grades K-2
Lesson #2: A Blooming Story

National Core Music Standard – Artistic Process #1:
Creating
National Core Music Standard – Artistic Process #2:
Performing
National Core Music Standard – Artistic Process #3:
Responding
National Core Music Standard – Artistic Process #4:
Connecting

Ohio 2012 Standards:
(Progress Points)

A. Demonstrate how musical elements communicate meaning and emotion by [playing] singing or moving to music.
B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.
C. Create music in simple forms to be performed with dance, drama, or in response to a work of visual art.
D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.
E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.
F. Form and express opinions about music they hear in [formal and informal, live and] recorded performances.

Critical Thinking Skills (measurable verbs, Bloom’s Taxonomy)
Recognize; describe/discuss/express; demonstrate/practice/use; apply/dramatize

Common Core Connections (language arts or math)
Vocabulary: question/answer, story, play, characters, dramatize
Math: How many years ago was this piece written, if it was written in the year 1725? (2nd grade)

Conceptual Learning (“I can…” or “I demonstrated that music can…”)
Music can tell a story, and can sound like things in nature, objects, events, or stories;
I can sing a question or answer; I can dramatize or “act out” a story to music and sounds. I can tell you the name of a famous piece of music about spring and which famous composer wrote it for an orchestra to play.
Student Learning Outcomes (SLOs) or Objectives:
Students will sing a question or answer using So, Mi, and La; student will sing a “bird conversation” with a partner; students will improvise vocally. Students will listen to a story about spring while participating with visuals (optional), dramatizing the story. Students will build upon their previous skill in Lesson #1.

Materials:

- recording of “Spring” (1. Allegro) by Antonio Vivaldi from The Four Seasons by Antonio Vivaldi
- medium-to-large space
- Teacher’s Resource, “A Blooming Story” (K–2) [also included at the end of this lesson]
- piano
- Bird Stick Puppets for Singing Bird Conversations
- listening sample of “Spring 1–Recomposed”
- pastel scarves, crepe paper flowers, or artificial flowers (optional)
- Icon Listening Map for “Aviary” from Carnival of the Animals (Extension for 2nd grade only)

Sequence:
1. “What is something we see or hear in the Spring?” (see and hear birds, see flowers blooming, see things becoming more green)

2. “What might two birds ‘say’ or sing to one another?” (share answers). Using So, Mi, and La, sing a question to the class (the teacher can begin on the G, A, B, or C above middle C on the piano keyboard. [Add an app such as PitchPro here] The question can be simple, such as, “Hel-lo, boys and girls” on So, Mi, and La; the class answers, “We are fine, thank you” with a different pattern of So, Mi, and La. Model for the class a possible different pattern that could be sung; model for the class what it would be if the class sang the question, “Hel-lo, M(r)s/Mr. __________” or “Wel-come to music class” on So, Mi, and La. Then sing an answer to the class’ question, using a different pattern of So, Mi, and La.

3. “What else might two birds ‘say’ or sing to one another?” (share more answers) Demonstrate how to use So, Mi, and La with each student’s idea, making it into a ‘melody’ or ‘song.’ Have students practice asking questions and answers using one of their hands as the head of a bird by closing their thumb to the other four fingers to make a beak that opens and closes while singing. (Optional: Distribute pairs of the Bird Stick Puppets for Singing Bird Conversations to pairs of students, allowing them to sing a conversation back and forth with the stick puppets. If desired, use the sample of “Spring 1 – Recomposed“ from iTunes for the two birds to ‘pretend they are singing a conversation back and forth.’)

4. “What is something we do in the spring?” (plant flowers, see flowers blooming) Read (and play sound effects on piano) the story to the children, having them act it out (see below for Teacher’s Resource: “A Blooming Story”)

5. Have the students perform using creative movement to help tell the music story, as the teacher narrates and plays piano as indicated. If possible, video-record* and evaluate the performance as a group. Consider performing the musical story for the classroom teacher, or others.
6. Play the A Section of the recording of Vivaldi's “Spring” (0:00–0:31), allowing the students to “move like springtime flowers.” Tell the students the title and composer. If time permits, play the recording again, allowing the students to use a movement “prop” such as pastel scarves, crepe paper flowers, or artificial flowers.

Closure/Questions:
1. “How did the piano help tell the ‘Blooming Story’?” (through sound effects, sounding like what was happening in the story) “How did your acting help tell the ‘Blooming Story’?” (we showed what was happening in the story [the events], and who the ‘characters’ were)

2. “What is the name of the piece of music we listened to after our story?” (“Spring”) “Who composed the piece?” (Antonio Vivaldi)

3. 2nd grade: Share with students that the composer Vivaldi wrote this piece in the year 1725. What year is it now? How many years ago was this music written? (problem-solve by doing the math as a class)

4. “Why do you think so many people like this piece of music? What do you like about it?” (share answers)

5. “How did the instruments help the music sound like spring?” (the violins played quick sounds like birds in the second section, ‘singing’ back and forth in a conversation, etc.)

6. “What words have been added to our Word Wall today? What does each word mean, and how do we use it to describe music?” (share answers)

Assessment/Evaluation:
Formative or Summative
[Name of Student] can use the pitches So, Mi, and La to vocally improvise a ‘bird conversation’ successfully:
  …all of the time (a top rating of 5)
  …most of the time (4)
  …some of the time (3)
  …not yet (0–2)

Formative or Summative
[Name of Student] can work with a partner, take turns, and interact with sung improvisation in a positive manner:
  …all of the time (a top rating of 5)
  …most of the time (4)
  …some of the time (3)
  …not yet (0–2)
Summative
[Name of Student] can describe why choosing some music instruments or sounds to represent something can help tell a story and/or uses musical vocabulary in describing the connection between sounds to represent or "stand for" characters or events in a story:

…all of the time (a top rating of 5)
…most of the time (4)
…some of the time (3)
…not yet (0–2)

Summative
*Video-record the students after they have practiced their performance. Then have the class hear and watch their recorded performance; they fill out an Exit Slip or Rubric (self- and group-evaluation form) on how they (or how they felt the class) performed their part. Engage 1st and 2nd grade classes with more discussion about the video of their performance.

Extensions, Connections, and Follow-up Lessons:
• Listen to another movement from “Spring” by Vivaldi, or to his music for one of the other seasons (See also, “Past Shows” on CFK website.)
• Listen and respond to other music about spring, such as “Appalachian Spring” by Copland.
• 1st and 2nd grade only: Listen to a spring related piece about baby chicks that are hatching, with the Listening Map for “The Chicks in Their Shells” (Ballet of the Unhatched Chicks) by Mussorgsky.
• Share books about flowers.
• Learn more about Vivaldi’s life by sharing Vivaldi’s biography from the Classics for Kids website.
• Sing a song related to Spring, such as “Bee, Bee, Bumblebee”. (See also, “Flight of the Bumblebee” lessons on CFK website.)
• Use the Bird Stick Puppets for other conversations birds might have about a different season, such as summer or fall. Follow with corresponding movement from The Four Seasons by Vivaldi.
• 2nd grade only: Use just the robin bird puppets (that face right) with the Icon Listening Map for “Aviary” from Carnival of the Animals by Saint-Saens. Note: This is not a “Tapping Page” to the steady beat, but rather, a Melodic and Rhythmic Icon Page.
Teacher’s Resource, “A Blooming Story”  
by Phillip Jennings (adapted K. Edwards)

The story can be read to the class or use as narration (can be divided among student narrators).

To begin: Divide class into two different “flower beds,” gardens, or “pods” of flower bulbs: students kneel down and cover their heads as if they are a flower bulb or seed.

[Note to Teacher: Decide whether to use a male or female main character, and whether to have the character be a farmer or a gardener. Change pronouns and possessives accordingly. If possible, do the story twice, with a change the second time.]

One day a farmer (or gardener) decided to plant some flowers next to his pond. He walked along, planting and tossing seeds (or bulbs) in his garden.

[Play short descending lines or glissandi on piano]

He watered the seeds. [Play several low pitches; ‘seeds’ react to getting water.]

The next day, the bright, warm sun shone down on the seeds in the ground. [Play E major arpeggios; ‘seeds’ react to getting sun.]

The birds began to sing. [Play random trills up high; ‘seeds’ react by listening to the birds and moving to their song.]

The following day, there was a very bad storm with lots of rain pouring down on the tiny seedlings. [Play minor arpeggios and tone clusters; tremolos; down low; ‘seeds’ react with shivering or pretending to be scared]

Over the next few weeks, each of the seeds sprouted…[Play random clusters of black keys as ‘seeds’ sprout]…Then, stems rose slowly out of the ground as the seedlings grew. [Play slow ascending scales, starting low; children gradually stand up.]

Slowly, a leaf grew out of a stem… [Play pentatonic cluster.]…then another [Play cluster].…and another [play cluster].…and some more…[play clusters; children stretch out arms and hands]…

And then all of the flowers bloomed! [Play big E major chords gradually louder as children dramatize.]

And the birds sang! [Play random trills up high; ‘flowers’ react by listening to the birds and moving to their song]

[Optional funny ending]:
The next day, the farmer (or gardener) walked around to look at the beautiful flowers. Since his wife liked flowers, he snipped them all to make her a bouquet… [Play minor seconds simultaneously]. OH NO! [Play descending glissando; students all fall down.]

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