

## Interrelating Music and Visual Art

<b>Central Focus</b>	Interrelating Music and Visual Art
<b>Grade Level</b>	3 <sup>rd</sup> Grade
<b>Class Size</b>	15 students
<b>Time</b>	9am – 10:50am
<b>Class Demographics</b>	

<b>National Core Arts Standards Addressed</b>	
<ul style="list-style-type: none"> <li>• Cr 1-3 a. Elaborate on an imaginative idea.</li> <li>• Cr 2-3 a. Create personally satisfying artwork using a variety of artistic processes and materials.</li> <li>• Cr 3-3 a. Elaborated visual information by adding details in an artwork to enhance emerging meaning.</li> <li>• Re 7- 3 b. Determine messages communicated by an image.</li> <li>• Re 8-3 a. Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</li> </ul>	

<b>Common Core State Standards Addressed</b>	
<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</li> <li>• CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• CCSS.ELA-LITERACY.L.3.1.C Use abstract nouns (e.g., <i>childhood</i>).</li> <li>• CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul>	

### SPECIAL PRE-INSTRUCTION PREPARATIONS

<ul style="list-style-type: none"> <li>• Teachers will need to have:             <ul style="list-style-type: none"> <li>○ Their teacher examples: automatic watercolor paintings that visually interoperates mood created through music.</li> <li>○ Exciting and culturally appropriate decorations and displays around the room from the educational library kit</li> <li>○ All necessary materials prepared</li> <li>○ All technologies ready: PowerPoint, images, video, camera, and music</li> <li>○ Cleaning supplies ready for messes: paper towels, Clorox wipes</li> </ul> </li> </ul>
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### ARTISTIC PRACTICE

<b>Forms</b>	2D		3D		4D
<b>Frames</b>	Cultural	Subjective	Structural	Postmodern	
<b>Conceptual Framework</b>	Artwork	Artist	Audience	World	

<b>Artmaking (60%)</b>	<b>Critical/Historical Study Activities (40%)</b>
<ul style="list-style-type: none"> <li>• Create 3 watercolor paintings related to the mood of 3 different songs.</li> <li>• Add details to 1 painting using black ink.</li> <li>• Use white crayon resist in 1 painting</li> <li>• Add salt to 1 painting</li> <li>• Arranging and weaving paintings together</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to instruction about the different qualities of mood             <ul style="list-style-type: none"> <li>○ Review Color and Symbolism</li> </ul> </li> <li>• Listening to music to determine mood</li> <li>• Practice reacting to music through short 30 second drawings.</li> </ul>

### LEARNING OBJECTIVES

<b>As a result of this lesson, students will be able to:</b>
<ol style="list-style-type: none"> <li>1. Create 3 watercolor paintings that convey the mood of a song using at least 1 watercolor technique in each. Cr2-3 a, Cr 3-3 a</li> <li>2. When looking at previously unseen works of art, verbally describe a mood or feeling in the artwork giving at least 1 reason to support your answer. Re7-3 b, Re8-3 a, CCSS.ELA-LITERACY.SL.3.1.D, CCSS.ELA-LITERACY.L.3.1.C</li> <li>3. Verbally describe at least 2 examples that explain how the marks and colors used create mood in their painting. Cr 1-3 a, CCSS.ELA-LITERACY.W.3.2</li> </ol>

### INTERDISCIPLINARY CONNECTIONS

<ul style="list-style-type: none"> <li>○ Music</li> <li>○ History (Chinese ink drawings)</li> </ul>
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### TEACHER MATERIALS

<ul style="list-style-type: none"> <li>○ 4 songs</li> <li>○ Welcome sign with teacher names</li> <li>○ Roster</li> <li>○ Glaze tiles</li> </ul>	<ul style="list-style-type: none"> <li>○ PowerPoint</li> <li>○ Images</li> <li>○ Video Clip</li> <li>○ Camera</li> <li>○ Notes/ Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Posters (Chinese and other famous artworks)</li> <li>○ Envelopes and voting symbols (for activity)</li> <li>○ Decorations</li> <li>○ White paper (wall practice)</li> <li>○ Cleaning supplies</li> <li>○ First Aid kit</li> </ul>
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### STUDENT MATERIALS

<ul style="list-style-type: none"> <li>○ Place mats</li> <li>○ Watercolors</li> <li>○ Watercolor paper</li> <li>○ Paint brushes</li> </ul>	<ul style="list-style-type: none"> <li>○ Water cups</li> <li>○ Sharpies</li> <li>○ White crayons</li> <li>○ Salt</li> <li>○ Yarn</li> <li>○ Beads</li> </ul>	<ul style="list-style-type: none"> <li>○ Paper towels</li> <li>○ Drawing mediums: crayons, markers, colored pencils</li> <li>○ Name tags</li> </ul>
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### ARTISTS IN CONTEXT

<b>Key Artists</b>	Chang Dai, Zhang Daqian, Ni Zan, Joe Cartwright, Margaret Hamlin, Peter McDonald
<b>Key Artworks</b>	Zhang Daqian "Untitled", Margaret Hamlin "Sea Shanty" and "Sun Down"
<b>Key Critical Questions</b>	<ol style="list-style-type: none"> <li>1. What do you notice first about this painting?</li> <li>2. Is it realistic or abstract?</li> <li>3. How does it make you feel?</li> <li>4. Why do you think it makes you feel that way?</li> </ol> <ol style="list-style-type: none"> <li>1. Would you consider these paintings landscapes or abstract paintings?</li> <li>2. Could they be considered both?</li> <li>3. What do you think the artist was feeling when she painted it?</li> <li>4. What kind of music do you think she may have been listening to?</li> </ol>

### VOCABULARY AND LANGUAGE ACQUISITION

Discipline Specific (Syntax)	Academic
<ul style="list-style-type: none"> <li>• Composition- the act of combining parts or elements to form a whole</li> <li>• Interpret- to bring out the meaning of by performance or execution.</li> <li>• Mood- a state or quality of feeling at a particular time</li> <li>• Visual- perceptual sense of sight.</li> <li>• Batik – a technique of manual wax-resist dyeing applied to cloth</li> </ul>	<ul style="list-style-type: none"> <li>• Meditation- continued or extended thought, reflection, contemplation</li> <li>• Sublime- impressing the mind with a sense of grandeur or power; inspiring awe</li> </ul>

### LANGUAGE FUNCTIONS

analyze, compare/contrast, critique, describe, interpret, question, etc.
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### LANGUAGE MODES AND ACTIVITIES

Read	Write	Listen	Speak
<ul style="list-style-type: none"> <li>• Read the brief descriptions on the PowerPoint presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short paragraph that describes the use of color</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music of different genres or cultures to determine mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak about the artwork they created and why their artwork reflects the music they listened to.</li> </ul>

### INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

Launch	Instruction Methods
<ul style="list-style-type: none"> <li>• Instructor asks students what they know about music.                             <ul style="list-style-type: none"> <li>○ What's your favorite song?</li> <li>○ How does that song make you feel?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Whole Class Instruction</li> </ul>

<ul style="list-style-type: none"> <li>○ What about the song makes you feel that way?</li> </ul>	
<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Instructor will explain the different ways music can be visually interpreted.</li> <li>• Show a video of a funny interpretive dance? (Napoleon Dynamite)             <ul style="list-style-type: none"> <li>○ How did the dance make you feel and why?</li> </ul> </li> <li>• Students will dance to short clips of songs.</li> <li>• Instructor will ask how the songs made them feel.             <ul style="list-style-type: none"> <li>○ Energized? Happy? Sad? Excited? Depressed?</li> <li>○ What about the song made you feel that way? (speed, different sounds)</li> </ul> </li> <li>• Instructors will present a PowerPoint about Chinese ink landscape drawings and artists work             <ul style="list-style-type: none"> <li>○ Students will describe how different landscape photos make them feel and what parts of the landscapes influence their feelings.</li> </ul> </li> <li>• Instructors will show students their example watercolor projects.</li> <li>• Instructor will demo the process of painting to music with a familiar song (Frozen).</li> <li>• Students will practice drawing to the music on long sheets of paper.</li> <li>• Instructor will demonstrate different watercolor methods and application processes (white crayon resist, salt, and adding detail with sharpie).</li> <li>• Students will listen to a song with their eyes closed.</li> <li>• Students will create an abstract watercolor while instructor replays the song. (Repeat for 3 songs with different moods)</li> <li>• Students will add details to 1 of the 3 watercolor paintings in black fine tip sharpie or pen.</li> <li>• Students will write a brief paragraph that gives 2 examples of how color and marks create mood in their paintings.</li> <li>• Instructors will demonstrate how to string the paintings together</li> <li>• Students will choose the color string they want</li> <li>• Instructors will help them string the paintings together</li> <li>• As the students finish connecting their paintings, instructors will hang the paintings up on the wall</li> <li>• Students and instructors will look at the work and talk about them             <ul style="list-style-type: none"> <li>○ Compare and contrast the moods between the three paintings created by individual students</li> </ul> </li> <li>• Students will help clean up</li> <li>• As a reinforcement students will vote on the mood of famous artworks (envelope activity)</li> </ul>	<p><b>Instruction Methods</b></p> <ul style="list-style-type: none"> <li>• Whole class Instruction</li>   <li>• Individual Work</li> </ul>
<p><b>Closure</b></p>	<p><b>Instruction Methods</b></p>
<ul style="list-style-type: none"> <li>• Students will sit on the carpet and verbally explain one thing they learned today</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Class Instruction</li> </ul>

**ACCOMODATIONS FOR SPECIFIC DIVERSE LEARNERS**

<p><b>Adaptations and Accommodations</b></p>
<ul style="list-style-type: none"> <li>• Instructors will accommodate multiple learning styles by using several teaching methods: verbal explanation, written text, demonstration, video, and audio (music).</li> <li>• Students who have difficulty writing will be able to verbally explain the mood, color, and symbolism in their artwork.</li> </ul>
<p><b>Enrichment and Extensions</b></p>
<ul style="list-style-type: none"> <li>• Students will play a game to match the music to the paintings in each other's work.</li> </ul>
<p><b>Activity for Early Finishers</b></p>
<ul style="list-style-type: none"> <li>• Early finishers can finish coloring their nametags.</li> </ul>

**OBJECTIVE-DRIVEN ASSESSMENTS**

<ol style="list-style-type: none"> <li>1. The student created 3 watercolor paintings that convey the mood of a song using at least 1 watercolor technique in each. Cr2-3 a, Cr 3-3 a</li> <li>2. When looking at previously unseen works of art, the student verbally described a mood or feeling in the artwork</li> </ol>
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- giving at least 1 reason to support their answer. Re7-3 b, Re8-3 a, CCSS.ELA-LITERACY.SL.3.1.D, CCSS.ELA-LITERACY.L.3.1.C
3. The student verbally described at least 2 examples that explain how the marks and colors used create mood in their painting. Cr 1-3 a, CCSS.ELA-LITERACY.W.3.2

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