

# Four Seasons of Sound

*Pre-K + ELA and Music*  
Adapted by Shea Thrash

## CORE SUBJECT AREA

ELA

## ART FORM + ELEMENTS

Music  
Rhythm  
Expression

## MSCCR STANDARDS

RL.PK.3 With prompting and support, identify some characters, settings, and/or major events in a story.

## MSCCR CREATIVE ARTS STANDARDS

TH: Re8.1.a.PK Interpret intent and meaning in artistic work. a. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

## DURATION

45 minutes

## OBJECTIVES

The students will explore difference literacy elements by using music compositions to distinguish the changing parts found throughout a story.

## MATERIALS NEEDED

1. Fletcher and the Falling Leaves by Julia Rawlinson Fletcher
2. The Four Seasons by Vivaldi
3. Various classroom instruments (xylophone, recorders, slide whistle)
4. Chart paper 5. Markers 6. CD/MP3 player and speakers

## VOCABULARY

Composer- A person who writes music.

## LESSON SEQUENCE

Have students listen to various instruments and ask them to describe what kind of weather that instrument might sound like (for example, a rainstick sounds like the rain or a drum could sound like thunder).

Review the four seasons of the year (spring, summer, fall, and winter).

Step 1: Read aloud the book Fletcher and the Falling Leaves by Julia Rawlinson Fletcher. Ask students to predict or guess what will happen to the tree each new season as you read.

Step 2: Using chart paper to document their answers, ask students to describe how each season looks and feels. How are some different ways we can share these ideas (drawing a picture, playing instruments, creating a dance)?

Step 3: Explain that composers (people who write music) can use music to show the change in seasons. Then, play a 20-30 second excerpt from each of Vivaldi's Four Seasons movements.

Step 4: On the original chart paper, ask students how music "looks" in their minds or "feels" in their bodies as they listen. Document their answers.

Step 5: Experiment with ways you can make those same sounds from each musical movement using the body or instruments in the room.

## EXTENDED LEARNING ACTIVITIES

In small groups, students can select a season from the book and create a musical composition with their bodies or classroom instrument to share what the tree looked or sounded like at that time. For example, the falling

leaves in autumn can be shown with falling handclaps from top to bottom or falling notes on an instrument.

## SOURCES

<https://educationcloset.com/2015/11/06/arts-integration-lesson-the-four-seasons-of-sound/>

## TIPS + FREQUENTLY ASKED QUESTIONS

Collaborate with your on-site music teacher to work with instruments like recorders or xylophones that will be easy for pre-kindergarten students to use.

Each MPSD Elementary school was given a class set of musical instruments by AGC in August 2018.



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