

# Unit 4

Name:

Date:

## 4-2 Reader's Notebook: Questions

Complete the following.

### Section 1: Sound in "The Carnival of the Animals"

#### Instructions:

1. Complete the Sound Chart as you listen to the music of **two** of the following pieces from "The Carnival of the Animals" by French composer Camille Saint Saëns (1835-1921).
  - A. **The Aquarium** (Instrumental). <https://www.youtube.com/watch?v=QO8v5G0s7BU>
  - B. **The Swan** (Instrumental). <https://www.youtube.com/watch?v=Mvh4zEKG2zs>
  - C. **The Elephant** (Instrumental). <https://www.youtube.com/watch?v=jWUt2D0FkdU>
  - D. **The Fossils** (Instrumental). <https://www.youtube.com/watch?v=0TSkIG9IFvY>
  - E. **The (Birds) Aviary** (Instrumental).  
[https://www.youtube.com/watch?v=fFFt\\_kFq\\_eQ](https://www.youtube.com/watch?v=fFFt_kFq_eQ)
  - F. **The (Donkeys) – People with Long Ears** (Instrumental).  
<https://www.youtube.com/watch?v=KNCV7JQRj2g>

Sound Chart		
	Song 1	Song 2
Identify the types of sounds each song uses.  (long or short, high or low, loud or soft, smooth or choppy)		
Of what do the sounds make you think?  What details of the animal are they trying to depict?		
What words could you use to recreate the sound the music is trying to describe?  How can you use words to portray the animal? For example, soft or explosive sounds, or onomatopoeia?		

(/6 marks)

2. How do the two songs use sounds differently to show the animals they are trying to depict? (/2)

3. Choose one of the poems below. Identify two words in the poem that are either soft or explosive. List the word(s) and their type. (/2)

Read one of the poems below.

<p><b>The Aquarium</b></p> <p>There every colour shade and hue of the fish in the aquarium, viridian, crimson, silver, blue. And if those aren't enough for you, Some fish can even vary them. See how they shimmer, dart and gleam within their private ocean, Or silently they drift and dream, So graceful that they almost seem a lullaby in motion?</p>	<p><b>The Swan</b></p> <p>The swan is an enchanted bird, Or so the legends tell. And certain he plays the part, exceptionally well. He proudly arches up his neck, to show that he's in charge, as regal as the figurehead on any royal barge. But if you ask him if it's true, what fairy tales portray? He merely gives a knowing look and slowly glides away.</p> <p>*figurehead – carving on the front of a ship</p>	<p><b>Elephants</b></p> <p>The elephant's a noble beast though not unduly prepossessing. Its skin is permanently creased as though its trousers needed pressing. But when it's in the mood to dance, no matter what may be the setting, whenever it can get the chance, it loves to practice minuetting, exhibiting the airs and graces way down among the double basses.</p> <p>*not unduly prepossessing – not good-looking *creased – wrinkled *trouser -pants *pressing-ironing *minuetting – dancing</p>
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<p><b>The Fossils</b></p> <p>At midnight in the fossil hall It's party time for one and all. And all the fossils one by one Go skittling off to join the fun. The mammoths are a cheery lot And watch the stegosaurus gavotte. While high above this ghastly troupe, the pterodactyls loop the loop.</p>	<p><b>The Aviary</b></p> <p>While we have choral symphonies And forty-part quartets, The birds have private arias and passionate duets, With songs to tell a rival off in no uncertain terms; And sometimes on a rainy day, a requiem for worms. But while we worry over pitch, or whether we're in time,</p>	<p><b>People with Long Ears</b></p> <p>The Donkey family – everyone has quite a ridiculous sense of fun. They waggle their ears and loudly bray, until you can hear them miles away. But donkeys are not the only folk who bray like foghorns o'er a joke.</p>
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<p>Now the exhibition's floors are filled with rattling dinosaurs. But in the morning not a trace For everyone is back in place.</p> <p>*gavotte – dance *troupe - dancers</p>	<p>the melody they produce is perfectly sublime. For though they've never heard of tones or sharps or minor thirds, What takes a singer years to learn, comes naturally to birds.</p> <p>*choral – choirs *symphony – musical composition *quartets – songs *arias – opera *duet – two singers *requiem – funeral song *sublime – terrific *tones, sharps, minor thirds – musical terms</p>	<p>At any soiree or social chat , there's always someone who laughs like that— ha ha ha I say.</p> <p>*Soirée- fancy evening party</p>
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4. Identify **one** example of onomatopoeia from the six poems. (/2)

Total of Section 1: /12 marks

## Section 2: Imagery in "Rhythm Is"

Read Rhythm Is in Perfect Harmony on p. 40 in Literacy in Action 6B. Choose either that poem or one below. Identify the imagery (sight, taste, touch, smell, sounds) in the poem/

<p><b>Shadow March</b></p> <p>All around the house is the jet-black night; It stares through the window-pane; It crawls in the corners, hiding from the light, And it moves with the moving flame.</p> <p>Now my little heart goes a beating like a</p>	<p><b>The Wind</b></p> <p>I saw you toss the kites on high And blow the birds about the sky; And all around I heard you pass, Like ladies' skirts across the grass-- O wind, a-blowing all day long, O wind, that sings so loud a song!</p>
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<p>drum, With the breath of the Bogies in my hair; And all around the candle and the crooked shadows come, And go marching along up the stair.</p> <p>The shadow of the balusters, the shadow of the lamp, The shadow of the child that goes to bed-- All the wicked shadows coming tramp, tramp, tramp, With the black night overhead.</p> <p>- Robert Louis Stevenson</p>	<p>I saw the different things you did, But always you yourself you hid. I felt you push, I heard you call, I could not see yourself at all-- O wind, a-blowing all day long, O wind, that sings so loud a song!</p> <p>O you that are so strong and cold, O blower, are you young or old? Are you a beast of field and tree, Or just a stronger child than me? O wind, a-blowing all day long, O wind, that sings so loud a song!</p> <p>- Robert Louis Stevenson</p>
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1. Complete the imagery chart with the poem of your choice, either "Rhythm Is", "Shadow March" or "The Wind".

Imagery Chart				
Sight	Touch	Taste	Smell	Sound

Total of Section 2: /3 marks

## Section 3: Haiku

1. After reading the four haikus on pp. 41-42, write a haiku poem.
  - A. Decide whether your poem will be about music or a musical instrument.
  - B. List as many sound words as you can about the music or instrument you have chosen. Choose either soft words or explosive words.
  - C. Think about the poems that accompanied the songs from *Carnival of the Animals*. What story does the musical instrument or song tell?
  - D. What sounds do you hear? Add onomatopoeia
  - E. What other senses can you use? What can you see, smell, feel, or taste when the music or instrument is being played?
  - F. Decide what you will call your haiku (the word haiku should be part of the title).

### Haiku Rubric

Criteria	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
<b>Content /5</b>	<ul style="list-style-type: none"><li>• I used <i>creative</i> sound word choices.</li><li>• I used <i>specific</i> sensory details.</li><li>• I used haiku conventions <i>precisely</i>.</li></ul>	<ul style="list-style-type: none"><li>• I used <i>descriptive</i> sound word choices.</li><li>• I used <i>logical</i> sensory details.</li><li>• I used haiku conventions <i>thoughtfully</i>.</li></ul>	<ul style="list-style-type: none"><li>• I used <i>appropriate</i> sound word choices.</li><li>• I used <i>general</i> sensory details.</li><li>• I used haiku conventions <i>clearly</i>.</li></ul>	<ul style="list-style-type: none"><li>• I used <i>imprecise</i> sound word choices.</li><li>• I used <i>vague</i> sensory details.</li><li>• I used h</li><li>• aiku conventions <i>loosely</i>.</li></ul>
<b>Conventions /5</b>	<ul style="list-style-type: none"><li>• I communicated <i>engagingly</i> and <i>accurately</i>.</li></ul>	<ul style="list-style-type: none"><li>• I communicated <i>thoughtfully</i> with <i>few</i> errors.</li></ul>	<ul style="list-style-type: none"><li>• I communicated <i>clearly</i> with <i>some</i> errors.</li></ul>	<ul style="list-style-type: none"><li>• I communicated <i>unclearly</i> with <i>many</i> errors.</li></ul>
<b>Insufficient</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement.			
<b>Total:                   /10</b>				
<b>Assessment</b>	<b>Areas of Strength:</b>			

	Target for Improvement:
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Total: /25 marks

Submit your worksheet to your teacher.



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Name your file in this format: jsmith\_4-2\_perfect\_harmony and save your file to your Documents folder.