



| Quality Lesson Components                                                                                                                   | My Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Lesson Title</b>                                                                                                                         | Vivaldi – Four Seasons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Lesson Plan Overview / Details</b><br>Summary of the task, challenge, investigation, career-related scenario, problem, or community link | Students will listen to, analyze, and identify connections between music and weather.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Program of Study:</b>                                                                                                                    | Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Approximate Time</b>                                                                                                                     | Approx. 25 min.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Anchor Standard</b>                                                                                                                      | Anchor Standard 7a: Choose music appropriate for a specific purpose or context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>College and Career Readiness/Literacy Standards</b>                                                                                      | <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a><br/>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.7</a><br/>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><a href="#">CCSS.ELA-Literacy.RL.6.7</a><br/>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> |
| <b>Objectives and Goals</b>                                                                                                                 | By the end of the lesson, students should identify connections between music and weather.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p><b>1. Hook/Set</b><br/><b>Getting Started/Essential Question</b></p> <p>Also called a "hook" to grab the students' attention, the Hook Activity is a brief activity or event at the beginning of the lesson that effectively engages all students' attention and focuses their thoughts on the learning objective(s). Your Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions.</p> <p>Have students:</p> <ul style="list-style-type: none"> <li>• Observe a scenario or process</li> <li>• Listen to a story</li> <li>• Predict an outcome</li> <li>• Inspect a machine, tool, part or instrument</li> <li>• Assess prior knowledge</li> <li>• Review an external document (article, ad, interview or job application)</li> <li>• Connect learning objectives to prior knowledge, experiences, observations, feelings, or situations in their daily lives both inside and outside of school</li> </ul>                                                                         | <p><b>Connecting Prior Knowledge:</b></p> <p>Students will share words that come to mind when they think about the weather.</p> <p><b>Guiding Questions:</b> How can specific pieces of music (such as Vivaldi's "Four Seasons") tell stories about the weather?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>2. Lecture</b><br/><b>Discover/Explain</b></p> <p>The teacher provides the basic information needed for students to gain the knowledge or skill through brief, direct instruction.</p> <p>Teacher might:</p> <ul style="list-style-type: none"> <li>• State learning objectives of the day in easy, accessible language; display standards and objectives</li> <li>• Introduce/review vocabulary terms</li> <li>• Identify how students will be assessed</li> <li>• Provide detailed overview of skill or process</li> <li>• Induce curiosity and suspense</li> <li>• Incorporate multimedia and technology</li> <li>• Illuminate where this skill/info is applied in the field</li> <li>• Connect standards to real-world and help students "make sense" of the content</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Build on experiences and background knowledge</li> <li>• Organize information</li> <li>• Incorporate literacy strategies through teacher prepared, interactive, or combination note taking (graphic organizers)</li> </ul> | <p>Whole Group:</p> <p><b>Activity/Song Title A: "Weather in Vivaldi's Four Seasons"</b></p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Teacher will play clip of Vivaldi's "Four Seasons, "Winter, 2<sup>nd</sup> movement (RECOMMENDED: <a href="https://youtu.be/UHofxri4Qhw">https://youtu.be/UHofxri4Qhw</a>)</li> <li>• Students will follow teacher into the room, walking to the steady beat of the song (if students are already at their seat, students will walk in place to steady beat</li> <li>• Students follow the teachers movements as the teacher rotates between walking to the microbeat and flicking hands, as if wet, to the macrobeat.</li> <li>• Students will mirror teacher dramatizing stretching, having a seat, and resting at the end of the piece</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Students will describe the music they heard, while teacher writes student descriptions on board</li> <li>• Teacher will write share Vivaldi's sonnet that he used to write the music: "To rest contentedly beside the hearth, while those outside are drenched by pouring rain."</li> <li>• Students will describe how their movements coming into the room compared and contrasted with the words of the sonnet</li> <li>• Teacher will describe the objective (identifying connections between music and the weather)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>3. Demo/Modeling: I DO</b><br/>This part of the Discover/Explain process provides students with proficient modeling by the teacher.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> <li>• Explain critical aspects moving from basic to complex</li> <li>• Reinforce understanding through labeling, categorizing, explaining, comparing</li> <li>• Balance talking with showing</li> <li>• Provide student with choices</li> <li>• Identify real application of skill in workplace</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Follow along closely and ask questions</li> <li>• Take notes or diagram a sequence</li> <li>• Follow along or perform steps themselves</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher offers explanation of connections between music and weather (example: "Have you ever told someone about the weather outside? Have you ever written a poem about the weather? Have you ever used music to tell a story about the weather? Many music historians believe that an Italian composer, Antonio Vivaldi, did all three. From 1718 to 1722, Antonio Vivaldi wrote pieces to describe the weather in Spring, Summer, Fall and Winter. His work is an example of program music, or music that tells a story beyond the music itself. While Vivaldi was one of the earliest composers to write about the weather, he would certainly not be the last.")</li> <li>• Teacher offers a list of words for describing the weather and makes connections between the musical descriptions of the song they heard at the beginning of class</li> <li>• Teacher prompts students to offer more words for describing the weather</li> </ul> |
| <p><b>4. Checking Understanding</b><br/><b>Formative Assessment</b><br/>Continuous monitoring of whether or not a student "got it"</p> <p>Teacher should:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Students will individually describe connections between musical expression and weather (i.e. tremolos can simulate wind and rain, staccatos can be used to imitate bird calls, etc.)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>• Summarize process or knowledge</li> <li>• Ask questions that go beyond recall</li> <li>• Clarify expectations and allow students to redo</li> </ul> <p>Students Should:</p> <ul style="list-style-type: none"> <li>• Know their roles in grouping arrangements (either as whole class, small groups, pairs, individual, etc.)</li> <li>• Be held accountable for their work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>5. Guided Practice (Group Work or Lab): WE DO</b></p> <p>An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision and support.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> <li>• Give oral/written feedback that is focused and frequent</li> <li>• Circulate, support engagement, and monitor student work</li> <li>• Monitor and adjust instruction based on student feedback Guide whole group</li> <li>• Remind students of required elements for summative assessment; clarify expectations</li> <li>• Target and build on one or more dimensions of the Competency Attainment Rubric Categories</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Go through all steps of the process or items to be learned</li> <li>• Have assistance from teacher and solve routine and authentic problems</li> <li>• Generate a variety of ideas and alternatives</li> <li>• Analyze problems from multiple perspectives</li> <li>• Self assess and monitor own learning</li> </ul> | <p>Small Groups:</p> <p><b>Activity/Song Title B: “Connecting Music to Weather”</b></p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Students will choose one of Vivaldi's movements to analyze together</li> <li>• Students will list musical elements in the piece that they noticed</li> <li>• Students will describe what kinds of weather come to mind when they listen</li> <li>• Students will be provided the sonnet that Vivaldi used to create the piece</li> <li>• Students will compare and contrast their descriptions with Vivaldi's use of the sonnet</li> </ul> |



## 6. Independent Practice (Lab): YOU DO

To help students reach proficiency, next is reinforcement practice. Applies knowledge to new situations to complete a relevant project (this may happen in class or in extended time such as homework).

Teachers should:

- Define proficiency and mastery
- Provide assistance materials such as safety posters, etc.
- Provide clear expectations for performance, timelines, evaluation elements (rubric), etc...
- Provide regular opportunities to accommodate individual student needs; Sometimes provide differentiated instructional methods and content
- Measure student performance in more than three ways (in the form of a project, experiment, presentation, essay, short answer, or multiple choice test)
- Collect evidence that most students demonstrate mastery of the objective

Students should:

- Work independently
- Have less direct guidance and intervention as deemed safe and appropriate
- Use their notes and materials to assist with recall and performance
- Problem solve and monitor their own learning gaps in relation to what will be expected of them on the summative assessment

Individual:

### Activity/Song Title C: "Connecting Music to Nature (Independent practice)"

Process:

- Students will be split into three groups. Each group will receive a sonnet (either Summer, Movement 3, Summer, Movement 1, or Spring, Movement 1). The teacher will place a three squares in the room, each one representing one of the recordings, and explain to the students that they must match their sonnet to the except that they believe is the best fit for their sonnet and that they should be ready to explain why (encourage the students to wait to go to a square until they have heard all of the songs).
- Students will listen to excerpts of Summer, Movement 3, Summer, Movement 1, and Spring, Movement 1. Students will walk to the square that represents the recording they have chosen. Each group will share their reasoning.

RESULT:

Each student group should match the except with the corresponding sonnet, using text-based answers, combined with descriptions of music and the weather to explain their choice. If multiple groups make the same choice, they should problem solve and determine what additional choice(s) they may have.

The correct answers can be found below:

<https://youtu.be/YuF4oYRktcA> (Summer 3) Alas, his worst fears were justified, as the heavens roar and great hailstones beat down upon the proudly standing corn.

<https://youtu.be/e0eljruR8Lk> (Summer 1) Beneath the blazing sun's relentless heat men and flocks are sweltering, pines are scorched. We hear the cuckoo's

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>voice; then sweet songs of the turtle dove and finch are heard. Soft breezes stir the air...but threatening north wind sweeps them suddenly aside. The shepherd trembles, fearful of violent storm and what may lie ahead.</p> <p><a href="https://youtu.be/ntMzKQVLMao">https://youtu.be/ntMzKQVLMao</a> (Spring 1) Springtime is upon us. The birds celebrate her return with festive song, and murmuring streams are softly caressed by the breezes. Thunderstorms, those heralds of Spring, roar, casting their dark mantle over heaven, Then they die away to silence, and the birds take up their charming songs once more.</p> |
| <p><b>7. Closure</b><br/>Designed to help students bring things together.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Provide informal review of proficiency and determine if gaps exist on behalf of individuals and/or class</li> <li>• Review standards and objectives covered</li> <li>• Remind what this is leading up to</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Assess their own performance/learning (in groups, pairs or individually)</li> <li>• Individually review steps, procedures, information to increase performance</li> <li>• Connect content to powerful questions or ideas</li> </ul> | <p>As students prepare for dismissal, they will answer teacher's questions, such as, "How can specific pieces of music tell stories about the weather?"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>8. Assessment</b><br/>Students provide evidence of their proficiency.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Assess knowledge/skills for each individual student</li> <li>• Provide feedback in accordance with rubric and/or expectations for performance</li> <li>• Look for ways to exhibit student work beyond the classroom for authentic feedback</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• Students will individually describe musical elements in relation to the weather.</li> <li>• Students will be assessed on their identification of excerpts in relation to their corresponding sonnets, along with their text-based explanations in justifying their choices.</li> </ul>                                                                                                                                                                                                                                                                                                          |



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| <ul style="list-style-type: none"> <li>• Use practical thinking by applying and implementing what they learn in real-life scenarios</li> <li>• Draw conclusions, make generalizations, and produce arguments that are supported through extended writing</li> <li>• Model appropriate soft skills, ethical and occupational safety behaviors</li> <li>• Identify gaps in learning by self-evaluation</li> </ul> |                                                                                                                                                                                                                          |
| <p><b>Scaffolding Extensions<br/>(modifications provided to IEP or GT students)</b></p>                                                                                                                                                                                                                                                                                                                         | <p><i>differentiation, anticipation of students' misconceptions, students guiding their learning, accommodations/modifications, extension of knowledge, scaffolding where appropriate, whole group, small groups</i></p> |