

2C: understands how different art forms combine to create an interrelated artwork (e.g., musical theatre, and cinematography).

Description:

One document is a plan for a lesson I taught that focused on interrelating the arts, music, dance, and visual art. The other document is a reflection on that lesson. In the lesson plan, key artists and artworks were selected, and images of the paintings were shown. Questions were asked about each painting. For example:

How does the painting make you feel?

Why do you think it makes you feel that way?

There was a video of an interpretative dance from the movie, *Napoleon Dynamite*, in which the character dances to music. The questions above were asked regarding the video. Several songs were also selected, played, and again similar questions were asked. Teacher and student demonstrations were used. First, I demonstrated for the whole class how to interpret the mood of a song and how to recreate it visually. While I demonstrated, I vocalized what I was thinking and my process. I justified the color choices and brushstrokes as I worked. Then, students had the chance to demonstrate for their peers, and I encouraged them to explain their choices of color and brushstrokes. Finally, the art project required the students to interpret the mood of a song and then recreate it in their painting. They made a painting for three songs with distinctive moods.

Rationale:

Visuals, songs, demonstrations, and the art project all work together to combine art forms in an interrelated artwork. The video shows connections between dance and music. The images of paintings and songs show how the art forms operate on their own, and the teacher and student demonstrations provided examples of how visual art and music can be combined. The art project utilized one aspect of a song, the mood, which was then represented visually with paint. The final paintings were visual interpretations of the songs.

2E: analyzes and evaluates similar and distinctive characteristics of artworks in and among the arts.

Description:

One document is a plan for a lesson I taught that focused on interrelating the arts, music, dance, and visual art. The other document is a reflection on that lesson. In the lesson plan, there are questions that require the students to describe the mood or feeling created in a song, dance, or painting. These questions are built upon by asking what specifically about the art created that feeling or mood. The art project from this lesson required the students to interpret the mood of a song and then recreate it in their painting. They made a painting for three songs with distinctive moods.

Rationale:

In the lesson, the questions and the art project demonstrate my understanding of similar and distinctive characteristics of artworks in and among the arts. The questions show that I understand music, dance, and visual art all can create specific moods or feelings. I

wanted students to make connections between the song and the mood it created. So, I asked the students to describe the mood or feeling created by a song and then what specifically about the song made them feel that way. I asked similar questions when showing the interpretative dance video and images of paintings. The art project was a hands-on way for the students to compare and contrast music and visual art. By making their paintings in response to a song, they can form connections between the two art forms. At the same time, students are learning through experience that painting and music are fundamentally different. They appeal to different senses and require different skills.

7L: identifies and applies teaching methods for integrating visual arts with other art forms and subject areas.

Description:

One document is a plan for a lesson I taught that focused on interrelating the arts, music, dance, and visual art. The other document is a reflection on that lesson. Throughout the lesson plan, there are several questions that relate the forms of art. There are several modes of representing the connections between them, like a video of an interpretive dance from the movie *Napoleon Dynamite*, verbal discussion of mood, images of paintings, audio clips of songs, and hands-on learning activities. Hands-on activities included the art project, a voting game, dancing to songs, and student demonstrations. The art project required the students to interpret the mood of a song and then recreate it in their painting. They made a painting for three songs with distinctive moods. During the voting game, students voted by putting different paper symbols into envelopes next to a poster of an artwork. There was a key available to help them remember what each symbol represented. For example, if a student placed the red, paper heart into an envelope that meant they thought the mood of that painting was happy.

Rationale:

In the lesson plan, the questions, the activities, and the art project all demonstrate my understanding of how to integrate visual arts with other art forms. The questions require the students to verbally describe the mood of a painting or a song. Other questions require the students to verbally describe how a painting or a song makes them feel. The activities, like the voting activity and student demonstrations, are beneficial for multiple means of representation, which is important when making the connection between art forms. After instruction, questioning, demonstrations, and activities, students get the chance to practice, on their own, interpreting the mood of a song and then making decisions about how to recreate that mood using color and brushstrokes. Creating their paintings helps to make personally meaningful connections to the main concept of the lesson, interrelating the arts.