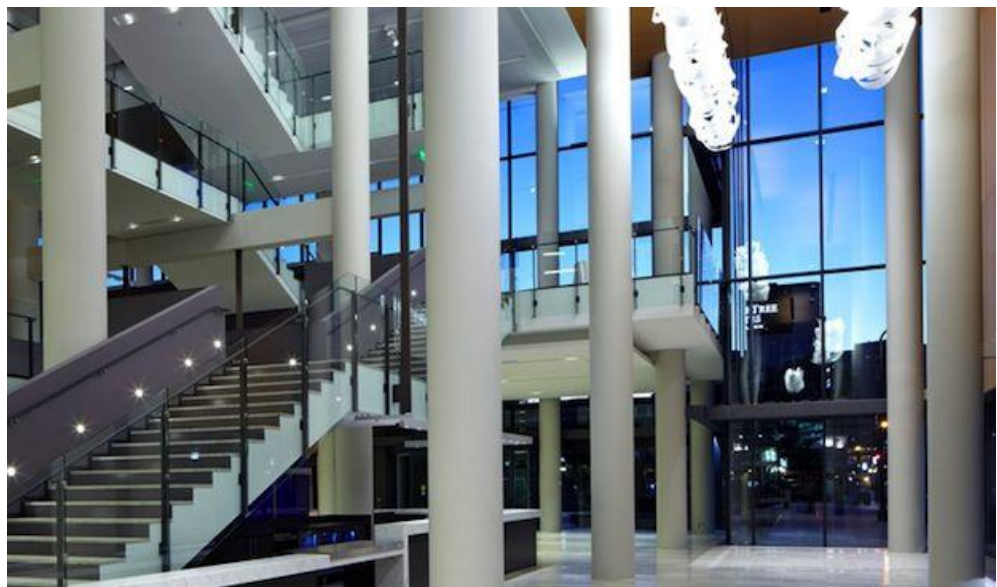
Orchestra Hall may be a new place for many or most of the children. Even if they have been here before, it will look different!

Ask the following “think aloud” questions so children will anticipate and be able to adjust to the transitions of the day.

- Have you been to downtown Minneapolis? What did you see there?
- Have you ever been to a building made just for music?
- What was that building? How was it made for listening to music?

After asking these questions, break down the day for them so they know what to expect and so they have some concrete details to focus on when they arrive. For example:

- On the day of Kinder Konzerts, we’ll get on a bus.
- We’ll drive to downtown Minneapolis to Orchestra Hall, a special building made just for listening to music. Orchestra Hall is the home of the Minnesota Orchestra.
- There is lots of glass on the outside of Orchestra Hall. When we first walk in, we will be in the lobby.



- We will meet a Guide who will teach us about music and help us throughout the day.
- We will go up a special staircase for a music lesson. We will go into a large room to learn about and play a violin, a cello, and a snare drum. The lesson and our own instrument playing are called the Sound Factory.
- We will enter some special doors, walk through the big *auditorium*, and sit on the stage. Along the way, our Guide might tell us some interesting facts about the building and how it helps us hear music. Eight musicians will come out and play their instruments one by one. They will also play music all together. Finally, they will all play music to go along with the story *One-Dog Canoe*.

Point out unique features, such as the wonderful acoustic blocks on the back wall and ceiling.



## 2) Talk about the orchestra.

An orchestra is a group of musicians who make music together. In the traditional sense, a symphony orchestra consists of four main families: strings, brass, woodwinds, and percussion. The eight Kinder Konzerts musicians represent all four families.

Here are some activities to help children understand and remember the orchestra and its instruments.

- Make a bulletin board! See the Additional Resource section at the end of this Guide for websites recommendations.

- Invite musicians to your classroom for a special music sharing.
- Have an instrument show-and-tell day. Many of your children will have instruments at home. Ask them to bring an instrument if possible, or maybe just a picture. Encourage them to share all instruments, even if they are not orchestral instruments.
- Create a classroom orchestra! Use auxiliary percussion (maracas, tambourines, rhythm sticks, etc.) to accompany favorite classroom songs. Making your own instruments from found objects is also a great way to explore sound.
- Create a playlist of orchestral music (see Additional Resources for ideas for this). Use it during naptime, free play, dance time, work time. Set aside some time for a “Music of the Week” sharing time. This helps children cultivate audience skills, which is discussed at greater length below.
- Instrumentation for *One-Dog Canoe* is:
  - flute
  - clarinet
  - bassoon
  - French horn
  - violin
  - viola
  - cello
  - marimba

Note: the marimba is a percussion instrument. It looks like a giant xylophone. Its bars are even made of wood, like a xylophone. But because it is bigger, it can make lower sounds. You can find a picture of the marimba on the [Trip to Orchestra Hall](#) PowerPoint found on the Kinder Konzerts Resources webpage.

### **3) Practice being an audience!**

The Kinder Konzerts experience is a great way to learn and practice audience etiquette.

- Explain that at Orchestra Hall, audience members keep their body and voice quiet so that they can hear the musicians, others can hear the musicians, and the musicians can hear each other, too.
- Audiences show appreciation by clapping at the end of a performance. Sometimes the audience might say “*bravo*” if they really love what they hear.
- Use show-and-tell or sharing time to practice being an audience. Encourage the sharer to bow after sharing and ask the listeners to clap. Take turns singing classroom songs one by one in small groups. Everyone gets a chance to be both a performer and an audience member.
- Invite performers into your classroom. Parents, siblings, grandparents, or community members who play an instrument might be happy to share music with your class.

- Use terminology to reinforce these concepts. *Audience, bow, bravo, clapping, appreciation*- these are all good terms to use whenever appropriate.
- Sing an audience song:

## We Are the Audience

K. Condon

We are the aud - i - ence, it's our job to li - i - sten, Let all your

wi - ggles out be - fore the mu - sic be - e - gins. (WIGGLE!!!) We are the

aud - i - ence, it's our job to li - i - sten. Feel your bo - dy qui - et down,

so sounds can co - me in.

Click here to hear and see Katie Condon singing [We Are the Audience](#).

## TEACHING THE STORY: *ONE-DOG CANOE*

Story comprehension is an integral part of Kinder Konzerts. Each year, the feature piece is based on a children's book. A narrator reads the text of the story while the music is played. FRIENDS of the Minnesota Orchestra commission these feature pieces especially for Kinder Konzerts.

To celebrate the 40<sup>th</sup> year of Kinder Konzerts, Daniel Nass composed music for Mary Casanova's book, *One-Dog Canoe*. A girl and her dog, out on a canoe trip, are joined by many forest friends. The story uses a lot of dynamic action-oriented language and some verbal sound effects. Ard Hoyt's illustrations capture the beautiful environment of a Minnesota lake. The better children understand the story and its concepts and themes, the more they will be able to understand how music helps to tell that story.

The following activities will help guide and reinforce story comprehension.

### 1. READ THE BOOK!

### 2. RE-READ THE BOOK AND ASK QUESTIONS

Though story of *One-Dog Canoe* is fairly simple and straightforward, there are several unfamiliar and challenging verbs. Ask children the following questions so that they will develop full story comprehension.

- How does the story begin?
- Who was in the canoe at the beginning of the story?
- The girl "dips her paddle into ribbons of blue." What do you think "ribbons of blue" means?
- What happened next?
- Why do you think the girl was worried about letting others into the canoe?
- How many people or animals fit safely in a canoe?
- What was the big moment?
- What animal made the canoe finally tip over?
- How did the girl feel when the canoe tipped?
- How did they solve the problem?
- What would you do if this happened to you?
- How did the story end?

### 3. MEET THE CHARACTERS AND LEARN THE SEQUENCE

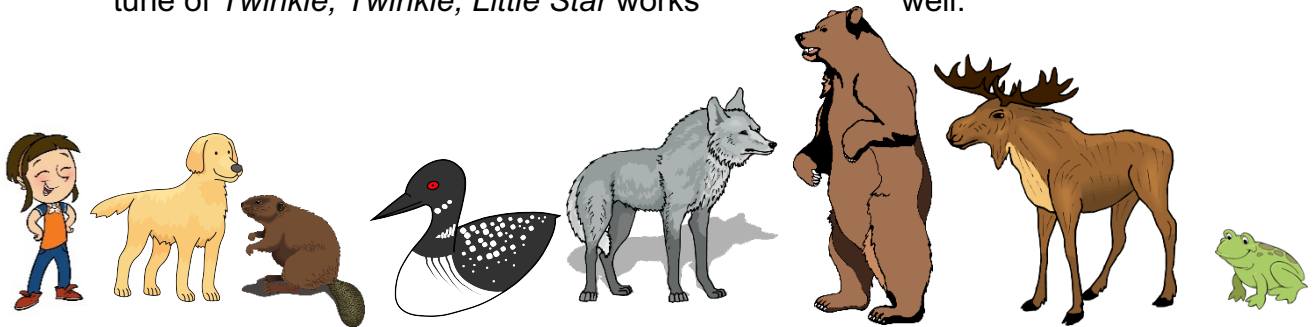
Putting events in order helps children understand narrative arc and reinforces overall story comprehension. Sequencing is a fundamental skill for students who will soon be learning to read. *One-Dog Canoe* lends itself well to many sequencing activities, since the characters enter the story in a very particular order. Start by learning the sequence of characters as they appear in the story.

Girl  
Dog



Beaver  
Loon  
Wolf  
Bear  
Moose  
Frog

- List the characters on the board with a picture for each. Choose clip art or photographs or draw them by hand. There are eight characters. The images below are free clip art. You may decide to use pictures of real animals. See the end of this guide for standalone pictures of these images if you'd like to print them for classroom use.
- Post the images and say them in order to a beat. Vary the tempo (speed). Repeat, repeat, repeat.
- Choose two alternating pitches and sing in order.
- Use a familiar tune and substitute the names of the images for the lyrics. The tune of *Twinkle, Twinkle, Little Star* works well.



- After students demonstrate knowledge of the order, mix up the sequence. Using the melody of *Twinkle*, ask students to put the image cards back in story order.
- Using the image cards as a prompt, ask students to move around the room like the animal.
- Again, using the cards as a prompt, ask students to make a sound for each character as you prompt them with your image cards.
- Ask students to draw characters in order on their own.
- Create a canoe (individual-sized, on a sheet of paper, like below) or create a larger one to post on a bulletin board to use for a collective activity. Put the characters in the canoe in order.



#### 4. DO AN ART/SCIENCE PROJECT

One of the wonderful things about *One-Dog Canoe* is its beautiful depiction of the natural world, specifically the north woods. The terms habitat, biome, and ecosystem could all be used to describe the scenery and environment of *One-Dog Canoe*. Each term carries different connotations and specifications, so for general purposes, this curriculum will use the term “north woods environment.” Feel free to adapt terminology to align with your other curricular content.

Page through the book, noticing all the small details of the north woods’ environment.

- Here is a list of observed flora and fauna in the pictures. There may be more!
  - Lake
  - Pine trees
  - Ferns
  - Dragonflies
  - Fish
  - Sky/Clouds
  - Spider webs
  - Dew
  - Lily pads
  - Grass
  - Rocks
  - Sand
  - Northern Lights
  - Ducks and Geese
  - Squirrel
- Notice and discuss these things, explaining and defining when necessary.
- Create a north woods mural in your classroom. Use butcher paper, crayons, markers, or finger paints to draw some of the things you observe in the *One-Dog Canoe* environment. Alternately, cut and paste pictures from nature and wildlife magazines. Weather permitting, go on a nature walk and collect any items that might belong in this environment.
- Discuss ways to be a good citizen and protect this environment. Ask some of the following questions in order to help children reflect on how to preserve the natural beauty of the north woods. Include questions about outdoor safety.
  - Do you think it is important to spend time outside in nature?
  - What do you like about spending time outside?
  - What if there was trash in our north woods’ habitat?
  - Why is it important to keep water clean?
  - Have you ever been in a canoe?
  - What does the girl wear for safety?
  - What are some other ways to be safe when we go outside?

## 5. READY, SET, ACTION!

*One-Dog Canoe* is full of colorful, action-oriented verbs, some of which might be unfamiliar to preschool-aged children. Many of these words make sense in context, so mastery isn't essential, but reading them and acting them out is a fun movement activity.

Use the following prompts to reinforce story comprehension and develop awareness of new verb vocabulary through kinesthetic learning. Model each motion as you deliver the movement prompts. Verbs from the book in bold.

- In *One-Dog Canoe*, the dog **wagged** his tail. Can you be the dog and **wag** your tail?
- The girl **dipped** her paddle into ribbons of blue- **dip** your paddle!
- With a **slap** and a **swim**, Beaver **scrambled** in. Show me a **slap** on the water. Now **swim**, now **scramble** into in the canoe.
- The girl **swished** past some ferns in her canoe. Can you **swish**?
- The loon's wings **flap**. **Flap** your wings!
- **Glide** like the canoe on the water. **Peer** like the wolf. The wolf **bounded** into the canoe. Can you **bound** too?
- **Paddle** with your paddle. **Slide** down the tree like the bear. **Grunt**, and **drop** on your rump.
- Use your paddle to **J-stroke** and **C-stroke**. See [this handy web tutorial](#) to learn all about some fun canoe paddle strokes.
- Be like the moose and **toss** your rack. Then **climb** in the back.
- So many animals in the canoe! It's going to **teeter** and **totter**.
- The girl **glared** at her crew. Can you **glare** at your crew?
- **Hop** like the frog, then **leap**, and **plop**.
- Now **SWOOSH-A-BANG FLOP!**
- After the big canoe flip, they all **sputtered**, **splashed**, **swam**, and **drip-dried** on the sand. Can you **sputter**, **splash**, **swim**, and **drip-dry** on the sand?
- They all **bailed** to empty the water out of the canoe. Can you **bail** too?
- And in the end, the girl gave a **push-a-swoosh** and a **glide**, and **waved** goodbye. **Push-a-swoosh**, **glide**, and **wave** goodbye.

## EXPLORING MUSIC

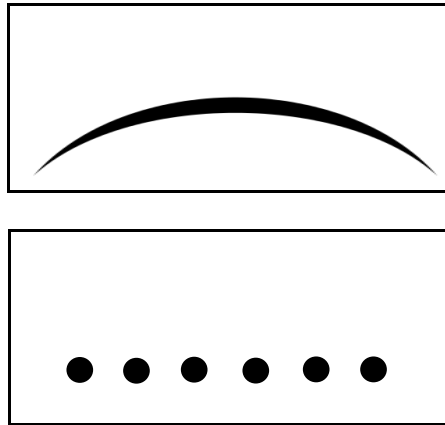
There are several musical concepts or ideas prominently featured in the music of *One-Dog Canoe*. The following activities develop awareness and skill acquisition related to elements easily heard in the feature piece.

### 1. EXPLORE *LEGATO* AND *STACCATO* SOUNDS

- a. Learn and reinforce vocabulary. Explain that in music, some sounds are smooth and connected, while other sounds are detached and bumpy. Musicians call smooth sounds "*legato*" and bumpy sounds "*staccato*." *Legato* is SMOOTH. I

remember the word by smoothly sliding my hand down my LEG all the way to my TOE. Do this motion several times while saying LEG-A-TO. Adding the motion is great kinesthetic reinforcement. Practice saying “*staccato*” while poking your fingers in your palm, on your knee, or all over your body. Repeat several times; vary the placement of the *staccato* “pokes” on your body or around the room.

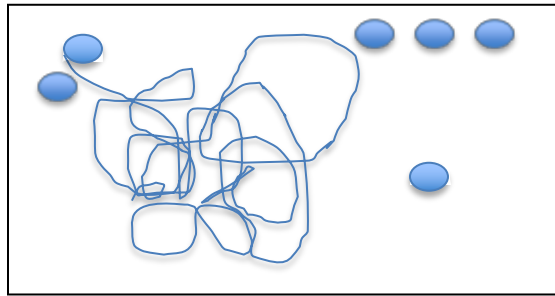
- b. Sing *If You Hear a Bumpy Sound, Say “Staccato”* to the tune of *If You’re Happy and You Know It, Clap Your Hands*, then switch to *If You Hear a Smooth Sound, Say “Legato.”* With each version, exaggerate the articulation so the *staccato* version is very short and clipped, while the *legato* version is very smooth and flowing.
- c. Use visuals for cues. Create a small card with a curved slur line. This symbol tells musicians to play *legato*, smooth sounds. Create a second card with a series of dots. Dots tell musicians when to play *staccato* sounds. Your cards will look like this:



Use the cards as visual prompts. Ask children to make a smooth, *legato* motion when you flash the slur/line card and tell them to hope or poke the air when you flash the *staccato*/dot card. Use the blank backside of a card for a “freeze” cue to help control motion. Use these cards as prompts with the songs and activities below.

- d. Sing songs. Singing songs, especially ones that suggest imagery or movement, will greatly help reinforce the idea of *legato* and *staccato*. *Floating Down the River* and *All the Fish are Swimming in the Water* help teach *legato* and *staccato* and fit in with the theme of the north woods’ environment. The songs are listed below. The lyrics, notation, and suggested activities for each song are included in the Song Index at the end of this guide.
- e. Add instruments. Repeat the songs listed above using rhythm sticks or other classroom instruments. Rhythm sticks are especially good to use for *staccato* and *legato* because they can make both *staccato* and *legato* sounds.
- Tap together or on the floor or like a hammer to make *staccato* sounds.

- To make legato sounds, try rolling the sticks in your palm, on the floor, down your leg, or scraping them slowly against one another.
  - Glockenspiels, classroom bell sets, or Orff-style mallet instruments are also good instruments to use.
  - Tapping on each individual bar of the instrument creates a short, distinct sound that evokes *staccato*.
  - Sliding a mallet up and down creates a smooth, fluid sound for *legato*.
- f. Add movement. Use props such as ribbon wands, scarves, or streamers as you sing your *staccato* and *legato* songs. During transitions like lining up or putting away, ask students to move *legato* (think of ice skating or roller skating for this) or tell them to hop *staccato* style into line. Use a song to help frame and structure these activities. Use finger paint, paint dots, or plain old crayons and markers while listening to or singing *staccato* and *legato* music. Use large paper, and have the students make smooth lines while the *legato* music plays. Shift to dots when the *staccato* music comes. You may choose to divide the paper down the middle into *staccato* and *legato* sections. A sample of a finished product might look like this:



## 2. EXPLORE ACCENTS

In the *One-Dog Canoe* music, the “big moment” is marked with lots of *accents*, or notes that have special emphasis. *Accents* can be notes that are suddenly loud and stick out from the other notes around them.

- Begin by explaining that an accent sounds a little like a “poke.” Ask children to find their accent finger and give the air a poke when they hear an accent. With one hand, play a steady stream of beats either on a hand drum or on your lap. Use the other hand to model the “accent finger.” Make one note suddenly loud and use your accent finger to poke the air. Children will follow along. Continue, varying the placement of the accent. Once children have done this activity several times, you can ask for volunteers and let students take turns being the accent maker.
- Now that children have had the experience of listening and responding to accents, tell them that accents can sort of sound like a musical surprise. In fact, a composer named Haydn wrote a special symphony that is called the “Surprise” Symphony because there are a few surprising accents.

The second movement of the symphony is the part with all the fun and surprising accents. The full title of the piece is Symphony No. 94 in G Major, II. Andante. Find it on iTunes or Spotify or use a YouTube recording, like the one found [here](#).

The entire movement is about 6 minutes, depending on which recording you use. Ask students to get their accent fingers ready to find Haydn's big surprise. Explain that they might need to be patient- it doesn't happen right away.

The music begins very quietly. The first accent happens around 44 seconds in, then gets very quiet again. There is another at 1:15 or so, and then at 1:30. By the 2-minute mark, the overall dynamic level gets much louder and that is usually a good stopping point for this activity.

### **3. USE RHYTHM TO SING AND PADDLE**

The steady rhythm of a song can help motivate and sustain someone during a long trip. Begin a steady, rhythmic paddle stroke and sing or chant the following poem. Use the song/chant to guide movement during transitions (canoe to get in line, canoe to put away toys, canoe to a carpet spot, etc.) Notation for the melody in the song index.

**I hop in my canoe.**

**You can come too.**

**Grab your paddle,**

**Here we go!**

**Stroke, push, and glide,**

**We love to be outside.**

**Watching nature**

**Bloom and grow.**

### **4. PLAY "ADD-A-SOUND" TO EXPLORE THE IDEAS OF LAYERS IN MUSIC**

In *One-Dog Canoe*, animals get into the canoe one by one. In music, one instrument might begin a melody or pattern and other instruments join in, adding layers to the sound. In music, the number of instruments and layers in the music is referred to as texture. Help children begin to develop and understanding of musical layers by playing the following game.



# FLOATING DOWN THE RIVER

traditional

The musical score is written for voice in treble clef, with a key signature of three sharps (F#, C#, G#) and a 3/4 time signature. It consists of five staves of music with lyrics underneath. The first staff (measures 1-4) has a long slur over the notes and lyrics: "We're float - ing down the ri-ver, we're float - ing down be - low." The second staff (measures 5-8) also has a long slur: "We're float - ing down the ri-ver to the O - HI - O!". The third staff (measures 9-15) begins with a slur and the instruction "faster!" above it, with lyrics: "Two in the ri - ver and you can't jump, Jo - sie,". The fourth staff (measures 16-21) continues the "faster" section with lyrics: "two in the ri - ver and you can't jump, Jo - sie, Two in the ri - ver and you". The fifth staff (measures 22-24) concludes with lyrics: "can't jump, Jo - sie, 'Oh, miss Su - sie, Brown - ie - o!".

Voice

We're float - ing down the ri-ver, we're float - ing down be - low.

8

Vo.

We're float - ing down the ri-ver to the O - HI - O!

16

Vo.

faster!

Two in the ri - ver and you can't jump, Jo - sie,

19

Vo.

two in the ri - ver and you can't jump, Jo - sie, Two in the ri - ver and you

22

Vo.

can't jump, Jo - sie, 'Oh, miss Su - sie, Brown - ie - o!

Suggested activity:

Use ribbons, streamers, or scarves to dance along and illustrate the smooth and bumpy (*staccato* and *legato*) parts.



# ALL THE FISH ARE SWIMMING IN THE WATER

traditional

The musical score is written for three voices (Voice, Vo., and Vo.) in 4/4 time. The first line (Voice) starts with a treble clef and a 4/4 time signature. The lyrics are: "All the fish are swim-ming in the wa - ter, swim-ming in the wa - ter,". The second line (Vo.) starts with a treble clef and a 4/4 time signature. The lyrics are: "swim-ming in the wa - ter. All the fish are swim-ming in the wa - ter,". The third line (Vo.) starts with a treble clef and a 7/4 time signature. The lyrics are: "bubb - le, bubb - le, bubb - le, bubb - le SPLASH!".

Suggested activity:

Fill a small tub with water and small plastic fish. During “All the Fish are Swimming in the Water,” ask children to make the fish swim smoothly through the water. When we reach “bubble, bubble, bubble, bubble- splash,” we will feel the bumpy *staccato* splashes.

## BOOKS

The following books are good resources for learning more about the north woods’ environment.

- *Antler, Bear, Canoe* by Betsy Bowen(1991). Boston: Houghton Mifflin.  
An alphabet book by Grand Marais artist/author, Betsy Bowen. In her unique style, Bowen draws on the environment and culture of the North Shore and woodlands to find objects that fit the progression of the alphabet. Includes several that appear in *One-Dog Canoe*.
- *Boundary Waters ABC* by Wes Irwin (2014). Cambridge, MN: Adventure Publications.  
An alphabet book for slightly older children. Opens with the Northern Lights, or Aurora Borealis for the letter “A”. Great moose illustration.
- *Canoe Days* by Gary Paulsen (1999). New York: Dragonfly Books.  
Paulson’s picture book takes us on a canoe trip that is just the opposite of “One-Dog Canoe!” It is a quiet peaceful journey filled with nature and critters. The story is illustrated with painter-like pictures as peaceful as the text.

- *Sadie Braves the Wilderness* by Yvonne Pearson (2017). Minnesota Historical Society Press.  
A picture book story about a young girl (and her little brother), and their first trip to the Boundary Waters Canoe Area (BWCA). A young girl, her little brother, mom and dad experience some of the wonders of the wilderness. Notice the red canoe!

Here are links to three books that help introduce the symphony orchestra to young children.

- [Meet the Orchestra](#), by Ann Hayes
- [Zin! Zin! Zin! A Violin!](#) By Lloyd Moss
- [Story of the Orchestra](#), by Robert Levine

**WEBSITES** for instrument pictures, etc.

- The Minnesota Orchestra has a great interactive guide [here](#).
- [Here](#) is a good website to find free clip art of orchestra instruments.

### **LISTENING IN THE CLASSROOM**

- Listen to some beautiful Mozart music and hear children respond [here](#).
- Find streaming classical music on the [Classical Kids stream at YourClassical](#).

**CHARACTER PICTURES for sequence activities are+** on the following pages.



