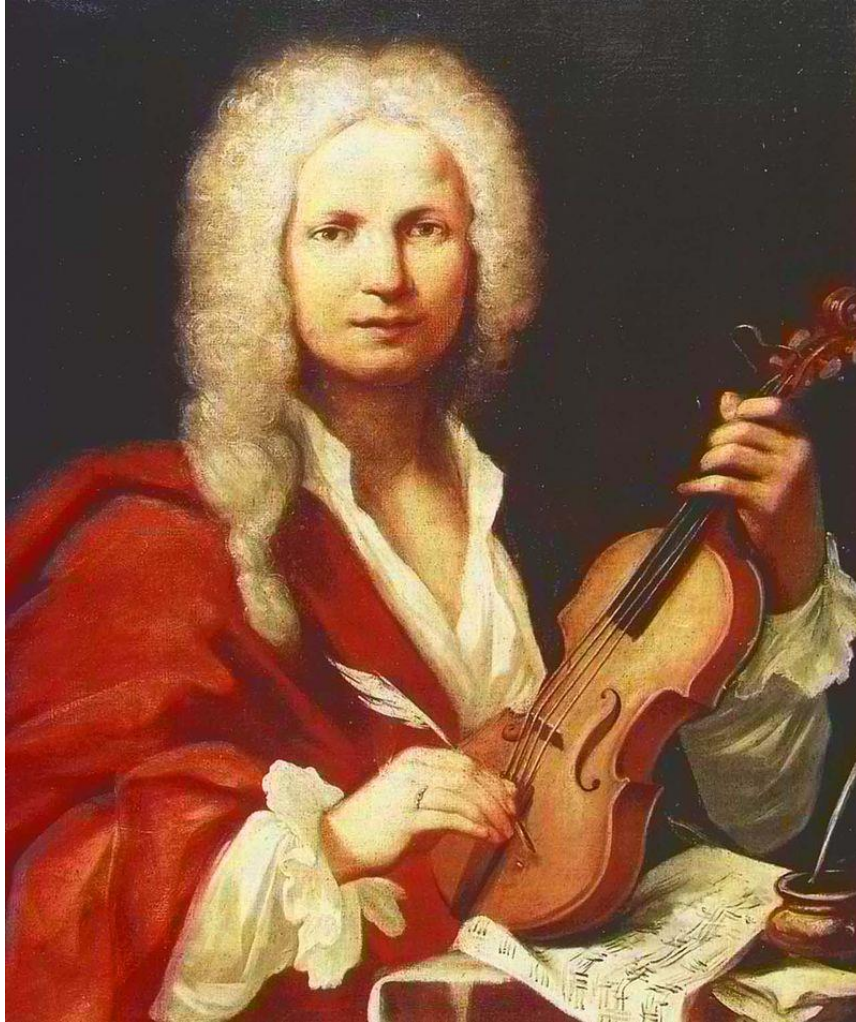


Y3 & 4 Music Unit

Who was Antonio Vivaldi and how was he a trailblazer?



How to use this workbook

When you are working through the questions in this workbook, remember:

1. To write your answers in your best handwriting in your home learning / exercise / notebook.
Don't try to answer the questions in boxes in the workbook.
2. "Blue box is book" = The blue boxes are there to show you what to write / say and how to set out your work / ideas. Anything in the blue boxes is what you write in your book.
Don't write the black, write the blue – but without drawing the box round it!
3. When you are answering questions, you should always answer in complete thoughts (full sentences).
The blue boxes will show you how...

Y3 & 4 Music Unit

Who was Antonio Vivaldi and how was he a trailblazer?

Learning Overview		
Lesson	Lesson Question	You will learn:
1.	Who was Antonio Vivaldi?	When and where Antonio Vivaldi was born and how his interest in music began. Facts about the violin: how it sounds and how it's played.
2.	How did Antonio Vivaldi become a composer?	Where Antonio Vivaldi worked. How and why Vivaldi became a composer. What type of music Vivaldi wrote.
3.	How was Vivaldi a trailblazer?	How Vivaldi's music was similar and different to that of other Baroque composers. What a concerto is. The story behind Vivaldi's ' <i>The Four Seasons</i> '.
4.	How did Vivaldi represent spring in ' <i>The Four Seasons</i> '?	What programme music is. How instruments can be played differently to imitate sounds from the world and create images in the mind of the listener.
5.	How did Vivaldi represent winter in ' <i>The Four Seasons</i> '?	How instruments can be played differently to imitate sounds from the world and create images in the mind of the listener.

General Glossary	
allegro (adv)	<i>Italian word meaning 'happy'; when music is played lively manner, at a fast (but not too fast) pace</i>
Baroque period (n)	<i>The Baroque is a period of artistic style that started around 1600 in Rome , Italy, and spread throughout the majority of Europe during the 17th and 18th centuries</i>
choir (n)	<i>an organised group of singers</i>
choral (adj) choral music	<i>music that is composed for or sung by a choir</i>
composer (n) composition (n)	<i>a person who writes music a piece of musical writing</i>
concerto (n)	<i>a piece of music written for a solo instrument and an orchestra; it shows off the skills of the soloist</i>
hymn (n)	<i>a religious song or poem of praise to God or a god</i>
largo (adv)	<i>an Italian word meaning 'in a slow tempo and with a dignified style'</i>
melody (n)	<i>a sequence of single notes that is musically satisfying; a tune</i>
motif (n) musical motif (n)	<i>a pattern or design a musical pattern / theme</i>
movement (n)	<i>part of a bigger piece of music (like a chapter in a book)</i>
oratorio (n)	<i>a large-scale, usually narrative (story-based) musical work for orchestra and voices, typically on a religious theme</i>
orchestra (n)	<i>a group of instrument players</i>

Who was Antonio Vivaldi and how was he a trailblazer?

Learning Activity: Connect with what you already know / think you know



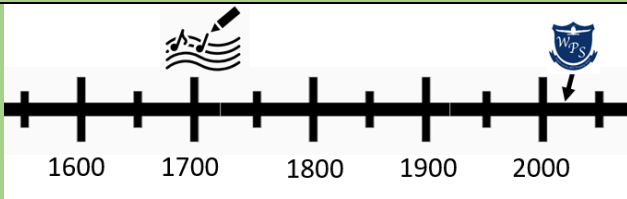
- Think to yourself: have I heard the words Antonio Vivaldi and trailblazer before?
- Write down everything you know or think you know about Antonio Vivaldi and the word trailblazer in your home learning / exercise / note book.
- Remember to use complete sentences.
The sentence stems are there to help you.

Lesson 1: Who was Antonio Vivaldi?

When I think about the words 'Antonio Vivaldi', I think about / remember _____

When I think about the word 'trailblazer', I think about / remember _____

Lesson 1: Who was Antonio Vivaldi?



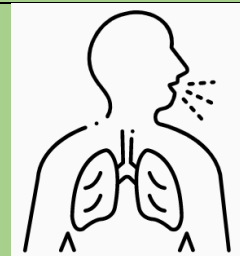
Antonio Vivaldi was an Italian composer from the Baroque music period.



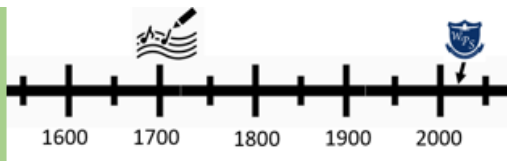
As a young boy, he learned the violin.



He trained as a priest.



His asthma made it difficult to do his job.



Antonio Vivaldi was an Italian composer from the Baroque music period.

He lived with his parents, father Giovanni and mother Camilla, as well as his five siblings.

Antonio Vivaldi was born in 1678 in the city of Venice in Italy, where he lived most of his life.



As a young boy, he learned the violin.

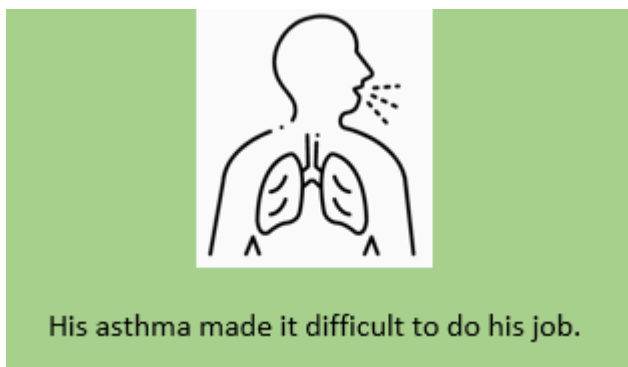
Vivaldi's father Giovanni worked as a barber before becoming a professional violinist. He taught Vivaldi to play the violin at a very young age.

His father founded (started) a well-respected society of musicians and many people believe that he was also a composer himself.

Once he had taught Vivaldi to play, he toured Venice giving violin performances with his young son.



At the age of fifteen, Vivaldi began studying to become a Catholic priest. When he had completed his training, he was nicknamed 'Il Prete Rosso', which is an Italian phrase meaning 'The Red Priest'. 'Rosso' is the Italian word for 'red' and referred to his flaming red hair colour, which was something many members of his family had.

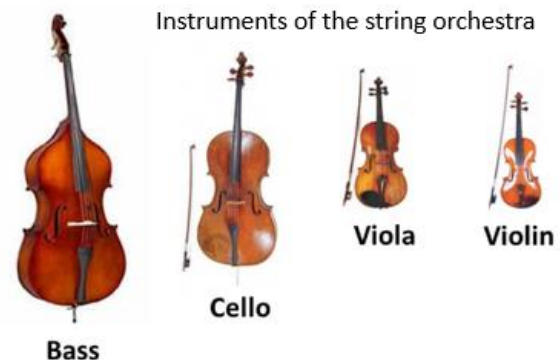


However, after a while, Vivaldi's bad asthma kept Antonio from saying Mass (Catholic Church service). He did remain a priest, but church leaders allowed him to be a priest without leading church services.

Interestingly, Vivaldi's asthma also prevented him from taking up any woodwind instruments, meaning that he could concentrate on becoming an outstanding violinist.

In his time, many people thought that Vivaldi was the most technically outstanding violinists ever to have lived.

The violin is a member of the string family of instruments.



There are three common techniques to play a string instrument:

1. **Plucking**
2. **Bowing**
3. **Striking**

Plucking is a method of playing on instruments such as the violin, banjo, ukulele, guitar, harp, lute, mandolin, oud, and sitar, using either a finger, thumb, or plectrum to pluck the strings.

Instruments normally played by bowing (see below) may also be plucked, a technique referred to by the Italian term **pizzicato**.

Bowing is a method used in some string instruments, including the violin, viola, cello, and the double bass (of the violin family) and the old viol family. The bow consists of a wooden stick with many hairs stretched between its ends.

Bowing the instrument's string causes a stick-slip phenomenon to occur, which makes the string vibrate. The bow can be used in different positions on the violin to create different sounds. This can be made to sound 'smooth' or 'bouncy / spiky'.

The third common method of sound production in stringed instruments is to **strike** (hit) the string.

Occasionally, string instrument players are instructed to strike the string with the bow in a technique called **ricochet**. This creates a percussive sound along with the pitch of the note.

More rarely, violinists can be instructed to strike the string with the wooden part of the bow, a technique called **col legno** (meaning 'with the wood').



Now try Lesson 1 Learning Activity 1: Listening to the violin

There are many techniques for playing the violin.

In this video, the players race through a wide variety of violin techniques in order of difficulty, starting with the easiest.

- Do you recognise the tune he is repeating?
- Can you spot the **pizzicato** and **ricochet** techniques?
- Many people like to hear the **trill** technique. Which is your favourite?



All Violin Techniques Ranked in Difficulty

<https://www.youtube.com/watch?v=pYi8dlxRhCg&list=RDg3ci-KOL4Vg>

- Vivaldi used many of these techniques in his music. Which technique is your favourite and why?

Lesson 1 Learning Activity 1: Listening to violin techniques

My favourite violin technique was _____.

I liked it best because _____.

Lesson 1 Learning Activity 2: Retrieve what you have just found out about Antonio Vivaldi

Step 1) Metacognition

- **Without looking back** at the text you have just read, look at the four questions in the grid below.
- In your home learning book, write the numbers 1), 2), 3), 4).
- Put a star next to the numbers if you think you will be able to answer them correctly.
- Put a question mark next to the numbers if you don't think you know the answer.

4 Questions to test yourself (remember, no looking...!)	
1) Can you remember the year Antonio Vivaldi was born?	2) What was the instrument Antonio Vivaldi learned as a child?
3) Can you remember what job Vivaldi trained for before becoming a composer?	4) Can you remember why Vivaldi could not do some important parts of his job?

- Now your book will look like this (remember blue is book!):

Music Lesson 1: Who was Antonio Vivaldi?

1) ★ 2) ★ 3) ? 4) ★

- Or maybe like this:

Music Lesson 1: Who was Antonio Vivaldi?

1) ★ 2) ? 3) ? 4) ★

Step 2) Test yourself

- **Without looking back** at the text you have just read, answer at the four questions in the grid in complete sentences.
- Your book will look something like this (remember blue is book!):

Music Lesson 1: Who was Antonio Vivaldi?

1) ★ 2) ★ 3) ? 4) ★

1) Antonio Vivaldi was born in _____

2) As a child, Antonio Vivaldi learned to play _____

3) Before becoming a composer, Antonio Vivaldi _____

4) Vivaldi could not do some important parts of his job because _____

Step 3) Self-marking and correcting

- Now look back at the text for Lesson 1 (Who was Gustav Holst?) and mark or correct your answers in purple pen (or any colour will do).

Step 4) Learn from your mistakes

- If you got any wrong, make sure you learn the right answer for tomorrow!

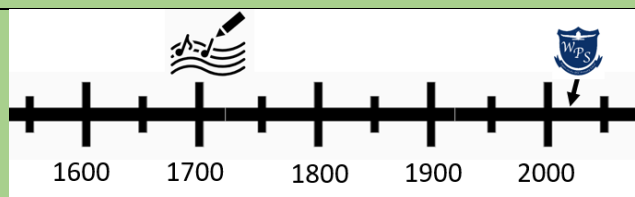
Lesson 2: How did Antonio Vivaldi become a composer?

Retrieval Practice: What can you remember about Antonio Vivaldi from Lesson 1?

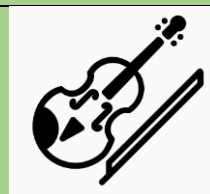


- Without looking back at your work from Lesson 1, answer these questions in your home learning / exercise / note book.

Lesson 1: Who was Antonio Vivaldi?



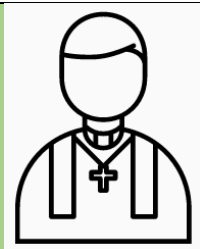
Antonio Vivaldi was an Italian composer from the Baroque music period.



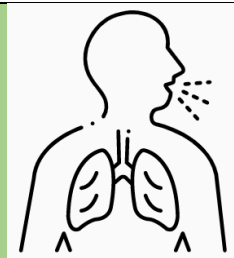
As a young boy, he learned the violin.

When and where was Vivaldi born?

Who taught Vivaldi to play the violin?



He trained as a priest.



His asthma made it difficult to do his job.

How old was he when he started training to be a priest?

Which part of his job as a priest did Vivaldi find difficult because of his asthma?

- Remember to answer the questions in complete sentences. Your book will look like this:

Lesson 2: How did Antonio Vivaldi become a composer?

Retrieval Practice

- 1) Antonio Vivaldi was born _____ in _____
- 2) He was taught to play the violin by _____
- 3) When he started training to be a priest, he was _____
- 4) The part of his job as a priest Vivaldi found difficult because of his asthma was _____

- Now look back at the text for Lesson 1 (Who was Antonio Vivaldi?) and mark or correct your answers in purple pen (or any colour will do).

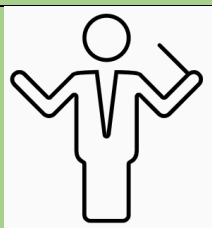
Lesson 2: How did Antonio Vivaldi become a composer?



Vivaldi started working as a violin teacher at an orphanage in Venice.



Part of his job as a music teacher was to compose music for his pupils to play and sing.



He was promoted to Musical Director of the orphanage.



He became Master of the Choir and Orchestra at the court of Prince Philip.



Vivaldi started working as a violin teacher at an orphanage in Venice.

By the age of 25, Antonio had become the *maestro di violino* (master of violin) at the *Ospedale della Pietà* (the Devout Hospital of Mercy). The Ospedale was a convent, orphanage and music school in Venice.



The Ospedale's gave shelter and education to children who were abandoned or

orphaned, or whose families could not support them.

The boys at the Ospedale learned a trade and left to work at 15 years old. The girls received a musical education, and the most talented musicians stayed and became members of the institution's famous orchestra and choir.



Part of his job as a music teacher was to compose music for his pupils to play and sing.

While working at the Ospedale, Vivaldi had many different roles. He taught the English viol as well as violin and taught the

orphans music theory. He also became choirmaster.

Vivaldi found being choirmaster very challenging, as he was required to compose an **oratorio** or **concerto** for every church festival.



He was promoted to Musical Director of the orphanage.

After working at the Ospedale for about 12 years, Vivaldi was appointed *maestro di' concerti* (music director), where he became responsible for all of the musical activity at the institution.

Vivaldi worked at the Ospedale (on and off) for thirty years. He wrote many musical works for the girls to perform both at the Ospedale, in Venice, and abroad.



He became Master of the Choir and Orchestra at the court of Prince Philip.

In 1717-18, Vivaldi was offered a new position as *maestro di capella* (master of the choir or orchestra) of the court of Prince Philip of Hesse-Darmstadt, Governor of Mantua.

While he was there, he wrote one of his most famous works, *'The Four Seasons'*.



Prince Philip of Hesse-Darmstadt, Governor of Mantua.

Lesson 2 Learning Activity 1: Retrieve what you have just found out about how Antonio Vivaldi became a composer

Step 1) Metacognition

- **Without looking back** at the text you have just read, look at the four questions in the grid below.
- In your home learning book, write the numbers 1), 2), 3), 4).
- Put a star next to the numbers if you think you will be able to answer them correctly.
- Put a question mark next to the numbers if you don't think you know the answer.

4 Questions to test yourself (remember, no looking...!)	
1) Can you remember the name of the orphanage where Vivaldi worked for thirty years?	2) Can you remember the name of Vivaldi's first job at the orphanage?
3) Can you remember the name of Vivaldi's second job at the orphanage?	4) Can you remember where Vivaldi went to work in 1717-18?

- Now your book will look like this (remember blue is book!):

Music Lesson 2: How did Antonio Vivaldi become a composer?

1) ★ 2) ★ 3) ? 4) ★

- Or maybe like this:

Music Lesson 2: How did Antonio Vivaldi become a composer?

1) ★ 2) ? 3) ? 4) ★

Step 2) Test yourself

- **Without looking back** at the text you have just read, answer at the four questions in the grid in complete sentences.
- Your book will look something like this (remember blue is book!):

Music Lesson 2: How did Antonio Vivaldi become a composer?

1) ★ 2) ★ 3) ? 4) ★

1) For thirty years, Vivaldi worked at the _____.

2) Vivaldi's first job at the orphanage was _____.

3) His second job at the orphanage was _____.

4) In 1717-18, Vivaldi went to work at _____.

Step 3) Self-marking and correcting

- Now look back at the text for Lesson 2 (How did Antonio Vivaldi become a composer?) and mark or correct your answers in purple pen (or any colour will do).

Step 4) Learn from your mistakes

- If you got any wrong, make sure you learn the right answer for tomorrow!



Now try Lesson 2 Learning Activity 2: Listening to Vivaldi's 'Gloria'

Vivaldi composed 'Gloria' in Venice in 1715 for the choir and orchestra of the Ospedale della Pietà. It possibly the most famous of the many hundreds of pieces he wrote for the school's students.

Vivaldi's wrote his 'Gloria' for performance in a church. "Gloria in excelsis Deo" is a Latin phrase meaning "Glory to God in the highest" and is a Christian **hymn**. A **hymn** is a religious song of praise to God. It is intended to sound impressive, joyful and beautiful – almost like a choir of angels singing.

'Gloria' is a **choral** piece written in 12 short movements (parts). It is typical of the Baroque period of music because it is very tuneful and very organized and the melodies (tunes) tend to be highly decorated and elaborate. **Baroque choral** music also includes a lot of **imitation**.

In music, **imitation** is where the choir or part of the orchestra sings or plays a melody, which is then repeated by another part of the choir or orchestra – a bit like a musical echo. In Baroque times, choirs and orchestras used to perform in churches, which usually have two sets of benches facing each other. So, often, the choir or orchestra on one side of the church would play or sing a melody, which would then be **imitated** (echoed) by the musicians on the other side of the church.

Predictive listening (before you listen / watch):

Think about what you have just read about the Vivaldi's 'Gloria' and why it was written from reading the text you have just read.



- How do you think Vivaldi's 'Gloria' will sound?
Here are some words to help you think about that question: smooth / peaceful / strong / spiky / soft / quiet / loud / threatening / reassuring / crashing / gentle / cheerful / hopeful / aggressive / kind / fierce / harmonious / full / big / beautiful?
- What do you think the **tempo** (speed) of the music will be like?
- What do you think the **dynamics** (loud or soft) of the music will be like? Will they always be same or will they change?
- Remember to use complete sentences. The sentence stems are there to help you.

Lesson 2 Learning Activity 2: Listening to Vivaldi's 'Gloria'

I think Vivaldi's 'Gloria' will sound _____. I think this because _____.

I think the tempo will be _____. I think this because _____.

I think the dynamics will be _____. I think this because _____.

Now watch this video of the first movement (part) of 'Gloria'. Listen out for the **imitation**!

<https://www.youtube.com/watch?v=zhhYIZJj6rk&list=RDOvZYhXT5Mf8&index=4>



Did the music sound how you expected it to?

Lesson 3: How was Vivaldi a trailblazer?

Retrieval Practice: What can you remember about how Antonio Vivaldi became a composer from Lesson 2?



- Without looking back at your work from Lesson 2, answer these questions in your home learning / exercise / note book.

Lesson 2: How did Antonio Vivaldi become a composer?



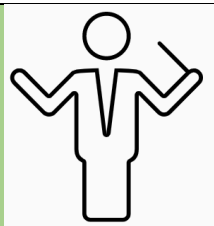
Vivaldi started working as a violin teacher at an orphanage in Venice.



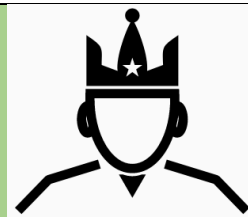
Part of his job as a music teacher was to compose music for his pupils to play and sing.

How old was Vivaldi when he went to work at the orphanage?

Can you remember the name of one of the most famous pieces of music Vivaldi wrote for his pupils?



He was promoted to Musical Director of the orphanage.



He became Master of the Choir and Orchestra at the court of Prince Philip.

How many years did Vivaldi work for the orphanage in total?

Which famous piece of music did Vivaldi compose while he was at the court of Prince Philip?

- Remember to answer the questions in complete sentences. Your book will look like this:

Lesson 3: How was Vivaldi a trailblazer?

Retrieval Practice

- 1) Vivaldi went to work at the orphanage when he was _____.
- 2) One of the most famous pieces of music Vivaldi wrote for his pupils was called _____.
- 3) In total, Vivaldi worked for the orphanage for _____.
- 4) While he was at the court of Prince Philip, Vivaldi composed _____.

- Now look back at the text for Lesson 2 (How did Antonio Vivaldi become a composer?) and mark or correct your answers in purple pen (or any colour will do).

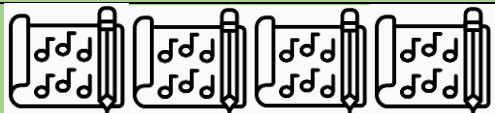
Lesson 3: How was Vivaldi a trailblazer?



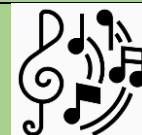
A trailblazer is someone who is the first person to do something new.



He was one of the first composers to write **programme music**.



He wrote a set of four violin **concertos** called 'The Four Seasons'.



Each **concerto** is a musical description of one of the seasons.



A trailblazer is someone who is the first person to do something new.



He was one of the first composers to write **programme music**.

Antonio Vivaldi was a very interesting man: in music, he was ahead of his time.

Much of the music in Venice in the **Baroque** period of music was religious (like Vivaldi's 'Gloria') or **operatic**. **Opera** is a type of theatre performance that tells a story totally through music and songs.

Vivaldi did write those types of music, but he was also fascinated by the way that music could create images of places, people, animals, seasons and events in the imagination of the listener. Not so many composers were interested in at that time.

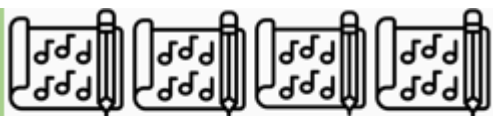
Programme music is music that describes something or tells a story so that the listener can create an image of it in his or her own mind.

In **programme music**, composers use musical techniques (often called 'devices') to describe images of objects, scenes, feelings or characters. For example, they use:

- **musical motifs** - short melodic phrases (tunes) or rhythm patterns used to represent characters or images

- **instrumentation** – the use of specific instruments to represent characters or images
- **direct imitation of sounds** eg birdsong or thunder
- **dynamics** (loud and soft) and **tempo** (speed) to represent the movement or mood of characters or scenes

Vivaldi was a trailblazer because he was one of the first composers to write **programme music** using these techniques.



He wrote a set of four violin **concertos** called 'The Four Seasons'.

A **concerto** is a type of musical composition written for a single instrument to play with alongside an orchestra. The **concerto** shows off the technical skill of the solo player. It's like having a lead singer (the solo instrument), with a band and backing singers to accompany them (the orchestra).

Traditionally, a concerto consists of three **movements** (parts), often a fast movement, then a slower movement, and then another fast one.

While he was working at the court of Prince Philip, Vivaldi wrote one of his most famous collection of **concertos**, 'The Four Seasons'.



Each **concerto** is a musical description of one of the seasons.

'*Le Quattro Stagioni*' (which is Italian for 'The Four Seasons') consists of four **concertos**, one **concerto** for each season.

Each **concerto** sounds very different – because each of the seasons is different.

However, all the **concertos** follow the same form, the **concerto** form.

Therefore, each **concerto** has three **movements** (parts) with **tempos** in the following order: fast-slow-fast:

Spring:

- 1) *Allegro*
- 2) *Largo*
- 3) *Allegro Pastorale*

Summer:

- 1) *Allegro Non molto*
- 2) *Adagio*
- 3) *Presto*

Autumn:

- 1) *Allegro*
- 2) *Adagio Molto*
- 3) *Allegro*

Winter:

- 1) *Allegro Non molto*
- 2) *Largo*
- 3) *Allegro*

Each **concerto** has a **sonnet** (a type of poem) that goes with it. Many people believe that Vivaldi wrote the four sonnets himself to go with his music, but others think that someone else wrote the poems and Vivaldi wrote the four **concertos** to go with them.

Lesson 3 Learning Activity: Retrieve what you have just found out about how Vivaldi was a trailblazer

Step 1) Metacognition

- **Without looking back** at the text you have just read, look at the four questions in the grid below.
- In your home learning book, write the numbers 1), 2), 3), 4).
- Put a star next to the numbers if you think you will be able to answer them correctly.
- Put a question mark next to the numbers if you don't think you know the answer.

4 Questions to test yourself (remember, no looking...!)	
1) Can you remember what a trailblazer is?	2) Can you remember what programme music is?
3) Can you remember how many movements a concerto usually has?	4) Can you remember the Italian name for 'The Four Seasons'?

- Now your book will look like this (remember blue is book!):

Music Lesson 3: How was Vivaldi a trailblazer?

1) ★ 2) ★ 3) ? 4) ★

- Or maybe like this:

Music Lesson 3: How was Vivaldi a trailblazer?

1) ★ 2) ? 3) ? 4) ★

Step 2) Test yourself

- **Without looking back** at the text you have just read, answer at the four questions in the grid in complete sentences.
- Your book will look something like this (remember blue is book!):

Music Lesson 3: How was Vivaldi a trailblazer?

1) ★ 2) ★ 3) ? 4) ★

1) A trailblazer is a person who _____.

2) Programme music is _____.

3) A concerto usually has _____.

4) The Italian name for 'The Four Seasons' is _____.

Step 3) Self-marking and correcting

- Now look back at the text for Lesson 3 (How was Vivaldi a trailblazer?) and mark or correct your answers in purple pen (or any colour will do).

Step 4) Learn from your mistakes

- If you got any wrong, make sure you learn the right answer for tomorrow!



Now try Lesson 3 Learning Activity 2: Listening to Vivaldi's 'The Four Seasons'

The first concerto of Vivaldi's 'The Four Seasons' is called 'Spring'.

Predictive listening (before you listen / watch):

Think about Spring. Just imagine...

Spring has come and joyfully the birds greet it with happy song, and the while the brooks (small streams) flow along with gentle murmur as the breezes blow....



- How do you think the music for Spring will sound? (*Here are some words to help you think about that question: smooth / calm / strong / spiky / soft / quiet / loud / joyful / threatening / reassuring / crashing / gentle / strong / bouncy / playful / violent / cheerful / hopeful / aggressive / kind / fierce / lively / unstoppable / dangerous.*)
- What do you think the **tempo** (speed) of the music will be like? Will it always be same or will it change?
- What do you think the **dynamics** (loud or soft) of the music will be like? Will they always be same or will they change?
- What do you think the **pitch** of the music will be like? Will the musical notes be **high** (like a flute) or **low** (like a bassoon)? Will it always be same or will it change?
- Remember to use complete sentences. The sentence stems are there to help you.

Lesson 3 Learning Activity 2: Listening to Vivaldi's 'The Four Seasons: 'Spring''

I think the music about Spring will sound _____. I think this because _____.

I think the tempo will be _____. I think this because _____.

I think the dynamics will _____. I think this because _____.

I think the pitch will be _____. I think this because _____.

- Now watch and listen to this orchestra playing 'Spring' from Vivaldi's 'The Four Seasons'.
<https://www.youtube.com/watch?v=e3nSvliBNFo>



Did the music sound how you expected it to?

Lesson 4: How did Vivaldi represent spring in 'The Four Seasons'?

Retrieval Practice: What can you remember about Vivaldi from Lesson 3?

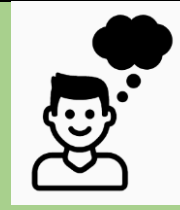


- Without looking back at your work from Lesson 3, answer these questions in your home learning / exercise / note book.

Lesson 3: How was Vivaldi a trailblazer?



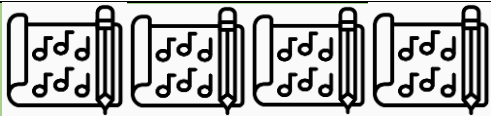
A trailblazer is someone who is the first person to do something new.



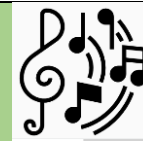
He was one of the first composers to write **programme music**.

Which two types of music that were mostly written in the Baroque period of music?

What techniques (or devices) do composers use to describe images and characters in programme music?



He wrote a set of four violin **concertos** called 'The Four Seasons'.



Each **concerto** is a musical description of one of the seasons.

What is a **concerto**?

How many **movements** (parts) does each **concerto** have?

- Remember to answer the questions in complete sentences. Your book will look like this:

Lesson 4: How did Vivaldi represent spring in 'The Four Seasons'?

Retrieval Practice

- 1) The two types of music that were mostly written in the Baroque period of music were: _____ and _____.
- 2) In programme music, composers use techniques (or devices) to describe images and characters such as _____.
- 3) A concerto is _____.
- 4) Each of the four concertos has _____.

- Now look back at the text for Lesson 3 (What is 'How was Vivaldi a trailblazer?') and mark or correct your answers in purple pen (or any colour will do).

Lesson 4: How did Vivaldi represent spring in 'The Four Seasons'?



Vivaldi's 'The Four Seasons' is an example of **programme music**.



In 'Spring' from 'The Four Seasons', Vivaldi used string **instruments** to **directly imitate** the sounds of nature in spring.



Vivaldi's 'The Four Seasons' is an example of **programme music**.



In 'Spring' from 'The Four Seasons', Vivaldi used string **instruments** to **directly imitate** the sounds of nature in Spring.

As we read in Lesson 3, **programme music** is music that describes something or tells a story so that the listener can create an image of it in his or her own mind.

In **programme music**, composers use musical techniques (often called 'devices') to describe images of objects, scenes, feelings or characters. For example, they use:

- **musical motifs** - short melodic phrases (tunes) or rhythm patterns used to represent characters or images
- **instrumentation** – the use of specific instruments to represent characters or images
- **direct imitation of sounds** eg birdsong or thunder
- **dynamics** (loud and soft) and **tempo** (speed) to represent the movement or mood of characters or scenes.

We can hear many of **programme music** techniques in 'Spring'.

Vivaldi's **instrumentation** is one of the things people love most about his 'The Four Seasons'. It is interesting that Vivaldi chose only the string family to represent all four seasons rather than choosing different instruments to represent the different seasons like so many composers did after him.

Because he was such an outstanding violin player, Vivaldi was able to use sounds created by different the violin techniques to imitate elements from the cold, spiky nature of winter to the joyful birdsong of spring.

The first **concerto** of 'The Four Seasons' is 'Spring', describing its freshness and beauty.

The first movement includes birdsong and a spring storm; the second movement describes a shepherd who sleeps with his

faithful dog by his side and the third movement is a lively spring dance.

Here is the first part of the sonnet, 'Spring' which Vivaldi's first movement is describing:

*"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."*



Now listen to this string orchestra playing 'Spring' from Vivaldi's 'The Four Seasons' again and see if you can hear the sounds Vivaldi is imitating.



Firstly, can you hear how Vivaldi started the **movement** with a joyful **musical motif** (tune)?

Can you hear how it is first played by the orchestra quite loudly, then repeated by the orchestra more quietly, like an echo? If you listen carefully, you will hear the orchestra often repeats this tune at different points throughout the movement.



Next, can you hear how the first violin solo imitates the sound of a bird singing using violin **trills**?



Then can you hear how the rest of the orchestra imitates the soloist, as if a flock of other birds are joining in with the singing?



Later, can you hear how the orchestra creates the image of the sky turning black with thunder and lightening in a Spring storm?

Can you hear how Vivaldi imitated the rumbling sound of thunder by asking the players to use a fast, heavy, 'rubbing' bowing technique?



Finally, can you hear the moment when the bird song comes back after the Spring storm has died down?



<https://www.youtube.com/watch?v=e3nSvliBNFo>



Optional Extension: further listening

In the second movement of 'Spring', can you hear how Vivaldi uses the technique of a slow **tempo** to make the music sound as if someone is sleeping?



This describes the shepherd asleep in the spring sunshine with his faithful dog next to him.

<https://www.youtube.com/watch?v=1Nx4B0hUbs8>



In the third movement, can you hear how Vivaldi used the technique of a fast **tempo** to describe a spring dance?

<https://www.youtube.com/watch?v=FZnL1URqiGY>

Lesson 4 Learning Activity: Retrieve what you have just found out about how Vivaldi represented spring in 'The Four Seasons'

Step 1) Metacognition

- **Without looking back** at the text you have just read, look at the four questions in the grid below.
- In your home learning book, write the numbers 1), 2), 3), 4).
- Put a star next to the numbers if you think you will be able to answer them correctly.
- Put a question mark next to the numbers if you don't think you know the answer.

4 Questions to test yourself (remember, no looking...!)	
1) Can you remember 3 techniques often used in programme music?	2) Can you remember how Vivaldi's first movement of 'Spring' begins?
3) Can you remember which sounds from nature Vivaldi imitated in his first movement of 'Spring'?	4) Can you remember what technique Vivaldi uses to describe the shepherd sleeping with his dog?

- Now your book will look like this (remember blue is book!):

Music Lesson 4: How did Vivaldi represent spring in 'The Four Seasons'?

1) ★ 2) ★ 3) ? 4) ★

- Or maybe like this:

Music Lesson 4: How did Vivaldi represent spring in 'The Four Seasons'?

1) ★ 2) ? 3) ? 4) ★

Step 2) Test yourself

- **Without looking back** at the text you have just read, answer at the four questions in the grid in complete sentences.
- Your book will look something like this (remember blue is book!):

Music Lesson 4: How did Vivaldi represent spring in 'The Four Seasons'?

1) ★ 2) ★ 3) ? 4) ★

1) 3 techniques often used in programme music are: _____.

2) Vivaldi's first movement of 'Spring' begins with _____.

3) The sounds from nature Vivaldi imitated in his first movement of 'Spring' are _____.

4) In order to describe the shepherd sleeping with his dog, Vivaldi uses _____.

Step 3) Self-marking and correcting

- Now look back at the text for Lesson 4 (How did Vivaldi represent spring in 'The Four Seasons'?) and mark or correct your answers in purple pen (or any colour will do).

Step 4) Learn from your mistakes

- If you got any wrong, make sure you learn the right answer for tomorrow!

Lesson 5: How did Vivaldi represent winter in 'The Four Seasons'?

Retrieval Practice: What can you remember about how Vivaldi represented spring in 'The Four Seasons' from Lesson 4?



- Without looking back at your work from Lesson 4, answer these questions in your home learning / exercise / note book.

Lesson 4: How did Vivaldi represent spring in 'The Four Seasons'?



Vivaldi's 'The Four Seasons' is an example of **programme music**.



In 'Spring' from 'The Four Seasons', Vivaldi used string **instruments** to **directly imitate** the sounds of nature in spring.

What is programme music?

Which sounds of nature did Vivaldi directly imitate in 'The Four Seasons'?

- Remember to answer the questions in complete sentences. Your book will look like this:

Lesson 5: How did Vivaldi represent winter in 'The Four Seasons'
Retrieval Practice

- 1) Programme music is music that _____.
- 2) In 'The Four Seasons', Vivaldi directly imitated sounds of nature such as _____.

- Now look back at the text for Lesson 4 (How did Vivaldi represent spring in 'The Four Seasons'?) and mark or correct your answers in purple pen (or any colour will do).

Lesson 5: How did Vivaldi represent winter in 'The Four Seasons'?



In 'The Four Seasons', Vivaldi describes the differences between the seasons through an orchestra of string instruments.



In 'Winter' from 'The Four Seasons', Vivaldi used string **instruments** to **directly imitate** the sounds and feelings of nature in winter.



In 'The Four Seasons', Vivaldi describes the differences between the seasons through an orchestra of string instruments.

Vivaldi's 'Winter' **concerto** follows the same form as his 'Spring' **concerto**: it has three movements, a fast one, then a slow one, followed by a fast one to finish.

It uses the same instruments – the string orchestra:



However, Vivaldi decided that 'Winter' should have a very different sound and feel to 'Spring' because the sights, sounds and feelings of winter are so different from those in spring.

Here is the part of the sonnet (poem), which Vivaldi's 'Winter' **concerto** is describing:

*"Frozen,
Trembling on the ice,
In gusts of horrid wind
We run, stamping our feet to keep
warm
Our teeth chattering..."*



Predictive listening (before you listen / watch):

Think about the difference between winter and spring.

➤ How do you think the music for winter will sound?

(Here are some words to help you think about that question: cosy / smooth / calm / warm / strong / spiky / soft / quiet / loud / threatening / reassuring / crashing / gentle / strong / dance-like / playful / violent / cheerful / hopeful / aggressive / kind / fierce / unstoppable.)

Remember to use complete sentences.
The sentence stems are there to help you.

Lesson 5 Learning Activity 1: Listening Vivaldi's 'Winter' from 'The Four Seasons'

I think the music about winter will sound _____. I think this because _____.

- Now watch and listen to the first movement of 'Winter', which describes the scene in the poem.

<https://www.youtube.com/watch?v=dD3pzSAXNcs>



Vivaldi "Winter" - 1st Movement



Did the music sound how you expected it to?




In 'Winter' from 'The Four Seasons', Vivaldi used string **instruments to directly imitate** the sounds and feelings of nature in winter.

In the first movement of 'Winter', Vivaldi brilliantly by directly imitating snowflakes falling, the icy, gusting wind, people running around and stomping their feet to keep warm, and the sound of chattering teeth – all on his on his beloved violin.




Now listen to this string orchestra playing 'Winter' from Vivaldi's 'The Four Seasons' again and see if you can hear the sounds Vivaldi is imitating.


Firstly,  can you hear Vivaldi gives the instruments quiet, delicate notes to play, which imitate the feeling of tiny, cold snowflakes falling on your skin?


Can you hear how these notes are first played by a just few instruments, then by more and more until the orchestra builds

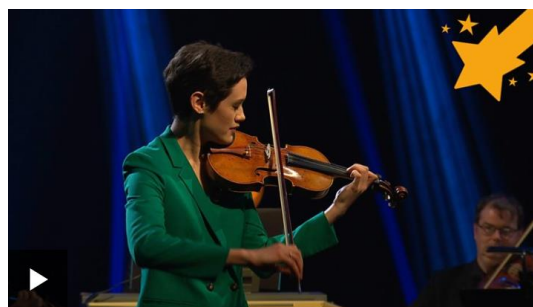
up to flurry of snowflakes



Next,  can you hear the horrible icy wind? The solo violinist, who plays rushing runs of notes in order to create a swirling, wind-like movement, imitates this icy wind.

Then  you can hear the sound of people running about and stomping their feet to keep warm? The violinist plays a **motif** (pattern) of leaping notes, full of energy, which imitates the stomping of feet.

Finally,  can you hear the sound of chattering teeth? Vivaldi created this sound by asking the violinist to play **tremolo** (moving the bow very quickly in small strokes from the wrist).



Violinist Stephanie Childress directs the BBC Scottish Symphony Orchestra to play 'Winter' from Antonio Vivaldi's The Four Seasons.

<https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm>

Lesson 5 Learning Activity: Retrieve what you have just found out about how Vivaldi represented spring in 'The Four Seasons'

Step 1) Metacognition

- **Without looking back** at the text you have just read, look at the four questions in the grid below.
- In your home learning book, write the numbers 1), 2), 3), 4).
- Put a star next to the numbers if you think you will be able to answer them correctly.
- Put a question mark next to the numbers if you don't think you know the answer.

4 Questions to test yourself (remember, no looking...!)	
1) Can you remember the names of the instruments in Vivaldi's string orchestra?	2) Can you remember what <i>a concerto</i> is?
3) Can you remember how Vivaldi imitated the feel of falling snowflakes?	4) Can you remember how Vivaldi imitated the sound of chattering teeth?

- Now your book will look like this (remember blue is book!):

Music Lesson 5: How did Vivaldi represent winter in 'The Four Seasons'?

1) ★ 2) ★ 3) ? 4) ★

- Or maybe like this:

Music Lesson 5: How did Vivaldi represent winter in 'The Four Seasons'?

1) ★ 2) ? 3) ? 4) ★

Step 2) Test yourself

- **Without looking back** at the text you have just read, answer at the four questions in the grid in complete sentences.
- Your book will look something like this (remember blue is book!):

Music Lesson 5: How did Vivaldi represent winter in 'The Four Seasons'?

1) ★ 2) ★ 3) ? 4) ★

1) The names of the instruments in Vivaldi's string orchestra are _____.

2) A concerto is _____.

3) Vivaldi imitated the feel of falling snowflakes by _____.

4) Vivaldi imitated the sound of chattering teeth by _____.

Step 3) Self-marking and correcting

- Now look back at the text for Lesson 5 (How did Vivaldi represent winter in 'The Four Seasons'?) and mark or correct your answers in purple pen (or any colour will do).

Step 4) Learn from your mistakes

- If you got any wrong, make sure you learn the right answer!



Vivaldi Listening Challenge!

Before he died at the age of 63, Vivaldi composed 500 concertos, 46 operas and many other works, including beautiful **choral hymns** such as 'Gloria' (from Lesson 2).

Either:



Try listening to the whole of Vivaldi's 'The Four Seasons'. Use Class Dojo to let your teacher know which season was your favourite to listen to – and why!

(Tip: watch out for the **pizzicato** (plucked) violins Vivaldi used to imitate the sound of crackling ice in the second movement of 'Winter'.)

Or



Why not ask your parents to help you explore the music of Vivaldi and then tell your teacher about your favourite piece (don't forget to say why it was your favourite).



Vivaldi Composition Challenge!



In 'The Four Seasons', Vivaldi describes the differences between the seasons through an orchestra of string instruments.

Choose a sound from your garden and see if you can imitate it in any way you can – tap it on the table / clap it with your hands / say it with your voice / play it on any instrument you have.

Choose a second sound from your garden and imitate it. Make sure it sounds different from your first sound!

Make a video of yourself playing your sounds, then upload your video to Class Dojo or email it to your teacher.

Remember: you can imitate sounds by using a variety of techniques, such as:

- 🎵 Playing loudly or softly (**dynamics**)
- 🎵 Choosing high or low (**pitch**)
- 🎵 Playing quickly or slowly (**tempo**)
- 🎵 Playing short and spiky (**staccato**) or long and smooth (**legato**).