

Four Seasons of Sound

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Music - Expression

DURATION

30-45 minutes

OBJECTIVES

Students will be able to know and/or do...

Recall the four seasons

Match the seasons to sections of the composition by Vivaldi

Make predictions about what might happen next in the story by hearing the next section of music.

MATERIALS NEEDED

Fletcher and the Falling Leaves by Julia Rawlinson Fletcher

The Four Seasons by Vivaldi

Various classroom instruments (borrow from music teacher)

Chart paper & marker

CD/MP3 player & speakers

MSCCR STANDARDS

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).

Ask students to review the 4 seasons and the things they think about during that time of year.

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

RL.1.3 Describe characters, settings, and major events in a story, using key details.

MSCCR CREATIVE ARTS STANDARDS

MU:Re8.1.1.a a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

MU: Cr2.1.2 Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. PLAN / MAKE a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

MU: Cr3.2.2 Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. PRESENT a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU: Pr6.1.2 Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

VOCABULARY

Composer, arrangement, tempo, rhythm, season, soundscape, tone, mood, dynamic

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)?

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.

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

Experiment with ways you can make those same sounds from each musical movement from "The Four Seasons" using the body or instruments in the room

Create a group soundscape that documents the cycle of the seasons using their bodies or instruments in the room.

EXTENDED LEARNING ACTIVITIES

Talk about how the mood/tone of a story can be referenced by the music in a story or movie as well. Ask students what kind of mood each excerpt of music makes them think of. Have students complete a writing activity about their favorite part of the composition and how it makes them feel.

In small groups, students can select a season from the book and create a musical composition with their bodies or classroom instruments 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 descending notes on an instrument.

SOURCES

Education Closet; Updated and Edited by Abby Calhoun