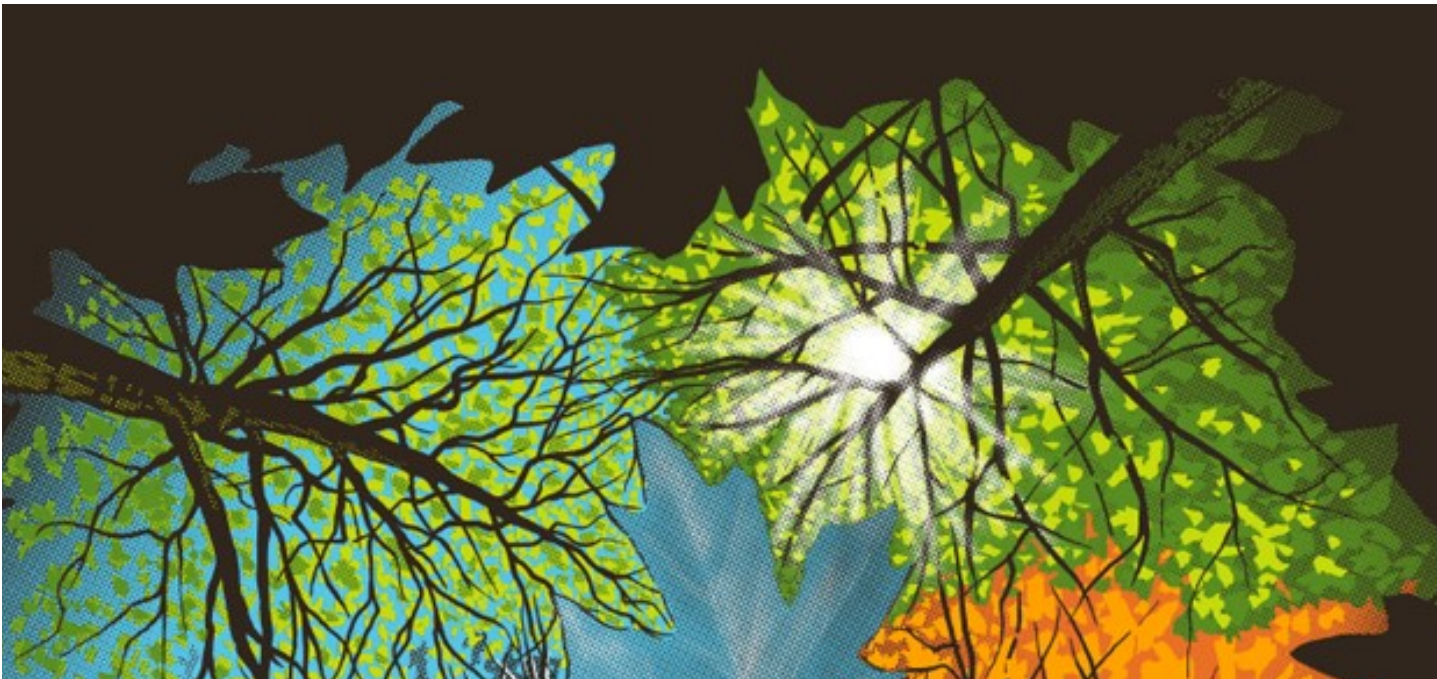


Cycle • Season • Change



Project Essential Questions

- What changes in nature occur during each season?
- What sort of activities do we associate with each season?
- How do settings change throughout the course of the four seasons cycle?
- How can we use key details to describe how the setting changes in a story?

PROJECT DESCRIPTION

This project uses music and theatre to investigate the changes in nature during each season. This arts integrated project includes students using their bodies and props to role play activities you may do in the various seasons. Vivaldi's Four Seasons music arrangements are incorporated into the dramatizations. This project then connects seasonal changes to literature through analyzing how characters and settings change in a story.

LEARNING TARGETS

"I Can..."

- Use my body and props to role play each season
- Explain the changes in the seasons
- Connect the changes in season to changes in a story's setting

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Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

DURATION: 1-2 days

Project Description	Learning Targets
<p>This project uses music and theatre to investigate the changes in nature during each season. This arts integrated project includes students using their bodies and props to role play activities you may do in the various seasons. Vivaldi's <i>Four Seasons</i> music arrangements are incorporated into the dramatizations. This project then connects seasonal changes to literature through analyzing how characters and settings change in a story.</p>	<p>"I Can..."</p> <ul style="list-style-type: none"> ● Use my body and props to role play each season ● Explain the changes in the seasons ● Connect the changes in season to changes in a story's setting

ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> ● What changes in nature occur during each season? ● What sort of activities do we associate with each season? ● How do settings change throughout the course of the four seasons cycle? ● How can we use key details to describe how the setting changes in a story?
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STANDARDS

Curriculum Standards	Arts Standards
<p>ELACC1RL3 Describe characters, settings, and major events in story, using key details</p> <p>ELACC1RL7 Use illustrations and details in a story to describe its characters, setting, or events</p> <p>S1E1. Students will observe, measure and communicate weather data to see patterns in weather and climate</p> <p>a. Identify different types of weather and the characteristics of each type</p> <p>c. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes</p>	<p>M1GM.6. Listening to, analyzing, and describing music</p> <p>a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music</p> <p>b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, and slow)</p> <p>TAES1.3. Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <p>b. Makes movement choices in assuming roles</p> <p>c. Uses body and voice to communicate ideas, emotions, and character actions</p> <p>d. Collaborates and cooperates in theatre experiences</p> <p>e. Assumes roles in a variety of dramatic forms such as narrated story, pantomime, puppetry and role play</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● Seasons (Spring, Summer, Winter, and Fall/Autumn) ● Change ● Cycle ● Setting 	<ul style="list-style-type: none"> ● Tempo (fast, medium, slow) ● Volume (loud, medium, soft) ● Instruments (families, such as percussion, brass, woodwinds) ● Orchestra

<ul style="list-style-type: none">• Illustrations• Key details• Order/sequence	<ul style="list-style-type: none">• Scene• Role play• Vivaldi• Characters• Props
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TECHNOLOGY INTEGRATION

<ul style="list-style-type: none">• Audio Equipment to play seasonal music• Promethean Board• Vivaldi's Four Seasons (Spring, Summer, Autumn, Winter)• Youtube video clip of music found here: https://www.youtube.com/watch?v=GRxofEmo3HA

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none">• Anecdotal Notes during Class Discussion• Small-Group Dramatizations• Season's Visual Arts Project	<ul style="list-style-type: none">• 3-Part Retell Document (see Downloads)• Season Roleplay Rubric (see Downloads)

MATERIALS

Vivaldi's Four Seasons (Spring, Summer, Autumn, Winter); Music player; <i>The Tiny Seed</i> by Eric Carl; 4 baskets of seasonal props (See Downloads for a list of Suggested Seasonal Props .)

Activating Strategy (5-10 min)
<ul style="list-style-type: none">• Play classical music representing each season in Vivaldi's Four Seasons. https://www.youtube.com/watch?v=GRxofEmo3HA• Ask students to describe what they hear and why that song goes with a particular season.• Play a clip of the music for 30 seconds-1 minute. Then pause the music and have a class discussion about what they noticed when listening to the music. Do this four times, once for each season. While students are telling you what they hear or notice, teacher takes notes on chart paper or the board. <p>Questions to ask between each song:</p> <ul style="list-style-type: none">• Discuss tempo (fast/slow), volume (loud/soft).• What did you hear in this particular season? Did the tempo get faster or slower? Did the music get louder or softer?• What instruments do you hear in this particular season, why?• What changed between the Spring song and the Summer song?• Why do you think the composer made this artistic choice?

Main Activity

Part 1:

Read-Aloud Focused on Setting:

- Keep the class list of words for each season nearby for this next part.
- Read *The Tiny Seed* by Eric Carl.
- As you read, add season words to your existing class list.
- Ask students to notice closely how the setting changes in each season.
- Ask students to notice closely how the character changes as the seasons change.

Part 2:

Devising Role Plays with Props:

*Before this lesson, organize 4 baskets of “seasonal props.” (See Downloads for a list of **Suggested Seasonal Props**.)

- Divide the class into 4 small groups.
- Assign a season for each group.
- Give each group a basket of props that correspond with their season.
- Direct students to use their props and bodies to create a 3-part role play for their assigned season.

Ex: The winter play may consist of students first making snow angels, then throwing snowballs, and finally sitting by the fireplace drinking cocoa. Students would act out their 3-part Winter Story.

- Scaffold your directions to first direct students to work only on determining as a group their first season activity they will roleplay, then focus on determining their second part and finally their third part.
- Refer to the **3-Part Retell Document** (see Downloads) for an assessment of this performance-based task.
- Direct students to do all of their acting using only props, body movements, and no speaking.

Part 3:

Performance:

- When the groups are ready to share-out their Season plays, ask students to help you come up with a performance order based on the order of the seasons we saw happen in the book we read, *The Tiny Seed*.
- During the performance, play the Vivaldi music that corresponds with their season.
- After the entire 4-season cycle has been performed, announce that you are now going to do something very tricky.
- Call out a different starting season and see if the students can still perform their plays in the correct order of the cycle.

REFLECTION

Reflective Questions

- How were the characters in our season roleplays different based on the season?
- How does weather change a setting? What sort of weather did we observe in our different season plays?
- What was the mood in each season? Why do you think that was?
- How did acting out your role plays help you remember the cycle of seasons?

DIFFERENTIATION

Above Grade-Level: Give above-level small groups differentiated instructions when creating their 3-part role play of their season. Ask them to create dialogue in the form of a script for each part of their role play. So the role play would consist of 3 scenes. All scenes must include a spoken line by every group member. The lines should help us understand how characters respond to their setting in this specific season.

Below Grade-Level/EL Students: A week prior to the unit, begin letting below-level and EL students get familiar with grade-level specific informational texts on weather. Help build their background knowledge by introducing weather/season vocabulary.

Activities could include:

- Matching games with vocabulary word cards and matching illustrations that demonstrate meaning
- Direct students to write vocabulary words and illustrating the meaning of each word
- Youtube video songs that reinforce concepts and vocabulary:
 - <https://www.youtube.com/watch?v=hSshYqDrKTo>
 - <https://www.youtube.com/watch?v=RmSKsyJ15yg>
 - <https://www.youtube.com/watch?v=8Zjpl6fgYSY>

APPENDIX (see Downloads)

- **Suggested Seasonal Props**
- **3-Part Retell Document**
- **Season Role Play Rubric**

CREDITS

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