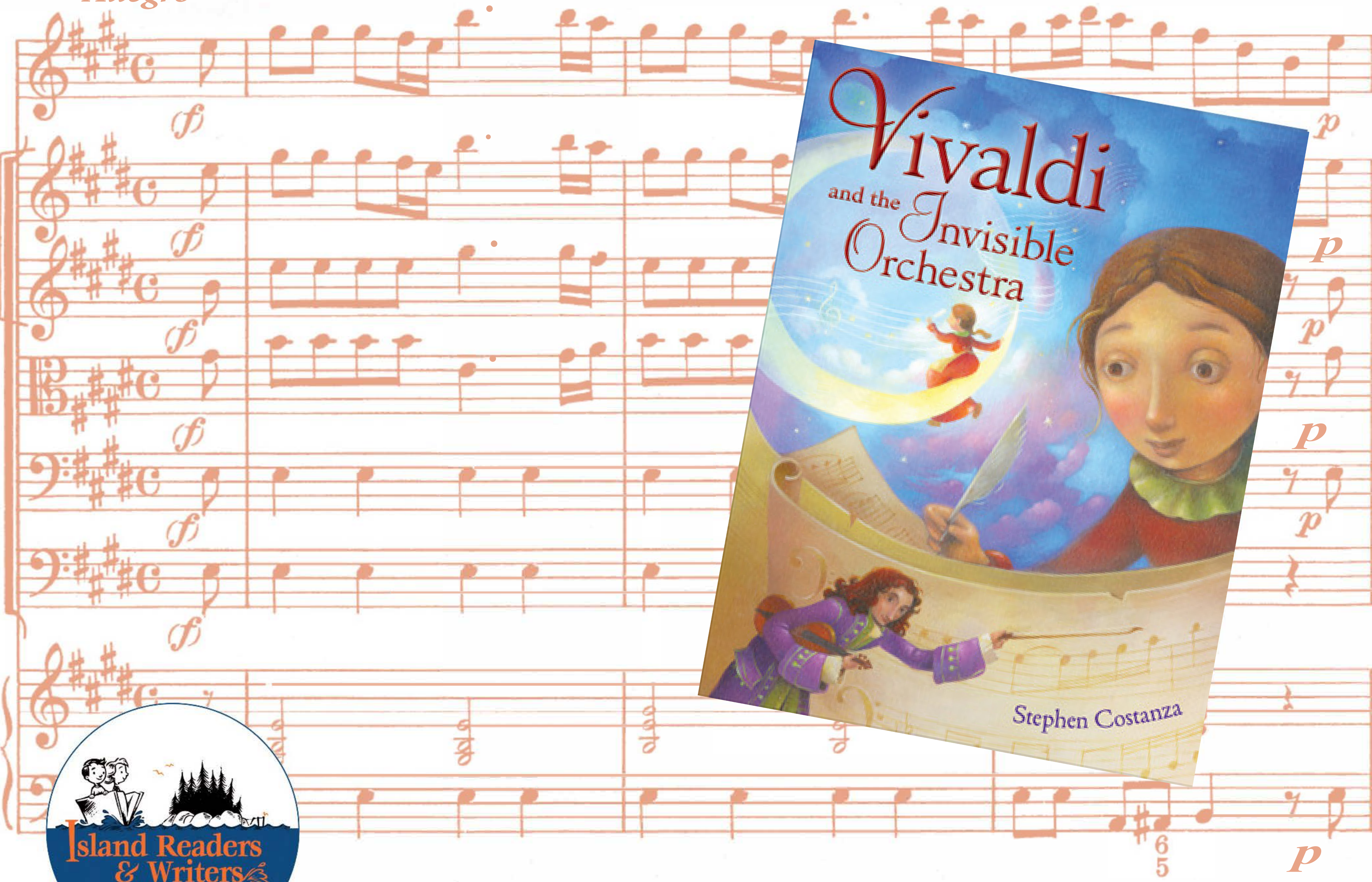


Giunt'e la Primavera

Allegro



Stephen Costanza is one of those magical people who has the gift of being able to express his ideas and emotions in many ways - words, art, and even music! A former professional piano player, Steve now shows his love of music by creating picture books with musical themes, such as *Vivaldi and the Invisible Orchestra* and *Mozart Finds a Melody*. Steve has also illustrated *Noodle Man*, *the Pasta Hero*, *Ten Big Toes* and *a Prince's Nose*; and others.

In *Vivaldi and the Invisible Orchestra*, his dreamy pastel illustrations glide across the pages like musical notes. We join the famous composer Antonio Vivaldi in a story about an orphan girl who copies Vivaldi's musical notes onto sheet music for members of the orchestra. The look of the notes and the names of the pieces of music spark her imagination, and one day she accidentally adds some words to the notes on the sheet music, which leads to unexpected results.

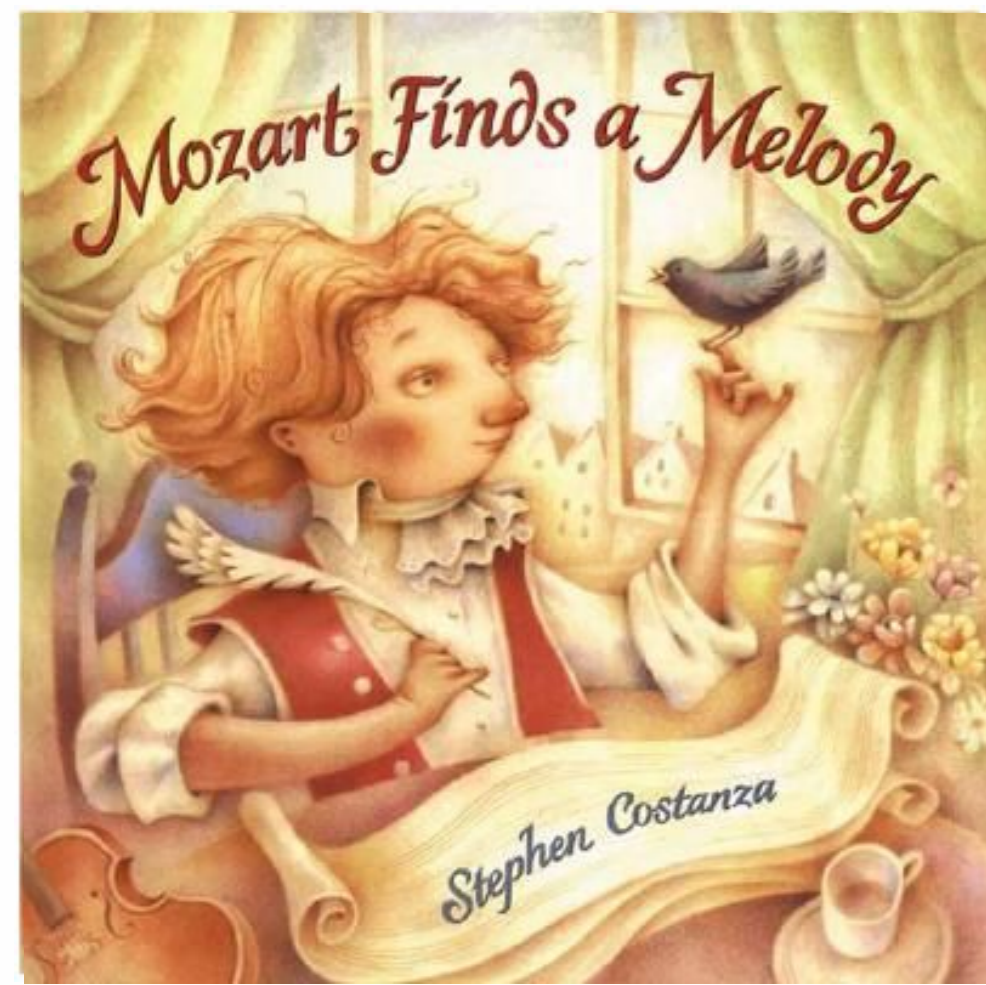




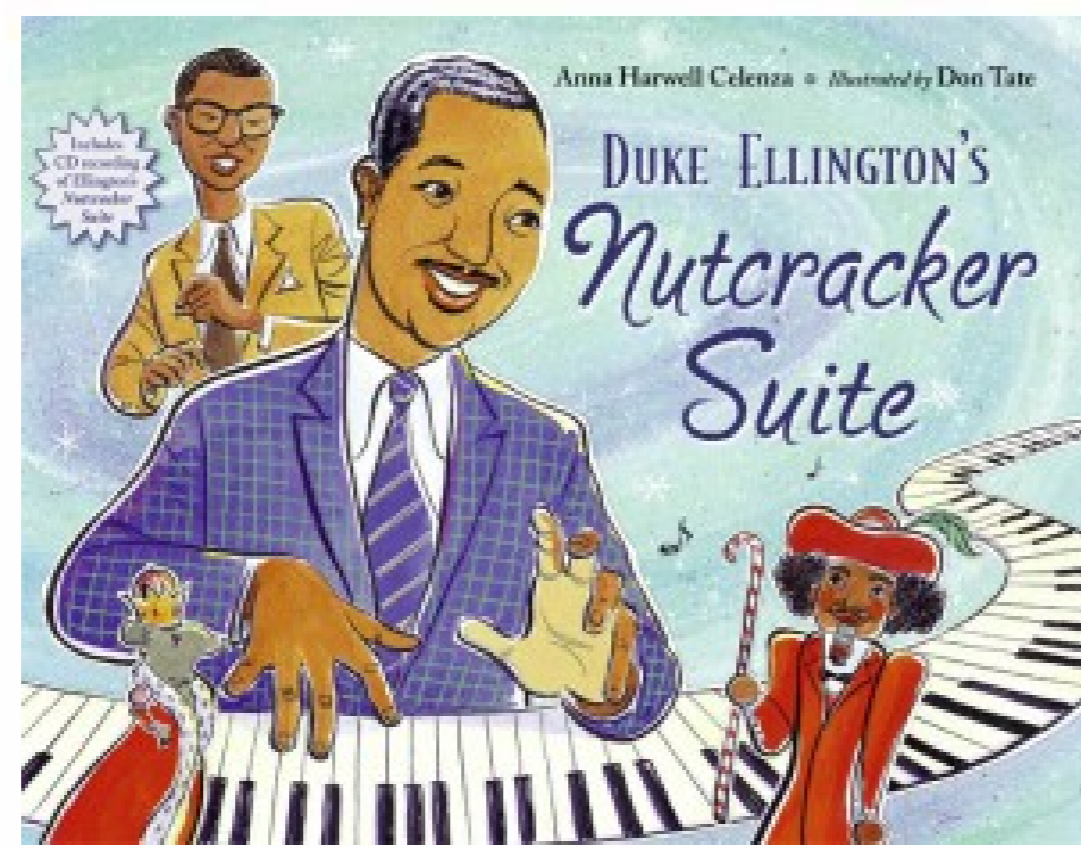
- How do you think composing music is similar to writing a story?
- Is music important to you? Why?
- Do you play music or sing? How does it make you feel?
- Does music have meaning? How?
- What kinds of music do you love? What kinds of music do you hate? Describe how your favorite and your least favorite kinds of music make you feel.
- Does music help you focus or does it distract you from the task at hand?
- Have you ever watched music performed live? If so, when? What most intrigued you about the experience?
- Are humans the only species that make music?
- How important are lyrics to music?
- In the book, Candida seemed invisible to the orphan girls who played in Vivaldi's invisible orchestra. Have you ever felt invisible? How did that make you feel? Were there ever times when you wished you could be invisible?
- Vivaldi was inspired by Candida's poetry. What has recently inspired you? Has that inspiration motivated you to create something on your own?



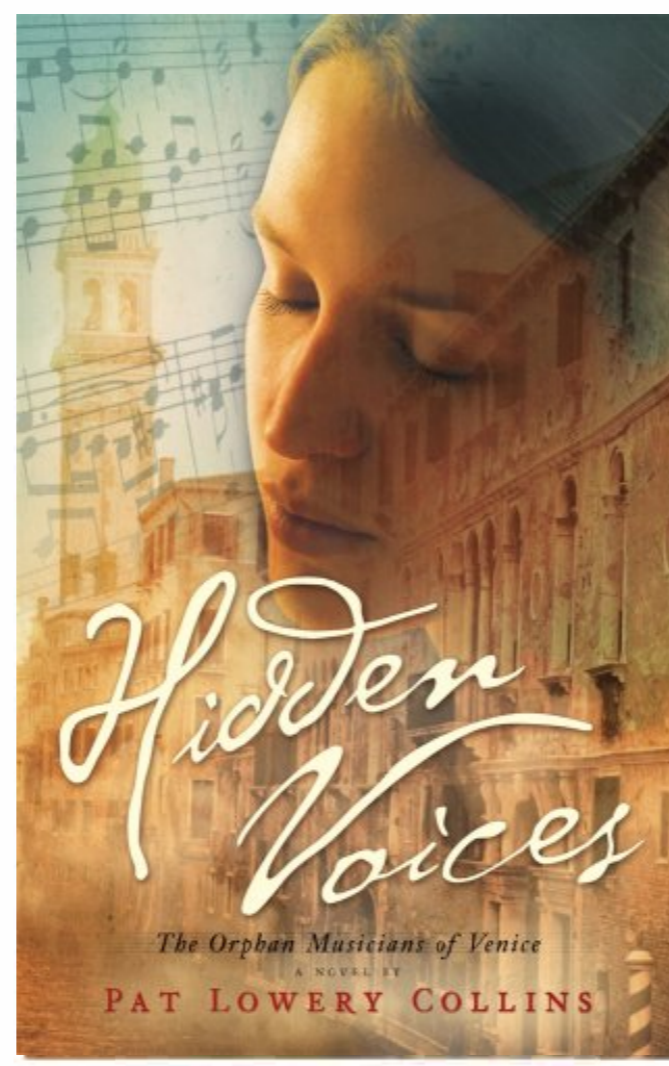
- Invent, design, draw, and build (with recycled objects) an instrument.
- Play a musical instrument, matching the sound to an emotion (fear, happiness, sadness), and have listeners guess the emotion.
- Draw a timeline from the year 1600 to modern day and plot out the evolution of music. When did rock 'n roll burst onto the scene? What about jazz? Where does Vivaldi's 'Four Seasons' land on this timeline?
- Play musical chairs while drawing. First, listen to music and begin to draw. When your teacher stops the music, stop drawing, go to a different desk, and continue drawing. Keep changing desks when the music stops, approaching each new drawing as a collaboration among you and your fellow students. When the teacher asks you to stop, return to your desk and color the drawing you started.
- Candida accidentally wrote poetic phrases onto the sheet music she prepared for Vivaldi's invisible orchestra. Choose another piece of music from the Baroque Period (Vivaldi was a Baroque composer) and, while you're listening, jot down any phrases that come to mind.



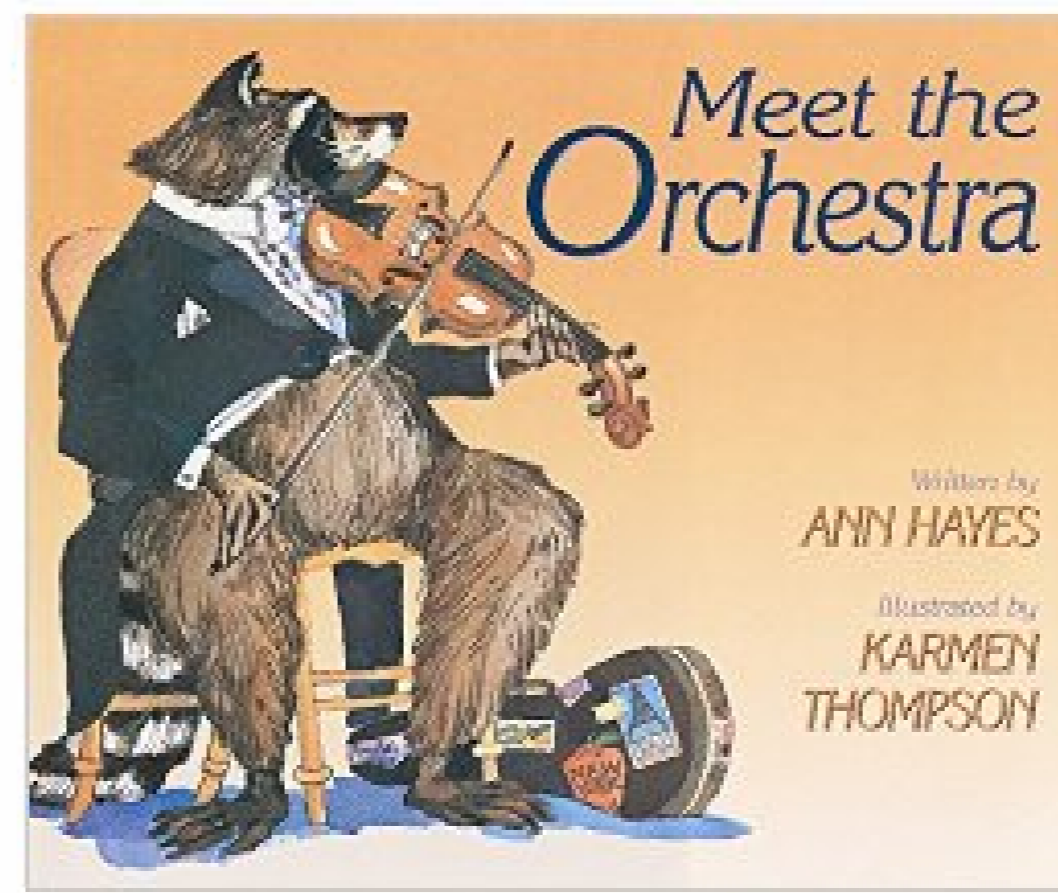
Mozart Finds a Melody,
by Stephen Costanza.
Grades K - 4.



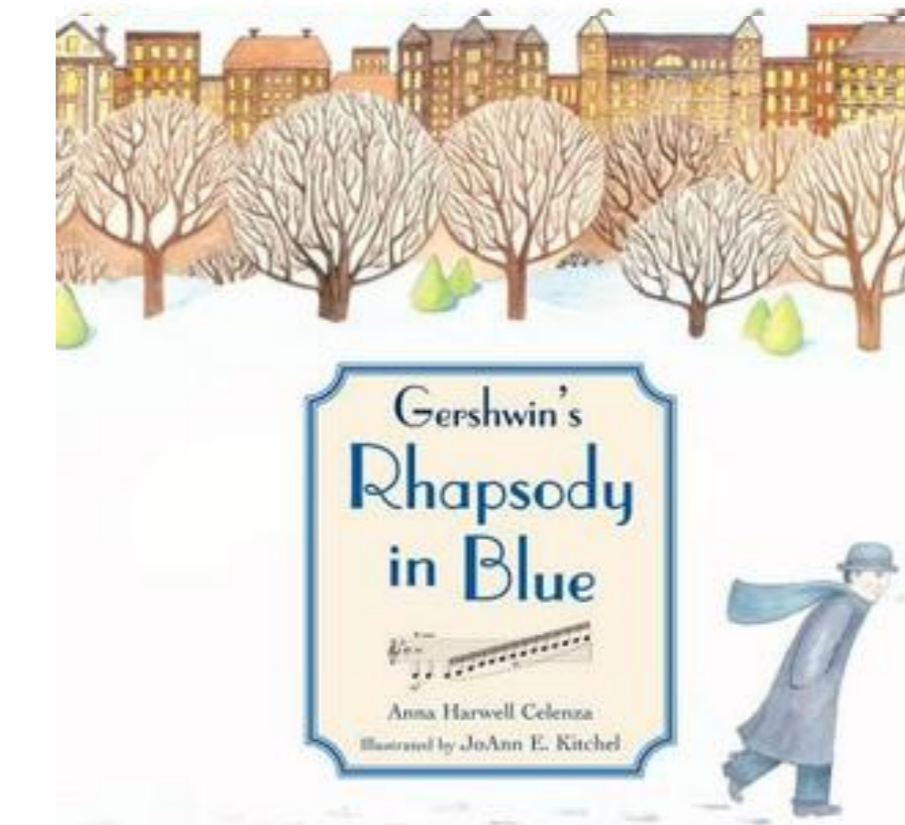
Duke Ellington's Nutcracker
Suite, by Anna Harwell
Celenza and illustrated by Don
Tate. Grades 3-4.



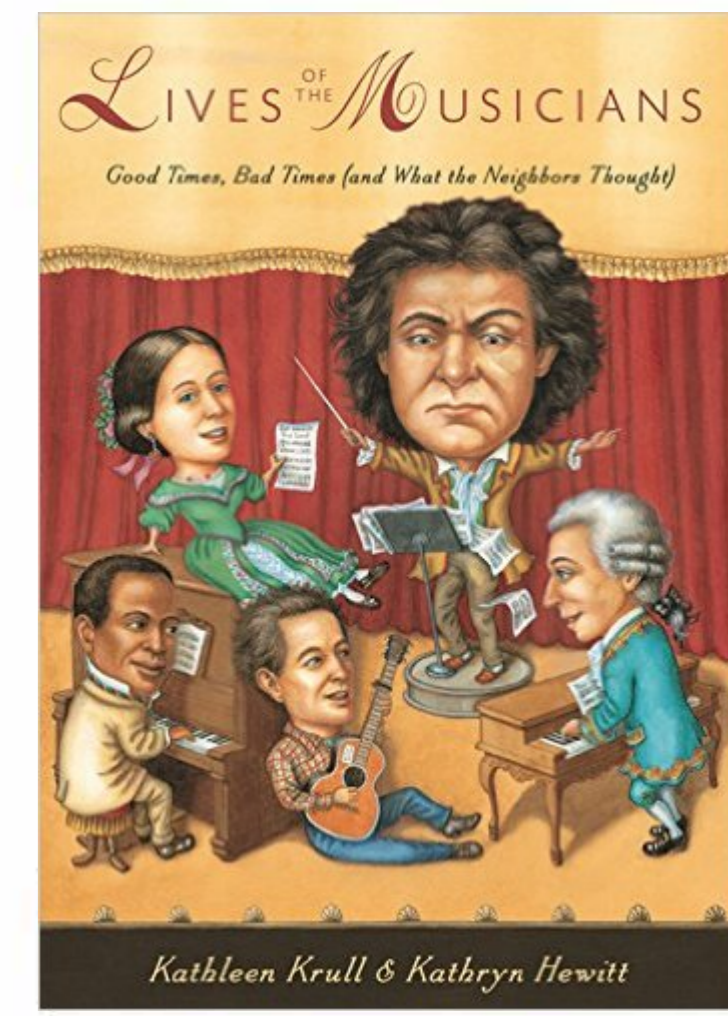
Hidden Voices: The
Orphan Musicians of
Venice, by Pat
Lowery Collins.
Grades 8 & up.



Meet the Orchestra, by
Ann Hayes and illustrated
by Karmen Thompson.
Grades PreK - 3.



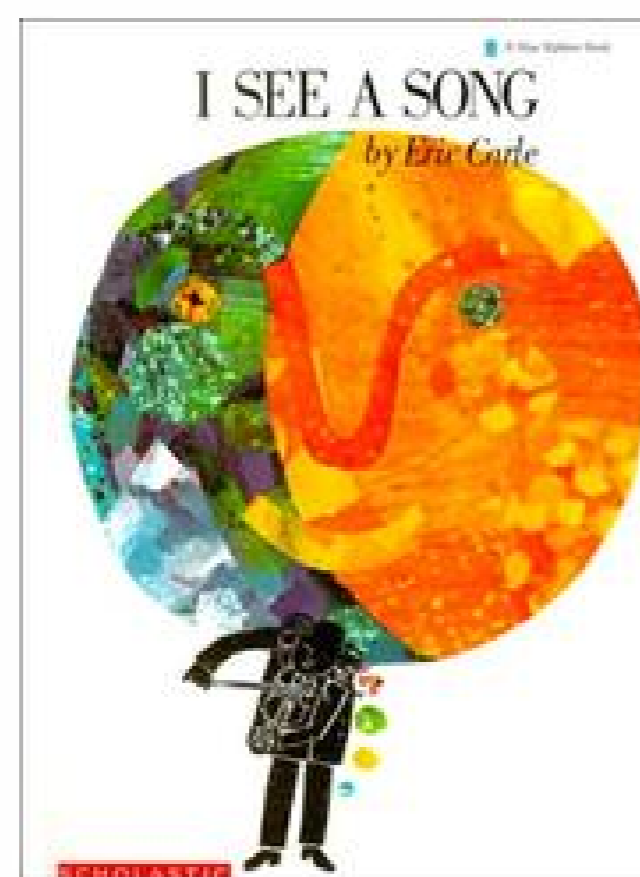
Gershwin's Rhapsody in
Blue, by Anna Harwell
Celezena and illustrated
by Joann E. Kitchel.
Grades 3 - 4.



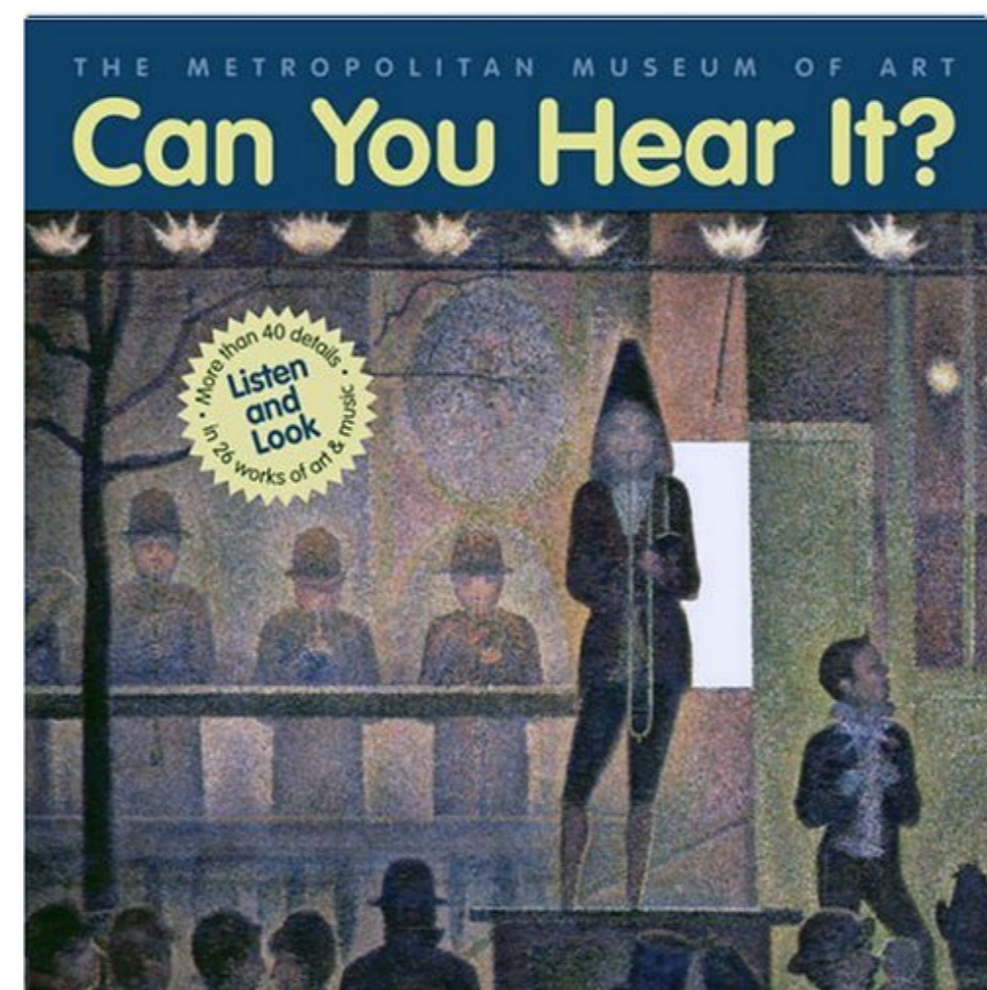
Lives of the Musicians:
Good Times, Bad Times
(and What the Neighbors
Thought), by Kathleen
Kull. Grades 5 & up.



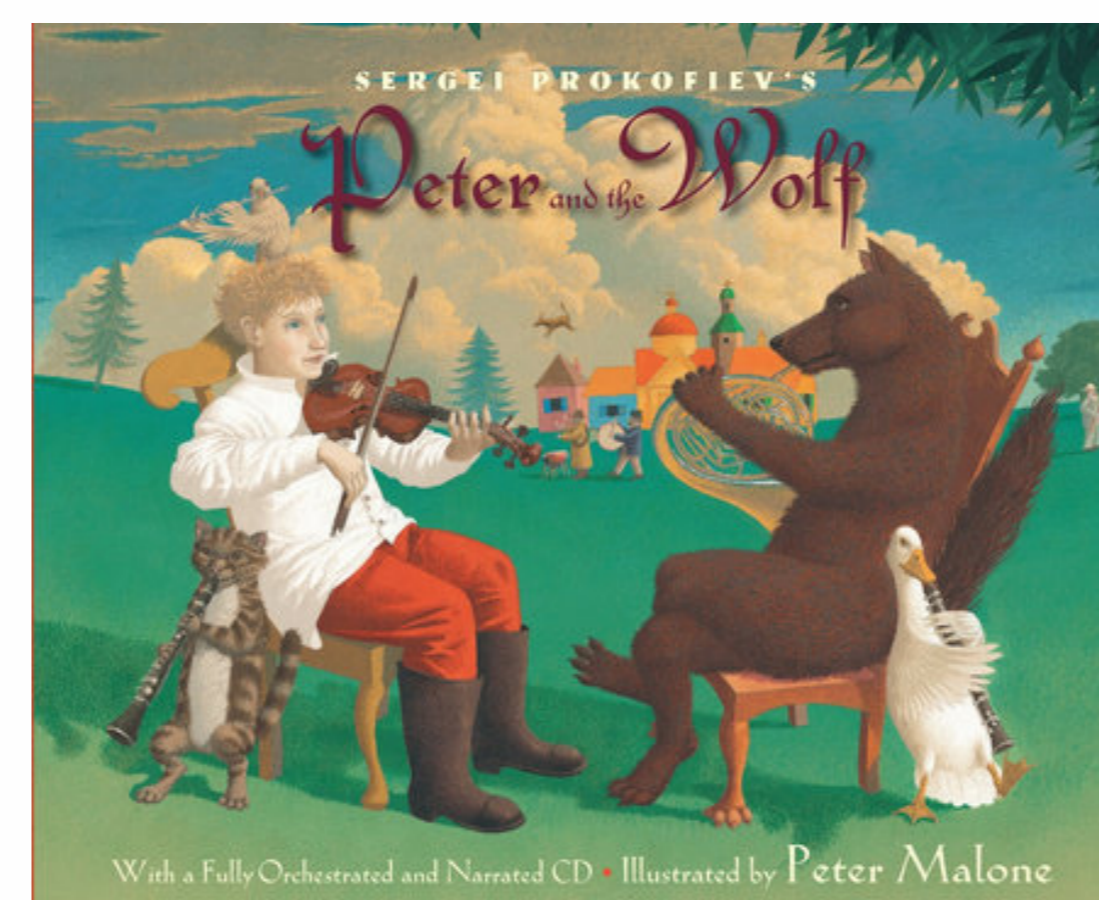
M is for Melody, by
Kathy-jo Wiggins and
illustrated by Katherine
Larson. Grades 1 - 4.



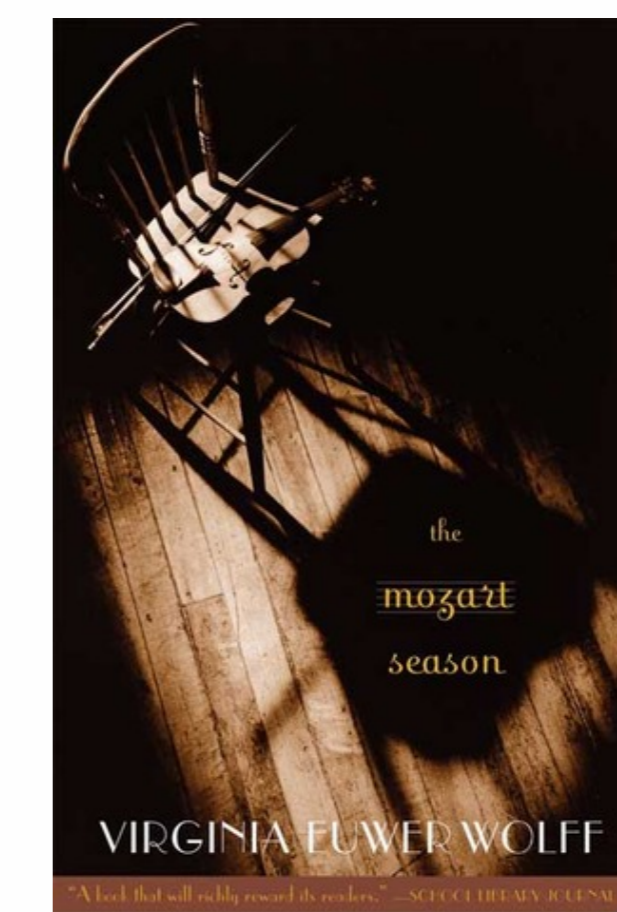
I See A Song,
by Eric Carle.
Grades PreK - K.



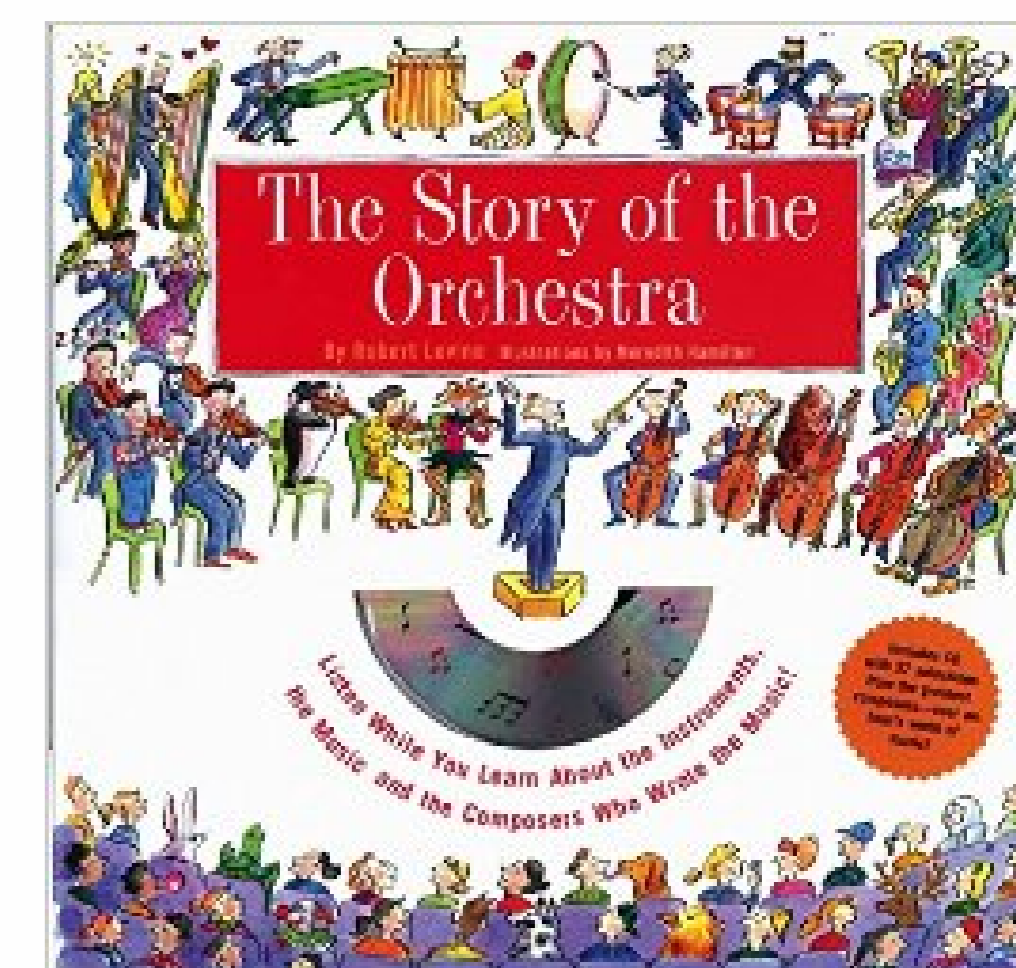
Can You Hear It?
by William Lach.
Grades 2 - 6.



Sergei Prokofiev's Peter and the
Wolf: With a Fully-Orchestrated
and Narrated CD, by Janet
Schulman. Grades PreK - 3.



The Mozart Season,
by Virginia Euwer
Wolff. Grades 6 - 8



The Story of the Orchestra:
Listen While You Learn
About the Instruments, the
Music, and the Composers
Who Wrote the Music!
by Robert Levine.
Grades 4 & up.



- Stephen Costanza's website: <http://stephencostanza.com/Welcome.html>
- How to Read Music: a short video with musical terms and all the basics on musical notation: <http://ed.ted.com/lessons/how-to-read-music-tim-hansen>
- Music as a language: a video with contemporary bass guitar master Victor Wooten: <http://ed.ted.com/lessons/victor-wooten-music-as-a-language>
- Classics for Kids: Poetry and Sound Effects in Vivaldi's Spring Concerto: Can you hear the birds? Can you hear the storm? <http://www.classicsforkids.com/pastshows.asp?id=77>
- New York Philharmonic Kid Zone: Music Quests (backstage adventure!), Make Your Own Instrument, Match Composers, Percussion Showdown, and more. <http://www.nyphilkids.org>
- Bay Chamber Music School in Rockport: <http://www.baychamberconcerts.org>
- Machias Bay Chamber Concerts: <http://machiasbaychamberconcerts.com/index.html>
- Printable Music worksheet books for Preschool to Grade 6: <http://www.tlsbooks.com/musicworksheets.htm>
- What do NFL quarterback Tom Brady and the conductor of the NY Philharmonic have in common? <http://wyntonmarsalis.org/news/entry/what-do-tom-brady-and-the-conductor-of-the-ny-philharmonic-have-in-common-c>
- The song "Let It Go" from the movie "Frozen," with a Vivaldi twist! <http://www.classicfm.com/artists/piano-guys/news/let-it-go-video/#T17s2t5tTC6sfeyA.97>
- Why you should listen to Vivaldi's "Four Seasons:" <https://www.youtube.com/watch?v=Xcpc8VDsv3c>

ORCHESTRA SEATING CHART



Visit this site to learn how orchestras are arranged, and fill in this orchestra seating chart.

<http://www.sfskids.org/classic/templates/instorchframe.asp?pageid=3>

n o i s s u c r e p t r g q h
f c p d b a q m z b e p u k u
s m q n v o r c a s k i w w h
p f j i n d c t o e l e v f e
f b o w i r j p s l s b t q u
v j j d k e m g g e g t b o r
b s q o m o t p h c h o r k i
w c q o c k l w b h r c y o s
v o z w b x l h m g z r r o w
h h d w f b l o e u r u c o n
v e n e t i a n l k b f o r k
v w h b n z o r o s s w r i g
j b t n d h y u d g l u i o w
u t e q y d r q y s s a r b x
r f u h m h j j s f y b x h a

*Can you find these musical terms?
Are there are terms you don't know?
Look them up in the dictionary!*

brass
composer
maestro
melody
orchestra
percussion
quill
venetian
woodwinds



KINDERGARTEN: CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

FIRST GRADE: CCSS.ELA-LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

SECOND GRADE: CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

THIRD GRADE: CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

FOURTH GRADE: CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

FIFTH GRADE: CCSS.ELA-LITERACY.RL.5.5

Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

SIXTH GRADE: CCSS.ELA-LITERACY.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

SEVENTH GRADE: CCSS.ELA-LITERACY.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

EIGHTH GRADE: CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.