

Facilitation Guide



Animal Sound Scenes SABES Lessons 10 – 12

EXPERIENCE OVERVIEW

In this activity, students will learn different and varied animal noises and what they mean. Once learning these basics, students will perform in their own scenes embodying the character of those animals and the noises they make. Using provided scripts, students will have “conversations” between their animals utilizing their own voices to recreate the pitch and volume of their animals to more fully understand the meaning of those animal noises.

Standards

SCIENCE

- SEP 8: Obtaining, Evaluating, and Communicating Information. PS1: Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed worlds.
- LS1.B Growth and Development of Organisms. PS1: Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
- CCC 1: Patterns. PS1: Patterns in the natural and human-designed worlds can be observed, used to describe phenomena, and used as evidence.

MARYLAND STATE ARTS STANDARDS

- E:P-2:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.
- E:P-2:1: Collaborate with others on a guided theatrical work.
- E:P-2:2: Present a play/drama for an informal audience.

Getting Ready

SABES LEARNING OBJECTIVES:

- Unit Goal 3 – Students will obtain information about the different purposes of animal communication (mating, alarm, location, food, and singing).

MATERIALS:

- Animal Sound Scenes Slides

TEACHER BACKGROUND

Teachers should have an understanding of basic theatrical terms like character (who the student is playing), line (the words that students say as actors), intention (the reason the actors are speaking), and cue (the line before theirs that prompts them to say their lines).

STUDENT PREREQUISITES

Students should have some general knowledge of theatrical terms like character (who they are acting as), line (what they say), intention (why they are saying it), and cue (when to say it), as well as the vocabulary lined out earlier in this unit like pitch and volume. An additional SEL component can be included in terms of emotion.

ARTS INTEGRATION MATERIALS



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**CONCEPT
MAP**



🔗
SLIDES



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**VIDEO
PLAYLIST**

TEACH

Engage

- Tell students that while we humans speak in words, animals “speak” through other noises to signify certain things.
- We are going to learn some of the things animals say to each other, and then use those sayings to have an animal conversation in a short scene between animals.
- Students will be playing the animals and their “lines” will correlate to real animal noises and what they signify in the wild.



VIDEO TUTORIAL

Experience

- Students are broken into different animal groups (bears, birds, dogs, and mountain lions).
- As part of the SABES lesson, students will learn the different noises that their animals make and the purpose for each (mating, alarm, location, and food). Then, they will learn what makes those sounds unique using vocabulary already established in this unit (volume, pitch, etc).
- Use the Animal Sound Scenes Slides to provide students with their “lines.”. Based on the slides, students will determine the intention of the line and make the appropriate noise. For instance, if the line is “Where is my baby?” The intention is to find their offspring and the students will need to make that noise accordingly - matching pitch and volume.
- Teachers can then ask the students questions to prompt their responses. For instance, you may ask the mountain lion group what noise they might make if they found food. They will use the table on the slides to find their line “roar”, and what pitch/volume/length to deliver that line.
- Teachers should encourage facial expressions and physical gestures to enhance these lines. A sound indicating aggression should have a facial expression to match.



SLIDES

Connections: Students embodying these different noises apply directly to the science standards for these lessons in understanding different purposes of animal communication (mating, alarm, location, food, and singing). It also ties to the Maryland Fine Arts Standards of creating a theatrical work and performing it for their class.

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TEACH

Extend

Prompt a scene that happens between two different species, i.e. a bird and a mountain lion working together to find food, or the teacher as a human asking the animal questions which they can answer in their animal noises.

Assess

By fully **embodying** animals and their noises, students will more deeply understand the different purposes of animal communication (mating, alarm, location, food, and singing). Observing students engaging in this activity will allow for a formative check for understanding.