Lesson Overview

Students will write personal narratives and create mini ballets based on their responses to the story of Peter Grimes and their emotional response to Storm.

Goals and Objectives

- Students will share and discuss their emotional response to Britten’s Storm, from Peter Grimes.
- Students will share a personal narrative from their past experience that could be illustrated by Britten’s piece.
- Students create a mini ballet to classify and express their intensified emotions evoked by Britten’s Storm from Peter Grimes.

Introduction

- Read the short version of the story of Peter Grimes.
- Discuss the content of the story.
- Listen to Storm.
- Discuss how the music makes you feel and how it impacts the story.
- Share your personal experience of music pieces affecting your feelings or understanding of the story behind it.

Development

- Listen to Storm for a second time.
- Create a personal story inspired by memories awoken when you listened to Storm. What was your emotional response? Tell how it made you feel.
- Share your personal story.
Evaluation

- Working in a small group, create a mini ballet using interpretive movement to express a story inspired by *Storm* and based on your group’s personal stories.
- Using *Storm* as background music, present your piece to the other groups.
- Discuss your process and how your connection to *Storm* was illustrated by your mini ballet.

Extension activities

- Listen to the *Storm* from Vivaldi’s *The Four Seasons* (the final movement of Concerto No. 2, *Summer*) and compare to Britten’s *Storm*.
- Compare and contrast instrumentation and form of both pieces.
- Create a Venn diagram showing similarities and differences in these two highly charged pieces.