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Vivaldi **Four Seasons** Teacher Resource Kit

Activity Sheets! Cool Facts!



Pinchas Zukerman
National Arts Centre Orchestra



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CBC  Radio-Canada

Canada 

Vivaldi

Four Seasons

Teacher Resource Kit

Dear Educator:

Welcome to the National Arts Centre (NAC) Orchestra's Teacher Resource Kit on Baroque composer Antonio Vivaldi and his masterpiece for orchestra the *Four Seasons*. It has been carefully prepared for you in connection with the NAC Orchestra's **Canada Tour** during the month of October, 1999. Vivaldi's *Four Seasons* will be the featured work on most of the concerts on tour, with Pinchas Zukerman conducting and performing solo violin with the National Arts Centre Orchestra.

The Kit will be delivered to schools in every city on the tour, and will be available free of charge on the NAC website at www.nac-cna.ca.

Included in the Teacher Resource Kit are the following materials:

1. **A resource booklet** for teachers containing information on the life, times and music of Baroque composer Antonio Vivaldi, programme notes on his masterpiece the *Four Seasons*, facts on the instruments of the orchestra, Pinchas Zukerman, and the National Arts Centre as well as information on Canada's seasons and climate change;
2. **Student activity sheets** which complement the teacher booklet and have been developed with an eye towards integrating music and the arts into classroom study in subjects such as science, social studies and language arts;
3. **A complimentary CD** recording of Pinchas Zukerman performing Vivaldi's *Four Seasons* with the National Arts Centre Orchestra;
4. **A supplementary publication** on climate change.

The National Arts Centre would like to thank the following Canada Tour partners:

CBC – Radio-Canada
National Post
Magma Communications Ltd.
Environment Canada
National Gallery of Canada

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A Message From...

David S.R. Leighton

Chair of the National Arts Centre

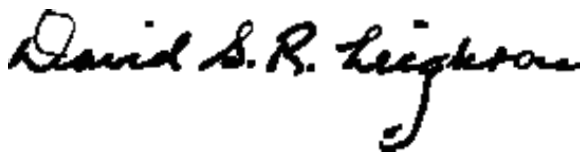


It gives me great pleasure to present you with this **Vivaldi Four Seasons Teacher Resource Kit** featuring resources to help integrate music and the arts into the Canadian classroom.

The National Arts Centre has a clear mandate to demonstrate leadership in the performing arts in **Canada**. This tour and other creative initiatives taken by the National Arts Centre Orchestra are steps toward that goal.

I welcome your comments and ideas on any future projects the National Arts Centre could undertake that would assist you in your important work as teachers to our next generations of Canadians.

Bonne chance!



David S.R. Leighton
Chair
National Arts Centre

Pinchas Zukerman

Music Director of the National Arts Centre Orchestra



Let me add my note of welcome to that of our Chair, David Leighton. I hope that you will find this Resource Kit useful in your classrooms.

As a teacher myself, I am wholeheartedly committed to furthering the musical experience for all young people. On our **Canada Tour** in October, I have chosen to programme Vivaldi's masterpiece the *Four Seasons* largely because of its enormous educational value. This work is one of the most descriptive pieces of music ever written, and lends itself well to being integrated into your language arts, science, geography and social studies lessons. It also gives understanding to a basic philosophical thought that music and the arts can be of universal importance for growth, for change, for understanding and for making the world a better place in which to live.

The National Arts Centre and the National Arts Centre Orchestra belong to all Canadians. We hope that this Teacher Resource Kit will demonstrate the relevance and importance of music to our young people and will allow us to begin a partnership with you in the expansion and development of young minds through the rich tapestry of the arts.

Sincerely,



Pinchas Zukerman
Music Director
National Arts Centre Orchestra

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NAC Orchestra Canada Tour



Pinchas Zukerman with students from
Canterbury High School, Ottawa.

In October 1999 the National Arts Centre Orchestra will tour across Canada, performing concerts in 12 Canadian cities. As part of its mandate to develop young artists and further the musical experience for all young people, the NAC Orchestra Canada Tour will also feature:

- chamber music concerts in school settings;
- pre-concert performances of the national anthem by local area youth choirs;
- master classes and rehearsal coaching sessions with Pinchas Zukerman and NAC Orchestra players.

Make sure to catch them while they're in your city! Check out the NAC's website at www.nac-cna.ca for tour updates, a web journal, live webcasts of interviews and Question and Answer sessions with Pinchas Zukerman as well as fun games and quizzes and a Virtual Vivaldi Gallery.

TOUR ITINERARY

Kingston	Ontario	October	6	Grant Hall
Ottawa	Ontario	October	13,14	National Arts Centre
Winnipeg	Manitoba	October	16, 17	Centennial Concert Hall
Regina	Saskatchewan	October	18	Centennial Theatre
Calgary	Alberta	October	19	Jack Singer Concert Hall
Edmonton	Alberta	October	20	Winspear Centre for Music
Vancouver	British Columbia	October	23, 24	Chan Centre for the Performing Arts
Toronto	Ontario	October	26	Roy Thomson Hall
Quebec City	Quebec	October	27	Grand Théâtre de Québec
Fredericton	New Brunswick	October	29	The Playhouse
Halifax	Nova Scotia	October	30	Pier 21
Montreal	Quebec	TBA		Place des Arts



Vivaldi's Masterpiece: FOUR SEASONS

Antonio Vivaldi is perhaps best known today for his work for string orchestra the *Four Seasons*, or in Italian *Le quattro stagioni*, one of the most instantly recognizable pieces of classical music. In fact, the July 26th 1999 issue of the British magazine, *The Radio Times*, included results of a reader poll stating that Vivaldi's *Four Seasons* was number one on the list of the most popular pieces of classical music of all time. It is also some of the most descriptive music, or "programme" music ever written.

The four concertos, which make up the *Four Seasons*, portray the seasons – Spring, Summer, Autumn and Winter – with musical representations of many human and natural expressions. You can hear things like bird calls, atmospheric conditions, animal cries and sounds of nature like wind, thunder, rain, the murmuring of swaying grass and bubbling brooks. Vivaldi even goes so far as to musically depict human events, like peasant dances and a man walking on ice.

The composer wrote poems into the music, using words and phrases to describe the four seasons, and if you listen carefully you will hear these words described in the music. A fine example of this is in the "Winter" or final concerto of the *Four Seasons*. The concerto is written in the key of F minor, the same key used in the sleigh ride pieces that were popular in Vivaldi's time. The music builds in such a manner that the audience, with a little imagination, can experience the cold of winter. Chattering teeth, blowing winds, careful footsteps on ice, even the warmth of a fire can all be recognized in the music as the story unfolds.

Vivaldi musically describes the following in each of the season concertos:

SPRING (CONCERTO NO. 1):

bird sounds; babbling brooks; gentle breezes; murmuring grasses; a barking dog; and a peasant dance accompanied by bagpipes.

SUMMER (CONCERTO NO. 2):

a scorching sun; an approaching storm with rumblings of distant thunder and angry insects; then a full-blown storm with thunder, lightning, hail and sheets of wind-driven rain.

AUTUMN (CONCERTO NO. 3):

a celebration; singing and dancing; cool breezes; blissful slumber; a hunting scene.

WINTER (CONCERTO NO. 4):

shivering from the cold; the chattering of teeth; the stamping of feet; the howling of the frozen wind; the warmth of a roaring fireplace; someone cautiously walking on ice, then running recklessly and falling over and over; raging winter winds.

WHAT in the world

...is programme music?

The term "programme music", invented by Franz Liszt in the 1800s, describes music that is written to tell a story or paint a picture in the listener's mind. The *Four Seasons* was the first music of this type to enter the popular repertoire. In contrast, "absolute music" is music composed for music's sake.

Did YOU Know?

Vivaldi's *Four Seasons* is not a stand-alone composition as performed in concerts today. The four concertos make up the first four parts of a 12-part opus called *The Contrast Between Harmony and Invention (Il cimento dell'armonia e dell'inventione, opus 8)*, published around 1725.

WHAT in the world

...is a concerto?

A concerto is a musical composition in which a solo instrument or instruments perform against a full orchestra. A concerto is usually made up of three movements. Like most musical terms, 'concerto' is of Italian origin. 'Concerti' is the plural form in Italian, and the anglicized 'concertos' is also accepted.

The Four Sonnets

FOUR SEASONS OF GREAT CANADIAN ART

Antonio Vivaldi wrote sonnets to accompany his music. We have paired his sonnets with Canadian historical paintings from the National Gallery of Canada. We invite you to share these with your students in order to strengthen the connection between art, music and poetry and to inspire their entries to the Virtual Vivaldi Gallery. Visit the National Gallery's website at <http://national.gallery.ca>.

Spring (Concerto No. 1)

Joyful Spring has arrived,
The birds welcome it with their happy songs,
And the brooks in the gentle breezes
Flow with a sweet murmur.

The sky is covered with a black mantle,
Thunder and lightning announce a storm.
When they are silent, the birds
Take up again their harmonious songs.

And in the flower-rich meadow,
To the gentle murmur of leaves and plants
The goatherd sleeps, his faithful dog at his side.

To the merry sounds of a rustic bagpipe
Nymphs and shepherds dance in their beloved spot
when Spring appears in its brilliance.

Summer (Concerto No. 2)

Under the merciless sun
Languishes man and flock; the pine tree burns,
The cuckoo begins to sing and at once
Join in the turtle doves and the goldfinch.
A gentle breeze blows, but Boreas
Joins battle suddenly with his neighbour,
And the shepherd weeps because overhead
Hangs the dreaded storm, and his destiny.

His tired limbs are robbed of their rest
By his fear of the lightning and the heavy thunder
And by the furious swarm of flies and hornets.
Alas, his fears are well founded
There is thunder and lightning in the sky
and the hail cuts down the lofty ears of corn.



A Wreath of Flowers, 1884

William Brymner,
National Gallery of Canada, Ottawa
Royal Canadian Academy of Arts diploma work,
deposited by the artist, Ottawa, 1886



Sunrise on the Saguenay, 1880

Lucius R. O'Brien,
National Gallery of Canada, Ottawa
Royal Canadian Academy of Arts diploma work,
deposited by the artist, Toronto, 1880

Autumn (Concerto No. 3)

The peasant celebrates with song and dance
the pleasure of the rich harvest,
and full of the liquor of Bacchus
they finish their merrymaking with a sleep.

All are made to leave off singing and dancing
By the air which now mild gives pleasure
And by the season which invited many
To enjoy a sweet sleep.

At dawn the hunters
with horns and guns and dogs leave their homes:
The beast flees; they follow its traces.

Already terrified and tired by the great noise
Of the guns and the dogs, and wounded it tries
Feebly to escape, but exhausted dies.

Winter (Concerto No. 4)

Frozen and shivering in the icy snow.
In the strong blasts of a terrible wind
to run stamping one's feet at every step
With one's teeth chattering through the cold.

To spend the quiet and happy days by the fire
Whilst outside the rain soaks everyone.
To walk on the ice with slow steps
And go carefully for fear of falling.

To go in haste, slide and fall down:
To go again on the ice and run,
Until the ice cracks and opens.

To hear leaving their
iron-gated house Sirocco,
Boreas and all the winds in battle:
This is winter, but it brings joy.

The National Arts Centre invites students to submit artwork or creative writing inspired by music of the *Four Seasons* to the NAC website for possible inclusion in the Virtual Vivaldi Gallery at www.nac-cna.ca. Also, music for recorders (or any instrument in the key of C such as flute or violin) has been included with the activity sheets so that your students can play along with Pinchas Zukerman and the NAC Orchestra on the enclosed CD recording!



Moses Rock near Murray Bay, 1862
O.R. Jacobi,
National Gallery of Canada, Ottawa



Winter Landscape, 1909
Marc-Aurèle de Foy Suzor-Coté,
National Gallery of Canada, Ottawa
Gift of Arthur S. Hardy, Ottawa, 1943

FIGURE it OUT!

Who is the most famous
sonnet writer of all time?

[William Shakespeare]



Antonio Vivaldi: HIS LIFE, HIS TIMES, AND HIS MUSIC

Did YOU Know?

Vivaldi's nickname was "il prete rosso" (the red-haired priest). He has been known by this nickname ever since!

FIGURE it OUT!

A group of musically-inclined girls living at an orphanage is featured in which Broadway musical?

[Answer]

Did YOU Know?

Vivaldi had quite a good sense of humour. A note written on one of Vivaldi's compositions reads "per li coglioni", which means "for blockheads" in English.

Did YOU Know?

Some people think Vivaldi tried to make up for his poor health by composing at incredible speed, which was regarded as a sign of talent in Vivaldi's time. Indeed, he once boasted that he could compose a concerto with all its parts faster than a copyist could copy it!

Antonio Lucio Vivaldi was born March 4, 1678, in Venice. Very little is known about Vivaldi's youth, other than the fact that he appeared to have inherited his father's musical abilities -- and his flaming red hair. Antonio studied violin with his father, Giovanni Battista, and occasionally filled in for him in the orchestra of St. Mark's. In the year 1685, as seven-year-old Antonio was studying the violin, in other areas of Europe, the composers J. S. Bach, G. F. Handel, and Domenico Scarlatti were born.

As the eldest son in the family, Vivaldi was destined for the priesthood. He did not, however, enter a monastery as was customary because of his health problems. He wrote in his journal about "this ailment" as a "tightness in his chest". It is now thought that Vivaldi suffered from asthma. In 1693, at the age of 15, he was tonsured by the Venetian patriarch. (A tonsure is a special haircut for men entering the priesthood that leaves the top of the head bare). Vivaldi continued his musical studies at the same time as he pursued Holy Orders. The combination of these two vocations was not unusual. He became a full-fledged priest in 1703, and remained a priest for the rest of his life.

Hired in 1703 by Ospedale della Pietà, the famous orphanage for girls in Venice, Vivaldi worked as a teacher and composer on and off (mostly on) for the next 37 years until 1740. Working at the Pietà was very rewarding for Vivaldi. The orphanage had a large collection of instruments, and the girls who lived there were trained or in training as fine musicians. This arrangement made it much easier for Vivaldi to experiment with unusual combinations and musical effects. For instance, he was one of the first composers to write concertos for clarinet.

As well as being a priest, Vivaldi was a shrewd businessman. Like other composers, he always dedicated his compositions to a member of the nobility in the hopes of getting something in return. His dedications featured flowery language, a snobbish tone and lots of praise of the person to whom the work was dedicated.

Vivaldi rarely missed a chance to promote himself. For example, in 1709, King Frederick IV of Denmark and Norway, travelling in disguise as the Duke of Olemberg, arrived unexpectedly in Venice. He attended a concert that Vivaldi was conducting. Vivaldi took advantage of the occasion to dedicate his new opus to King Frederick.

As well as composing, Vivaldi was very active in staging and producing his operas. These were very expensive to produce, and there was a great deal of competition. In 1738, Vivaldi successfully staged his last major opera season in Venice. Soon after, Vivaldi's operas were considered unfashionable. Although Vivaldi claimed to have composed some 94 operas, only 21 of them have survived.

Vivaldi composed a large variety of music - instrumental, sacred and vocal. His sacred music included motets, psalm settings, Magnificats, Vespers, Masses, Mass movements, oratorios, cantatas and serenatas. In this type of music, he is best known for his *Mass, Gloria in D*, composed around 1715.

Much of Vivaldi's instrumental music has survived. There are approximately 90 sonatas (both trio and solo), 16 sinfonias, and more than 500 concertos for different kinds of solo instrumentation. Approximately 350 of the concertos are for one solo instrument with string orchestra.

This large volume of work, plus some of the unusual use of instruments, can be traced back to his work at the Pietà, with its talented musicians/wards. In many ways, the orphanage served as a musical laboratory within which Vivaldi was free to experiment with how best to structure his orchestra and music without having to be concerned with the financial limitations of a commercial production.

At the age of 62, tired and out of money, Vivaldi set out on a journey, to the city of Vienna in Austria. There he hoped to find work in the court of Charles VI, a monarch who admired Vivaldi's music. Bad luck followed. Charles VI died in October, 1740, after eating poisonous mushrooms.

The new rulers, Maria Theresa and Francis Stephen, were busy with political problems, and showed no interest in Vivaldi or his music. On July 28, 1741, Vivaldi died in Vienna of an "internal inflammation", which could be any number of things. He was buried the same day in a pauper's (poor person's) grave. Since he died in poverty, he was entitled only to the Kleingelaut, or the pauper's peal of bells, six pall-bearers and six choirboys, one of whom was Joseph Haydn, who later became a famous composer. The precise location of Vivaldi's grave is not known.



© Kevin Reeves
Courtesy of *The Composers—A Hystery of Music*
Publishers; Sound & Vision, 1998

Did YOU Know?

Composers vied with one another to draw attention to their own talents. A popular strategy was to mimic sounds from nature in their music. Vivaldi's *Four Seasons* with its weather effects and attempts to emulate birds singing is an excellent example of this technique.



Life in Vivaldi's Time: THE BAROQUE ERA (1600 - 1750)

WHAT in the world

...does Baroque mean?

"Baroque" actually means "grotesque" or "odd". These were the words used by critics to describe the new style of architecture that was being developed at the time that featured curving lines and ornate, detailed decoration. The name stuck!

Did YOU Know?

When Louis XIV started to go bald he began to wear long, curly, elaborate wigs. King Louis had such influence over his people, that wearing this kind of wig became the fashion and men and women wore similar wigs. Women's wigs were piled so high with curls that not only were they powdered and starched to stay in place, but supported by straw and chicken wire!

The Baroque Era was a time of invention and discovery in Europe. There was a great outpouring of art, literature, and technology everywhere. It was also a time when Kings and Queens ruled absolutely, not like the democracy we enjoy today.

Some interesting things about the Baroque Era

POLITICS: The most famous absolute Monarch during this time was Louis XIV of France. He made all the laws and had all the power—he ruled for 72 years!

SOCIETY: The only way to be an aristocrat was to be born into an aristocratic family. The aristocracy was very rich and owned the land that the middle and lower classes worked and paid rent on. There was very little for the aristocracy to do all day except to entertain themselves with music, parties, games, hunting and dressing in the latest finery.

Many aristocrats saw music and festivities in general as an effective way to draw people's attention away from the political problems of the day (which the aristocrats themselves may have been involved in). So, they encouraged celebrations on every possible occasion: the election of new leaders, the arrival of visiting heads of state and ambassadors, birthdays of important people, and any other reason they could dream up.

DRESS: The aristocrats spent a lot of time on their clothes. The women wore clothes made of the finest velvets, lace and silk and decorated their dresses with ornate designs of ribbon and braid. As the Baroque Era went on, women's skirts got bigger and bigger. Men wore elaborate clothing in similar fabrics. Poorer people wore clothes made of wool in subdued, dark colours and often shoes were made of wood.



Jean Le Juge and his Family, 1699
Hyacinthe Rigaud,
National Gallery of Canada, Ottawa



***St. Mark's and the Clock Tower,
Venice, c. 1735-37***
Canaletto,
National Gallery of Canada, Ottawa

DAILY LIFE: Most people in the Baroque Era lived a hard, short life compared to our lives today. They had none of the luxuries we take for granted, like ovens, dishwashers, heating systems, or toilets. The majority of the population could neither read nor write because there were no public schools and only the wealthy could hire a tutor or governess to teach their children in the home. It was also difficult to travel, due to poor roads and the inefficiency of transportation by horse. As a result, communities were isolated and news did not travel well.

MUSIC: As the Baroque Era began, Italy led the way in music. New musical forms – the cantata, the oratorio, the concerto, the sonata and opera were developed. The modern violin had made its first appearance in the 16th century, but now the city of Cremona in Italy produced three of the most famous names ever associated with the production of this instrument: Nicolo Amati, Giuseppe Guarneri, and the great Antonio Stradivari.

Visit this website for more details on the Baroque Era:
<http://www.geocities.com/Paris/Rue/1663/costumes.html>



***A View of the Château-
Richer, Cape Torment,
and Lower End of the
Isle of Orleans near
Quebec, 1787***
Thomas Davies,
National Gallery of Canada,
Ottawa

Life in Canada during Vivaldi's time:

This watercolour shows a typical farm on the St. Lawrence River near Quebec City during the late 1700s. Note the difference in the architecture of these buildings and those in Venice at the same time.

FIGURE it OUT!

Who were two of the other most important composers to come out of the Baroque Era?

[Johann Sebastian Bach and George Frideric Handel]

WHO in the world

...was Antonio Stradivari?

Born in Cremona Italy, Stradivari remains probably the most famous violinmaker of all time. We know him as Stradivarius, the Latin version of his name, which he used to sign each of his instruments. He made over 1,000 violins by hand, the earliest dating to 1666, and the latest to 1737. Many instruments are inlaid with fine woods and mother of pearl. No one has ever figured out how to duplicate Stradivari's technique, the special varnish he used or the particular ageing process the instruments underwent. Many of his violins still exist and only the best musicians in the world vie for an opportunity to play them. Stradivarius lived to be 93 years old, which is astounding for back then!



Life in Vivaldi's Time: VENICE, A GREAT CULTURAL CENTRE



Did YOU Know?

Venice is a city built on 120 islands, with canals instead of streets (expensive, difficult to build but great protection against the enemy!).

FIGURE it OUT!

What's the name of Ottawa's famous canal?
[The Rideau Canal]

Did YOU Know?

Venice is located in the Veneto region of Italy, in the Northern part of the country. It is positioned at the end of the Piave river, where it meets the Adriatic Sea.

For centuries, Venice has been a centre of culture and romance, and the home of the famous St. Mark's Square. St. Mark's Cathedral contributed to Venice's musical tradition by using multiple choirs located in different parts of the building.

- In the 16th – 18th centuries, visitors from all over Europe were drawn to the city to admire the architecture, take part in the many ceremonies that marked the Venetian calendar, to attend the theatres and gaming houses, and to buy trendsetting paintings or musical scores.
- Venice had a unique musical tradition, that of the "ospedale", or orphanage. Illegitimate and orphaned children, as well as children born with physical challenges or scarred by childhood illness were social outcasts in the 17th century and often were abandoned by their parents and brought to the orphanages. The Ospedale della Pietà, where Vivaldi was employed, was the most famous, housing about 1,000 girls. Many were proficient musicians and music teachers who did not wish either to marry or to enter a convent as nuns, the only options open to them. The 'girls' formed not only the choir, but the orchestra as well: they played all instruments and sang all parts including tenor and bass. The performances attracted huge crowds and resulted in large financial donations to the institution.
- Canals are travelled by 'gondolas', poled along by boatmen known as 'gondoliers'. Venetians at all levels of society, from the gondoliers on the canals to the rich aristocrats in their palaces and summer homes, were passionate about their music. Every Sunday and holiday from Easter to the end of September, there would be a procession of gondolas through the city and in the evening the air was filled with the gondolier's songs.

For more information on Venice, visit this website:
<http://www.iuav.unive.it/~juli/venindx.html>



Pinchas Zukerman: MUSIC DIRECTOR OF THE NAC ORCHESTRA



Pinchas Zukerman in his earlier days. ➤

Pinchas Zukerman is one of today's most famous and well-respected musicians. He is a virtuoso of the violin and the viola and is a conductor as well as a teacher.

Maestro Zukerman: Vital Statistics

- was born in Tel Aviv, Israel, in 1948;
- began learning music with his father, first playing the recorder, then the clarinet and later the violin;
- left his home and family in Tel Aviv when he was 14 and moved to New York City to go to one of the most prestigious music schools in North America, the Juilliard School;
- one of his mentors was the great violinist Isaac Stern, who remains a great friend;
- has conducted some of the world's finest orchestras, including those of Chicago, Israel, Berlin and Montreal;
- debuted with the National Arts Centre Orchestra as a soloist and conductor in 1976;
- toured with the National Arts Centre Orchestra to Europe in 1990;
- made his debut as the National Arts Centre Orchestra's Music Director in July, 1999;
- founded the NAC Young Artists Programme in July of 1999 as part of the NAC's Great Composers Festival;
- is a pioneer in the use of videoconferencing technology allowing him to teach music to students around the world without them having to leave their home and family as he did.

WHAT in the world

...is a conductor?

The conductor takes his or her place in front of the orchestra and is responsible for deciding how the music should be played. The conductor sets the beat and knows what sound each and every musician is making at every moment in the musical score.

Did YOU Know?

Pinchas Zukerman has contributed to over 100 recordings. He's also won two Grammy Awards and been nominated 21 times. Check out your local record store's Classical Music section and you'll find lots of CDs featuring Pinchas Zukerman.



National Arts Centre Orchestra

The NAC Orchestra is a classical-sized orchestra, which makes it about half the size of the orchestras in Vancouver, Toronto and Montreal. The Orchestra specializes in the music of the classical period, in particular the music of Haydn, Mozart and Beethoven.

NAC Orchestra: Vital Statistics

- number of musicians: 46;
- number of performances per year: over 100;
- number of recordings made: 35;
- number of pieces commissioned from Canadian composers: over 50;
- number of Canadian cities visited on their 1991- 92 cross-country tour to celebrate Canada's 125th Anniversary: 32;
- number of times since 1973 that the Orchestra has toured Europe: 4;
- number of appearances at the legendary Carnegie Hall in New York City: 11;
- number of years in existence: 30.



MEET SOME MEMBERS OF THE ORCHESTRA



Walter Prystawski, violin is the Concertmaster of the NAC Orchestra. Mr. Prystawski has been the Concertmaster of the NAC Orchestra since it was founded in 1969 and has been playing the violin for over 50 years. His message to young people is 'Let yourself listen to classical music regularly. Many people find that, after a while, listening to great music gives you joy and makes you a nicer person.'



Joanna G'froerer, flute is the Principal Flute of the NAC Orchestra. Ms. G'froerer has been playing the flute for over 15 years and has been with the NAC Orchestra for over five years. She says to students, 'There is a whole world of classical music out there that can really enrich all of our lives. Discover it and enjoy it!'



Karen Donnelly, trumpet is Acting Principal Trumpet with the NAC Orchestra. Ms. Donnelly has been playing the trumpet for 20 years and has been with the Orchestra for three years. She says to all young aspiring musicians, 'Music is a thrilling challenge. The thrill of a successful concert or simply hearing a beautiful melody played by a friend or colleague makes all of those long hours in the practice room worthwhile. Have fun and enjoy it!'



Ian Bernard, timpani is the Principal Timpanist with the NAC Orchestra. Ian Bernard has been playing the timpani for almost 40 years and has been in the NAC Orchestra since it began in 1969. He says that what he likes best about being a musician is playing something new every week and working with others.

The Instruments of the NAC Orchestra: Vital Statistics

Orchestras are made up of a variety of instruments in four different categories: strings, woodwinds, brass and percussion. Here are some important characteristics of the instruments in the NAC Orchestra. The number of instruments in each section of the NAC Orchestra is in brackets.

STRINGS

violins (18), violas (6), cellos (5) and double basses (4)

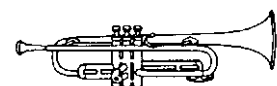


- all string instruments have four strings;
- the vibration of the strings produces the sound;
- a string player either draws a bow made of horsehair across the strings or plucks the strings with his or her fingers to produce sound;
- the larger the instrument, the lower the sound: violins make the highest sounds and double basses the lowest;
- every string instrument is constructed of pieces of wood carefully glued together and covered with several coats of varnish; no nails or screws are used.

WOODWINDS

flutes (2), oboes (2), clarinets (2) and bassoons (2)

- woodwind instruments are basically just tubes pierced with holes. The musician blows through the tube while covering some holes to produce different notes;
- many wind instruments are played with reeds. A reed is a thin piece of cane, which is set in motion as the musician blows across it. The oboe and bassoon use a double reed while the clarinet uses a single reed;
- most of the wind instruments are made from wood, like ebony, except for the flute which is almost always made of silver;
- flutes create the highest notes, bassoons the lowest.



BRASS

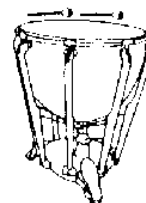
trumpets (2) and French horns (2)

- brass instruments produce the most resounding tones of all the instruments in the orchestra;
- they are constructed from metallic loops of tubing in different lengths with a mouthpiece at one end and a bell shape at the other;
- the vibration of the musician's lips produces the sound as air is blown in the mouthpiece;
- brass instruments have valves that the players press and release in order to change the sound and produce different notes;
- trumpet players use a mute that is held over the bell to soften the tone; French horn players can do the same thing using their hand.

PERCUSSION

Timpani (1)

- percussion instruments are made of naturally resonant materials like skin, wood and metal;
- sound is produced when the instrument is struck;
- the percussion provides rhythm and character to the orchestra;
- different pitches are produced on the timpani by changing the skin tension either by tightening or loosening screws fixed to the shell, or by using the pedal.



WHAT in the world

...is a Concertmaster?

The Concertmaster is the Principal Violin of the orchestra and has some special responsibilities apart from being an orchestra member. He or she is the conductor's assistant, and is responsible for tuning the orchestra before all rehearsals and performances. The string players of the orchestra look to the Concertmaster for the proper bowings or bow directions in the music.

Did YOU Know?

You can check out the following websites for more about the instruments of a full-size symphony orchestra:
<http://playmusic.org>
<http://www.washingtonpost.com/wpsrv/interact/longterm/horizon/121196/symphony.htm>

WHAT in the world

...is rosin?

Your favourite dictionary will tell you that rosin is yellowish amber in colour, translucent and brittle in texture, is made from pine, is used in the making of varnishes and (aha!) for rubbing on the bows of stringed instruments.

Why in the world would anyone do something like that?

Because it helps the bow hair to move more easily across the strings. Without it, the bow hairs would constantly be snapping due to the friction created when a musician draws the bow across the strings.



National Arts Centre

A WORLD-CLASS PERFORMING ARTS CENTRE

Left: The NAC nestled between the Peace Tower and the Rideau Canal

Lower left: Douglas Rain, Benedict Campbell, in *A Man for All Seasons*
Photo: Cylla von Tiedemann

Lower right: National Ballet of Canada, *Jewels*
Photo: Cylla von Tiedemann



A Brief History of the National Arts Centre

In the early 1960s, the then Prime Minister Lester B. Pearson recognized the need and desire for Canadians from all walks of life to be able to showcase the excellence in Canadian performance arts: music, English and French theatre, dance and variety. This recognition led to the passing of the *National Arts Centre Act 1966-67* which in turn created the place we now call the National Arts Centre. The NAC, as it is commonly called, opened its doors to all of us on June 2, 1969 and was in fact the gift to ourselves in celebration of our 100th birthday as a country. As such, it sits in the nation's capital, Ottawa, along with our other cultural institutions such as the National Gallery of Canada, the National Library, the National Archives, and the National Museums.

Did YOU Know?

The NAC features one of the largest stages on the continent.

The NAC: Vital Statistics

- presents more than 600 performances annually to almost half a million people;
- has three performing halls: the Opera (2326 seats), Theatre (967 seats) and Studio (300 seats);
- hosts many regional and local festivals;
- gives emphasis to programming for young people with the Family Theatre Series in English Theatre, the Young Peoples' Concert Series and Student Matinee Concert Series in Music, the Petits-Trots and Grands-Galops Series in French Theatre and matinee performances of ballets like *The Nutcracker* and *Beauty and the Beast* in Dance;
- features the NACotron at every Young People's Concert, which projects on to a giant screen at the back of the stage images of the musicians picked up by four television cameras strategically placed on stage;
- houses a unique permanent art collection of Canadian and international contemporary art.

Our Four Seasons are Changing

If Vivaldi were to return to Earth today, he might find that the seasons he wrote about are a lot warmer than he remembered. While our natural climate is, and always has been, constantly changing, we are now experiencing a dramatic warming trend, leading most scientists to say this is a problem, and we need to take action.



The temperature on **earth** is regulated by a phenomenon known as the “greenhouse effect”. The **earth’s** atmosphere, a mixture of many gases, traps the sun’s heat like a greenhouse. Without these greenhouse gases, the sun’s heat would escape and the average temperatures on earth would be too cold to support life as we know it.

But a build-up of greenhouse gases in our atmosphere may be changing the earth’s climate. The climate changes we are seeing today differ from previous climate changes in both the rates of change and magnitude. Environment Canada tells us that the 20th century has been the warmest globally in the last 600 years. In fact, the 1980s and 1990s are the warmest decades on record.

Those who have studied the issue believe that human activities are upsetting the natural balance of greenhouse gases that have existed in our atmosphere for thousands of years. The biggest problem is our heavy use of energy. Burning fossil fuels such as oil, coal and natural gases, release carbon dioxide and other greenhouse gases that are accumulating in the atmosphere and causing the earth to ‘heat up’.

Most scientists agree that average global temperatures could rise by 1 to 3.5 degrees Celsius over the next century. In Canada, this could mean that average temperatures in some regions could rise between 5 and 10 degrees!

WHAT in the world

...does climate change mean?

Climate change means a change in the weather patterns of the **earth** as a whole. It is a shift in the “average weather conditions” that a given region/area experiences over a period of time.

FIGURE it OUT!

What’s the smoggiest region in Canada?

[Southern Ontario]

Did YOU Know?

Fossil fuels, such as coal, petroleum, and natural gas, are made of fossilized, carbon-rich plant and animal remains. After millions of years, these remains become converted to fuel and by mining and drilling we can burn them for energy.



Did YOU Know?

Every time you use energy—such as turning on a light, watching t.v., playing on the computer, or using the microwave – you are producing greenhouse gas emissions. The actions of individual Canadians account for about 28 percent of Canada’s total greenhouse gas emissions – almost 5 tonnes per person!

THE BAD NEWS: Scientists warn us of the possible consequences of climate change for Canada:

- more severe weather events like winter storms and tornadoes;
- our forests and farms would be at greater risk from pests, diseases and fires;
- number of heat-related deaths and people suffering from respiratory illness could increase, especially in hot, humid urban centres like Toronto, Montreal and Ottawa;
- more flooding in some areas, more drought in others—both of which will negatively affect agriculture;
- water levels could change, destroying wetland populations like fish and waterfowl. The quality and quantity of drinking water could decrease;
- warmer temperatures and increased precipitation could make insect-borne diseases such as malaria and Lyme disease more prevalent.



Compliments of Vision Quest Windelectric Inc.

WHAT CAN WE DO?

Be energy conscious! Try things like:



- turning down your thermostat in winter: wear a sweater indoors;
- reducing air conditioning in summer by installing window blinds and shading your house with trees or awnings;
- using energy-efficient lighting like fluorescent bulbs;
- cutting down on the use of the family car: take the bus, walk or bike.

What kinds of technologies will help us?

- solar power: solar panels placed in strategic locations can convert the abundant energy from the sun directly into electricity. New technologies are evolving constantly to make this a more viable energy system;
- wind energy: wind turbines, placed on high towers, drive generators that produce cheap and clean electricity;
- ethanol fuel: will reduce carbon dioxide emissions from cars by up to 90 percent, compared to regular fuel.



For more information on climate change, try these websites:

www.ec.gc.ca/
www.climatechange.gc.ca
www.oee.nrcan.gc.ca

FIGURE it OUT!

Malaria is carried by which insects?

[Mosquitoes]

Did YOU Know?

It would be really hard to harness solar power on Pluto. It's the planet in the solar system that's furthest from the sun. It reaches a chilly low of -230°C there.



Virtual Vivaldi Gallery

Submit a drawing, painting, poem, short story or essay inspired by the music and poetry of Vivaldi's *Four Seasons* and have your entry selected for posting on the Virtual Vivaldi Gallery on the NAC Website, www.nac-cna.ca.



Here's what you need to know to submit your entry:

- Participants must be under the age of 19 years.
- One (1) submission per person
- Your drawing or painting must be on 8½ by 11 inch, unlined paper. On a separate lined paper, write a short description of your drawing. Your poem, short story,

or essay must be on 8½ by 11 inch wide, lined paper and must not exceed two pages.

- Include your name, age, home address, telephone number, email address, school and grade level.
- Deadline for submission is **December 31, 1999**.
- All entries become the property of the NAC and will not be returned. By entering, each student agrees that his or her work can be posted on the Internet.
- Selected works may be posted on the Virtual Vivaldi Gallery starting October 15.

Use the following guidelines:

1. Listen to the CD recording of Antonio Vivaldi's *Four Seasons*. As you listen to the music read the sonnets written by the composer that describe the seasons as Vivaldi experienced them in the early part of the 18th Century;
2. Now select one of the concertos - Spring, Summer, Autumn or Winter;
3. Listen again to the concerto you have selected and draw a picture or write a story, poem or essay which describes the season as you see it in your mind's eye when you hear the music;

Optional:

Include in your drawing or creative writing some of the ways that we can change our behaviour (like taking the bus or riding our bikes instead of driving) or some devices or technology (like wind-generated energy) that we could be using today to be more environmentally responsible. You can use the material supplied in the resource booklet to learn more about some of the issues surrounding global warming and climate change.

Submissions by electronic mail:

Send your artwork description or poem, short story or essay in an email message to webmaster@nac-cna.ca with only the word "art" in the subject line. If you are sending artwork, attach to your artwork description a scan of the artwork itself, either in GIF or JPG format. For more information contact info@nac-cna.ca

Submissions by mail:

Send your entry by mail to: **Virtual Vivaldi Gallery**, Music Department, National Arts Centre, P.O. Box 1534, Station B, Ottawa, Ontario K1P 5W1.

Try out this website for inspiration and to find out lots of interesting things about famous artists and art projects you can use in the classroom:

http://www.arts.ufl.edu/art/rt_room/@rtroom_home.html



Teacher Reference Materials:

A. SELECTED BIBLIOGRAPHY

Vivaldi and the Baroque Era:

- Baignaeres, Claude *Vivaldi*. Laffont, Paris, 1955. (Fr.)
- Carlin, Richard *European Classical Music, 1600-1825*. Facts on File, New York, N.Y., 1988. (Eng.)
- Comeau, Gilles, Covert, Rosemary, *Histoire illustrée de la musique pour les jeunes musiciens : La période Baroque/An Illustrated History of Music: The Baroque Period*, Vanier : Centre franco-ontarien de ressources pédagogiques, (tél. : (613) 747-1553, www.cforp.on.ca) (Bil.)
- Sadie, Julie Anne, et al *Guide de la musique baroque*. Fayard, Paris, 1995. (Fr.)
- Talbot, Michael *Vivaldi*. J.M. Dent, London, 1978. (Eng.)

Useful Music Resources for teachers:

- Comeau, Gilles, *Comprehensive Musicianship*, Vanier : Centre franco-ontarien de ressources pédagogiques, (tel. : (613) 747-1553, www.cforp.on.ca) (Eng.)
- Comeau, Gilles. (1995), *À la découverte de la musique*, Vanier : Centre franco-ontarien de ressources pédagogiques, (tél. : (613) 747-1553, (Fr.)
- Mann, William *James Galway's Music in Time*. H.N. Abrams, New York, 1983. (Eng.)

B. SELECTED AUDIO VISUAL

WHOLENOTES - Sound Venture Productions has produced a videocassette series on great composers featuring Pinchas Zukerman and the NAC Orchestra. For Public Performance, School, or Institutional copies, please contact:

McNabb & Connolly, 60 Briarwood Ave.,
Port Credit, Ont., L5G 3N6,
Ph: 905.278.0566, Fax: 905.278.2801,
email: mcnabbconnolly@homeroom.ca

CLASSICAL KIDS SERIES has produced a famous composers' series on video, audiocassette and compact disc featuring the life and music of Bach, Beethoven, Mozart, Vivaldi, Tchaikovsky and Handel. These are distributed by A & M Records of Canada LTD and may also be available from your local public library.

MARSALIS ON MUSIC is a series of four videocassettes, introducing young people to music and hosted by Winton Marsalis. "His inspired instruction, backed by superb performances and exciting graphics, not only teaches the fundamentals of music but also makes learning fun." They are distributed by SONY (www.sony.com) and are available through most classical music retailers.

C. SELECTED WEB LINKS

Vivaldi

- <http://www1.surfsouth.com/~brad/joyride/vivalink.htm>, click on Vivaldi: Le Quattro Stagioni/4
- <http://www.karadar.it/Dictionary/vivaldi.html>
- <http://cnet.unb.ca/achn/kodaly/koteach/resources/compmonviv.html>

Music Education (for Students)

- <http://www.childrensmusic.org/fridge.html>
- <http://members.aol.com/muswrld/index.html>
- <http://www.washingtonpost.com/wpsrv/interact/longterm/horizon/121196/symphony.htm>
- <http://www.playmusic.org>

Music Education (for Teachers)

- <http://www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html>
- <http://www.artsednet.getty.edu/>
- <http://www.funmusicideas.com/>

Credits:

all text on Vivaldi adapted by **Catherine Wilcox**
from *The Story Of A Composer: Vivaldi--His Life, His Times and His Music* By **E. Joan Abeles O'Callaghan**
contributor: **Dina Migoel**
written, compiled and edited by **Jennifer Covert**
education editor: **Claire Speed**

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www.nac-cna.ca



Vivaldi's Hometown and Your Hometown

NAME: _____

ACTIVITY#

1

1. Read these facts about Venice (Venezia) during Vivaldi's lifetime:

- a city built on 120 islands, with canals instead of streets
- canals are traveled by 'gondolas', poled along by boatmen known as 'gondoliers'
- positioned on the Adriatic Sea, it was a port city along busy ocean trade routes, a major centre of commerce in the 15th and 16th centuries
- in Vivaldi's lifetime, new trade routes (the Cape route to the Orient, and to the Americas) meant that Venice was becoming known more for culture, opera, art, glasswork, than commerce
- St. Mark's Cathedral contributed to Venice's musical tradition by using multiple choirs located in different parts of the building
- in the 16th – 18th centuries, visitors from all over Europe were drawn to the city to admire the architecture, take part in the many ceremonies that marked the Venetian calendar, to attend the theatres and gaming houses, and to buy trend-setting paintings or musical scores
- today, rising water levels and air pollution are eroding the historical buildings

2. In the space provided, make comparisons between your hometown and Vivaldi's hometown. Are there any special features? Can you find any similarities to Venezia?

City/Town: _____

Geographical Location / Special Notes:



Major Economic Base / Industries:



Cultural Activities:



Traditions / Innovations:



Main Tourist Attractions?



Environmental Concerns?



3. Design a page for a travel magazine to promote the town or city where you live. Draw or cut out pictures of recognizable landmarks, industry, cultural activities, etc., to accompany your description.

Try using this website to help learn more about Venice:

<http://www.iuav.unive.it/~juli/venindx.html>



Then and Now:

The Baroque Era and the 20th Century


NAME: _____

ACTIVITY#

2

1. Read about the following inventions and discoveries from the Baroque Era and identify where they were invented and who invented them:

 TELESCOPE _____

 MICROSCOPE _____


TENNIS _____

 PUBLIC CARRIAGES _____

(a first...public transportation for pennies!)

UMBRELLA _____


(the first using it were mocked)

 ADDING MACHINE _____

(could add 8 figures)

CALCULATOR _____

(could add, multiply & divide)

 PENDULUM CLOCK _____

WATCH _____

 PAPER MONEY _____

MERCURY THERMOMETER _____

(Gabriel Fahrenheit, in Germany, and Anders Celsius in Sweden, each created scales)

RUBBER ERASERS _____

 PIANO, CLARINET, OBOE _____

ALSO:

- mayonnaise, roller skates, and mechanically made toothbrushes all were invented soon after 1750;
- Isaac Newton's work on motion and gravitation set the stage for the science of physics;
- medical understanding improved with the study of the human body (anatomy and physiology);
- merchants used currency such as the gold fiorino (florin), gold ducat and silver scudi, as well as bills of exchange and bills of credit.

2. Just as the Baroque Era was a time of great change and discovery, so is the end of the 20th and beginning of the 21st Century. Consider the following questions and write your answers in the space provided.

A. Can you think of some inventions, social changes, new forms (and celebrated examples) of art, music and literature that have altered the course of the 20th Century?

B. What inventions, social issues and concerns do you predict in the near future?

C. Name a famous scientist/astronaut of the 20th century.

D. What do we know about the human body that we did not know 50 years ago?

E. Name currencies (money) and coins, which you have used.

Learn more about the Baroque Era by visiting this website:

<http://www.geocities.com/Paris/Rue/1663/costumes.html>



Make Your Own Instrument

NAME: _____

ACTIVITY#

3

Use Your Imagination!

1. Design a musical instrument using materials found in the classroom or at home. Be creative, but think about using these materials:

- EMPTY POP BOTTLES
- PAPER TOWEL TUBES
- ELASTIC BANDS
- EMPTY EGG CARTONS
- EMPTY TISSUE BOXES
- STRAWS



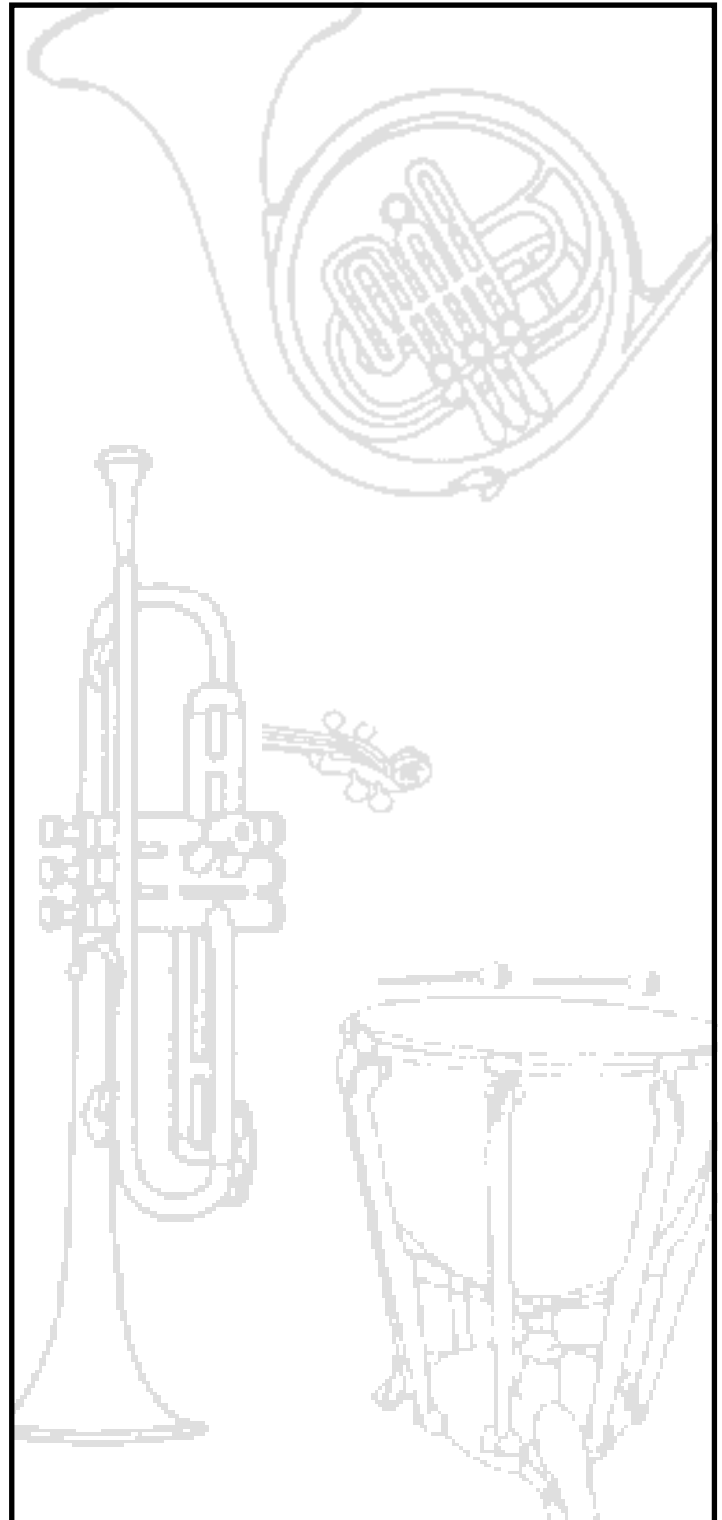
2. Don't forget to decorate your instrument!

Name your instrument!

3. To which instrument category would your instrument belong; strings, woodwind, brass or percussion? Why?
4. Does your instrument sound similar to any instrument you heard in Vivaldi's *Four Seasons*, or any other instrument with which you are familiar?
5. How many different sounds can you make with your instrument?
6. Take turns playing rhythm patterns for the class/group to echo. Try question/answer rhythmic phrases, with the leader nodding to cue the next player.

example: [4 beats] What did you have for breakfast?
[4 beats] I had toast and jam today/
I had cereal and orange juice/

7. With your teacher and the rest of the class, set up a hands-on display of all the instruments in the front lobby of the school.



NOTE PAD



Be The Music Critic

NAME: _____

ACTIVITY#

4

1. You have been named the new music critic for your local newspaper.

Your first assignment is to write a review of the National Arts Centre Orchestra's concert in your city or town, a concert of your local orchestra, your school band or the *Four Seasons* CD recording included in this kit.

Give the important facts:

WHEN? _____

WHERE? _____

WHO? _____

HOW MUCH DID IT COST? _____

WHAT DID YOU LIKE? _____

WHAT DID YOU NOT LIKE? _____

Be sure to explain why you felt this way.

2. How does this compare with other concerts, CDs and arts events that you've attended?

Present your review to the class and consider the following in your discussion:

- respectfully compare similarities and differences of opinion and attempt to understand the views of others;
- reflect on personal taste, individual preferences, background, and experience in art, music, food, clothes, etc;
- consider trends and styles through the ages.

3. Are there any changes in your opinions after the discussion?



If you write a review of the NAC Orchestra concert or the enclosed CD recording, consider submitting it by email to the NAC for inclusion in the Kid's Zone pages of the NAC Orchestra Canada Tour website. The email address is: webmaster@nac-cna.ca



Where in the World?

NAC Orchestra on the Road

NAME: _____

ACTIVITY#

5

Since the National Arts Centre Orchestra was founded in 1969, touring has been a very important part of its activities. Because it is the national orchestra of Canada, it is considered Canada's cultural ambassador.

To help you find the answers to these questions, use atlases, maps, encyclopedias and websites.

1a. Find all of the flags for the countries to which the National Arts Centre Orchestra has traveled.

England	Poland	Austria	Hungary
Italy	Slovenia	France	Germany
Denmark	Wales	Mexico	Japan

1b. Find a picture of one famous landmark in each of these cities the Orchestra has visited.

London	Warsaw	Vienna	Budapest
Rome	Ljubljana	Paris	Moscow
Berlin	Copenhagen	Cardiff	Mexico City
Hong Kong			

Try using the National Geographic's website:
www.nationalgeographic.com/kids/



2. How Well do you Know Canada?

The National Arts Centre Orchestra has traveled to all of these cities and towns in Canada. Can you match the city with the province?

- | | |
|------------------|-------------------------|
| 1. Drummondville | a. Newfoundland |
| 2. Elliot Lake | b. Nova Scotia |
| 3. Red Deer | c. Prince Edward Island |
| 4. Wolfville | d. New Brunswick |
| 5. Victoria | e. Quebec |
| 6. Charlottetown | f. Manitoba |
| 7. Winkler | g. Saskatchewan |
| 8. Corner Brook | h. Alberta |
| 9. Sackville | i. British Columbia |
| 10. Saskatoon | j. Ontario |

This website might help: <http://atlas.gc.ca>
For another great game about Canadian cities, check out this website:

<http://www.tv.org/eh/default.html>

Answers:
1 e; 2 j; 3 h; 4 d; 5 i; 6 c; 7 f; 8 a; 9 b; 10 g



An Orchestra Scavenger Hunt!

NAME:

ACTIVITY#

6

Use the following sheet to fill in the blanks and find out more about the orchestra nearest you.

To help you find the answers, here are some Canadian orchestra websites:

NAME OF ORCHESTRA:

<http://www.oc.ca/home.htm>
(Orchestras Canada)

NAME OF CONDUCTOR AND/OR MUSIC DIRECTOR:

<http://www.wso.mb.ca/>
(Winnipeg Symphony Orchestra)

NUMBER OF MUSICIANS:

<http://www.reginasymphonyorchestra.sk.ca/>
(Regina Symphony Orchestra)

NUMBER OF PERFORMANCES PER YEAR:

<http://www.htn.com/cpo/>
(Calgary Philharmonic Orchestra)

NUMBER OF RECORDINGS MADE:

<http://www.edmontonsymphony.com/>
(Edmonton Symphony Orchestra)

NUMBER OF YEARS IN EXISTENCE:

<http://www.culturenet.ca/vso/>
(Vancouver Symphony Orchestra)

TYPE OF PROGRAMMING FOR YOUNG PEOPLE:

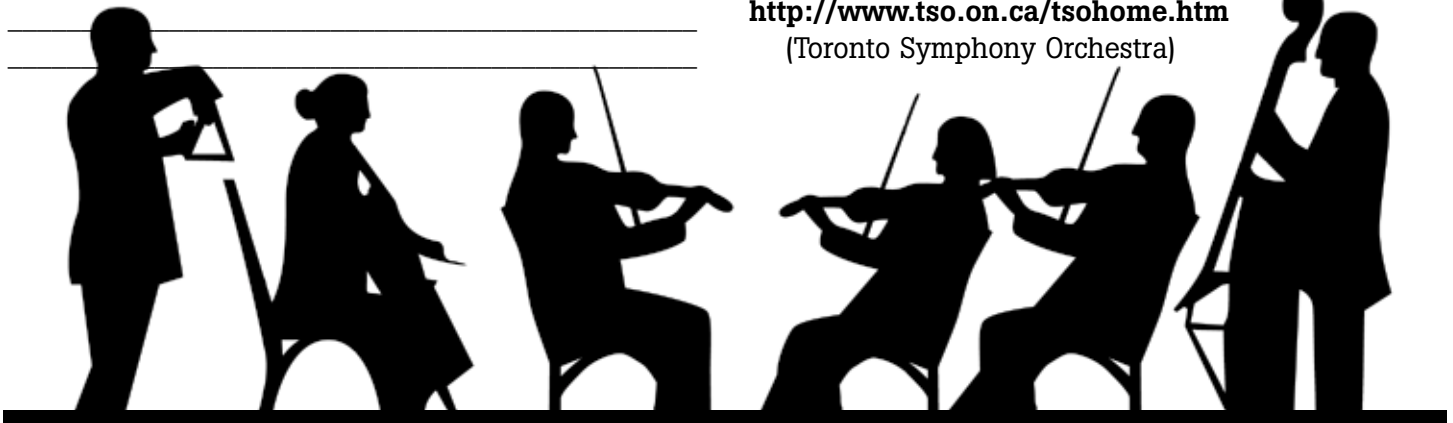
http://www.novatech.on.ca/kingston_symphony/index.html (Kingston Symphony)

<http://www.osm.ca/>
(Orchestre symphonique de Montréal)

<http://www.halifaxonline.com/entertainment/music/symphony/symphony.htm>
(Symphony Nova Scotia)

<http://www.osq.qc.ca>
(Orchestre symphonique de Québec)

<http://www.tso.on.ca/tsohome.htm>
(Toronto Symphony Orchestra)





A Weather Report

NAME: _____

ACTIVITY#

7

Pretend you are Tony Lively, the weather reporter on the Four Seasons Weather Channel.



1. Use your imagination!

Make props, costumes and sets so that it looks like a real television programme. If your school has a video camera, see if you can use it to videotape your weather report and present it to the class.

2. Describe the four seasons as we know them today and as Vivaldi describes them in his music.

SPRING: _____

SUMMER: _____

WINTER: _____

FALL: _____

3. Jump into the future to the year 2050, and give another weather report based on the climate change forecasted for the future.

SPRING: _____

SUMMER: _____

WINTER: _____

FALL: _____

Antonio Vivaldi (1678-1741)

CONCERTO in Fa maggiore

per violino, archi e organo

"L'AUTUNNO,, F. I n° 24

Trascrizione per violino e pianoforte di ALBERTO SORESINA

BALLO E CANTO DE' VILLANELLI

Celebra il Vilanel con balli e Canti Del felice raccolto il bel piacere

Allegro

The musical score consists of ten staves of music. The first staff begins with a treble clef, a key signature of one flat (F major), and a common time signature (C). The music is marked with a forte dynamic (*f*). The second staff starts with a piano dynamic (*p*), followed by a forte dynamic (*f*) in the third measure. The third staff begins with a piano dynamic (*p*) in the final measure. The fourth staff features a forte dynamic (*f*) in the fifth measure. The fifth staff starts with a piano dynamic (*p*) in the second measure. The sixth staff begins with a forte dynamic (*f*) in the first measure. The seventh staff starts with a piano dynamic (*p*) in the first measure, followed by a forte dynamic (*f*) in the eighth measure. The eighth staff begins with a piano dynamic (*p*) in the fifth measure. The ninth staff continues with a piano dynamic (*p*) in the fifth measure. The tenth staff concludes with a double bar line and repeat dots.