

## VIVALDI'S STORMS

### Performance Standard Mu25B.G (music)

Describe the mood and musical elements of two selections from Vivaldi's *Four Seasons* – the third (*presto*) movement of “Summer” and the first movement (*allegro non molto*) movement of “Winter” accordingly:

- *Knowledge*: Describe the artistic components of each selection (i.e. elements, principles and expressive ideas; tools, processes and technologies; creative processes) using appropriate concepts and terminology.
- *Communication*: Write descriptions of the mood and musical elements of each selection and a comparison of the similarities in images and ideas in the two different seasons.

### Procedures

1. *In order to understand the similarities, distinctions and connections in and among the arts (25B)*, students should experience sufficient learning opportunities to develop the following:
  - Describe how musical elements are used to convey an idea in orchestral examples.
  - Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components (i.e., elements, principles and expressive ideas; tools, processes and technologies; creative processes).
2. Provide each student a copy of the “Vivaldi’s Storms” task sheet. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Play both excerpts from Vivaldi’s *Four Seasons* in which the composer depicts similar images or ideas in different seasons: the imitation of a summer storm in the third (*presto*) movement of “Summer” and the imitation of a winter storm in the first (*allegro non molto*) movement of “Winter”. Encourage students to take notes on items they want to include in their descriptions. Play the selections a second time (or more if needed).
4. Ask each student to describe (on the task sheet) the mood and musical elements for each excerpt and to explain how the images and ideas of the seasons are alike in the two different excerpts. Encourage students to use specific and appropriate terms in the descriptions and the explanation and to write thorough, well-detail descriptions expressing complete thoughts in complete sentences.
5. Play the selections a third time so that students can review what they have written.
6. Evaluate each student’s work using the “Vivaldi’s Storm Rubric” as follows:
  - *Knowledge*: The descriptions (using appropriate concepts and terminology) of the mood and musical elements of both selections were accurate thorough, and well-detailed.
  - *Communication*: The explanation of the similarities in the two selections was accurate, thorough, and well-detailed.

### Examples of Student Work not available

### Time Requirements

- Two class periods

### Resources

- Tape or CD of *Four Seasons* by Vivaldi
- Tape player or CD player
- Copies of the “Vivaldi’s Storms” task sheet
- Vivaldi’s Storms Rubric

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**VIVALDI'S STORMS**

- Exceeds = 11 - 12 total points
- Meets = 9 - 10 total points
- Approaches = 6 - 8 total points
- Begins = 1 - 5 total points

		<b>KNOWLEDGE*</b>	<b>COMMUNICATION*</b>	
		The descriptions (using appropriate concepts and terminology) of the mood and musical elements of both selections were accurate thorough, and well-detailed.	The explanation of the similarities in the two selections was complete, accurate, and well-detailed.	
		<b>Mood</b>	<b>Musical Elements</b>	<b>Similarities</b>
			<b>dynamics, tempo, pitch, rhythms, articulation, texture, tone color</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Used the appropriate terms and concepts; made many specific and appropriate references to mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Used the appropriate terms, made many specific and appropriate references to the musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation of the similarities in the two selections was complete, accurate, and well-detailed.</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Referred to mood with increased specificity and used appropriate terms and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Refers to most elements with increased specificity and uses appropriate terms.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation of most of the similarities in the two selections was accurate and well-detailed.</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Referred to mood and used some of the appropriate terminology and/or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Refers to a few elements and/or</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation of some of the</li> </ul>	

		does not use appropriate terminology.	similarities in the two selections was accurate.
<b>1</b>	<ul style="list-style-type: none"> <li>Referred to mood but did not use the appropriate terminology or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Does not refer to or describe appropriate elements.</li> </ul>	<ul style="list-style-type: none"> <li>The explanation of at least one similarity in the two selections was accurate.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>Missing and/or incorrect</li> </ul>
<b>Score</b>			

\*Note: The scoring of the descriptions and the explanation may apply quantitatively and/or qualitatively. Quantitatively = the number of descriptions or similarities explained may be considered, where the higher the number, the higher the score. Qualitatively = the quality of the descriptions or explanation may be considered where, 4 = high quality; 3 = moderate quality; 2 = mediocre quality; and 1 = marginal quality.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### VIVALDI'S STORMS

#### Student Task Sheet

	"SUMMER STORM"	"WINTER STORM"
Mood		
Musical Elements (dynamics, tempo, pitch, rhythms, articulation, tone color)		
Similarities		

	"SUMMER STORM"	"WINTER STORM"
Mood	The mood of this piece is energetic because of the allegro tempo and mezzo forte dynamics. The mood is set by the violin and harpsichord.	The mood of this piece is suspicious and anxious because of the harpsichord playing the NTHM, with a constant beat in the background. It also slows down a lot and crescendos to piano which makes you suspicious. At other times the mood can be energetic + exciting because it's allegro and forte.
Musical Elements (dynamics, tempo, pitch, rhythms, articulation, tone color)	This piece is mainly mezzo forte and forte dynamics and an allegro tempo. The main pitch is high, but there are usually instruments playing low notes in the background. The violin + harpsichord are prominent instruments in this piece. The piece is mainly staccato with a little legato. The instruments are very together.	This piece has two different rhythms, which gives the two groups of moods mentioned above. One is forte + mezzo forte with an allegro tempo. The other is adante and mezzo piano. So, the tone color is both bright + dark. The articulation is mainly staccato. The pitch is mainly high.
Similarities	There are many similarities between both of these pieces. They both have a definite mood feeling. In both pieces the violin has an articulate rhythmic pattern. Both of these pieces become energetic when they are forte and allegro. Both pieces have a large scale for pitch because they crescendo and decrescendo very often. Both pieces are also mainly staccato with a little legato. Lastly, both pieces end on one note and then fade out.	

harpsichord  
 mood is set by organ  
 forte  
 decrescendos  
 crescendos  
 energetic  
 low note tone  
 harpsichord  
 dynamic piano  
 allegro  
 mezzo forte  
 staccato  
 legato  
 both dark-bright

beginning  
 suspicious  
 anxious  
 organ  
 exciting  
 energetic  
 violin  
 mezzo forte  
 tone  
 crescendos  
 moderate  
 allegro  
 a piano  
 mezzo

definite mood feeling  
 rhythmic patterns  
 mezzo piano

staccato

violin articulate rhythmic pattern

large scale for pitch  
 crescendo / decrescendo

tone color - bright / dark

end on a note + fade out

"Exceeds"

Student Worksheet for "Vivaldi's Storms"

	"SUMMER STORM"	"WINTER STORM"
Mood	The mood of "Summer Storm" was energetic because of the violins and stringed instruments. Fast bowing. Also, the use of 8 <sup>th</sup> and 16 <sup>th</sup> notes gives the music this effect, too.	The moods of "Winter Storm" were probably forlorn and energetic. It sounded forlorn because of the use of accented accidentals. It was energetic because of the high pitched and quick notes.
Musical Elements (dynamics, tempo, pitch, rhythms, articulation, tone color)	The dynamics went from mp to mf and the tempo was either presto or allegro. There were many ascending lines and quick rhythms. The tone color was bright because of the use of string instruments. There was a lot of articulation on the notes. There are also descending notes that sound like falling rain.	The dynamics were anywhere between mp and f. The tempo was either moderato or allegro. There were many crescendos on the ascending notes and decrescendos on the descending notes. There were also many fast rhythms with 16 <sup>th</sup> and 8 <sup>th</sup> notes and the tone color was bright because of the use of violins.
Similarities	Both pieces have a bright tone color because of the use of the harpsicord and violin. Both are also very energetic by the use of short notes and quick rhythms. They both had crescendos and decrescendos on ascending and descending notes.	

energetic-  
violins w/  
fast bowing  
notes

forlorn-  
flat notes  
energetic  
quick notes

quick-presto  
crescendo  
ascending notes  
quick rhythms  
low strings  
come in  
mf-mp

staccato  
mp-mf  
quick  
moderato  
allegro  
bright  
crescendos