

SmartARTs

Integrated Curricular Unit PLANNING GUIDE

Please use this form as a thinking/discussion guide. We anticipate changes as you go along.



PLEASE COMPLETE THE PLANNING GUIDE ELECTRONICALLY AND SAVE AS A WORD DOCUMENT. IN ADDITION TO HARD COPY SUBMISSION, EMAIL A COPY OF THE ENTIRE DOCUMENT TO YOUR MENTOR. REFER TO GUIDELINES FOR SUBMITTAL DEADLINE DATES. (NO HANDWRITTEN PLANNING GUIDES WILL BE ACCEPTED)

Teacher (name/grade): Karan Griggs fourth grade Music

Artist (name/discipline): Marlon Hunt-Visual Artist

Connecting Topics: Music and Visual Arts
(*ex: American Revolution & Improvisation*)

Inquiry Question: What Is Interpretation?
Subject Area: Music

Planning dates: 07/09/09 **Number of students:** 130

Student Academic objectives:

- Music Standard 1: Essential Question – What must I do to sing alone and with other people?
- Music Standard 2: Essential Question – What must I do correctly to play classroom instruments?
- Music Standard 3: Essential Question – How do I improvise melodies and variation? Vocabulary: theme, phrase, mood, form, section)
- Music Standard 4: Essential Question – How do I compose and arrange music?
- Music Standard 6: Essential Question- How can I describe the Music that I hear? (Vocabulary: same/different; mood, theme, steps/skips/leap; high/low)
- Music Standard 7: Essential Question – How can I evaluate the music that I hear?
- Music Standard 8: Essential Question – How can I use what I have learned in music class in other classes? (Compare form, texture, rhythm, color, and harmony of music, dance, and art.)
- Music Standard 9: Essential Question – How does a piece of music relate to history and culture?

Student Artistic objective(s): *(Artists, please identify an artistic skill/process that will help achieve the academic objectives. Refer to the SC Standards for your art form)*

Art Standards that will be utilized?

I. Understanding and Applying Media, Techniques, and Processes

Students will

- A. Describe how different media, **techniques**, and processes evoke different responses in the viewer of an artwork.
- B. Use a variety of media, **techniques**, and processes to communicate ideas, experiences, and stories through their artworks.
- C. Use art materials and tools in a safe and responsible manner.

II. Using Knowledge of Structures and Functions Students will

- A. Describe, both orally and in writing, how the various **elements and principles of design** function to evoke different responses in the viewer of an artwork.
- B. Select and use various **elements and principles of design** to communicate personal ideas in their artworks.

III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas Students will

- A. Select and use **subject matter**, symbols, and ideas to communicate meaning through their artworks.
- B. Evaluate how particular choices of subject matter, symbols, and ideas function to communicate meaning in their own artworks and those of others.

IV. Understanding the Visual Arts in Relation to History and Cultures

Students will

- A. Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.
- B. Identify a variety of artworks, artists, and visual arts materials that exist in South Carolina.
- C. Describe how history, culture, and the visual arts can influence one another.

V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others

Students will

- A. Describe how an artist's experiences can influence the development of his or her artworks.
- B. **Analyze** their own artworks and those of others and describe improvements that could be made.
- C. Distinguish between personal preference and the objective **analysis** of artworks

VI. Making Connections between Visual Arts and Other Disciplines Students will

- A. Compare and contrast characteristics of the visual arts and other arts disciplines.
- B. Identify connections among the visual arts, other arts disciplines, and content areas across the curriculum.
- C. Recognize career opportunities in the visual arts.

Connections: *(Write a brief paragraph describing the connections you will between the art form and the content)*

Students will communicate ideas using creative ideas and techniques relating Music and Visual Art. They will discuss how various elements and principle of design function to evoke different responses in the viewer of the art work. Students will analyze, reflect, and assess merits of their work, collectively and individually. Connections will



be made between Visual Art and Music by comparing and contrasting the two art forms and identifying connections.

Anticipated process & Learning experience: How will students explore these connections? How does integrating these standards with this art form create a richer learning experience for students? Why do students learn more by doing it this way?

Students will develop artwork through personal exploration and interpretation as it relates to various styles of music (Music Standard 7 – Evaluation). Evaluating how choices of subject matter communicate meaning will enable broad thinking and creative reactions to attain a productive outcome (Visual Arts Standard 3). Students will engage in activities that will utilize both art principles and music principles to attain an expressive and interpretive art that will express their individual and group creativity.

Art form/anticipated learning artifacts: (photos, recordings, reflections of the learning process)

Paint and canvas will be used to create visualizations of the music. Different styles of music will be used to evoke creative exploration and interpretation. We will use a variety of music to evoke different emotions within the students thus giving students the opportunity to represent those emotions visually. Examples of the music will be jazz, hip hop, reggae, country, opera, rhythm and blues, blues and rock and roll, African drumming.

Unit activities ideas: Describe both artist and teacher activities:

Preliminary knowledge: Frontloading: How will you activate student curiosity, prior knowledge, memories and emotions so that students make strong connections and get the most learning during the unit?

Music teacher frontloading: Have students listen to a variety of musical styles, and elicit verbal descriptions with regard to emotions and mood, or style of music. Teacher can talk about the origins of various types of music and how they evolved.

Artist Frontloading: Students will be asked to envision what the artist was thinking about when he created a particular piece of music. [What does it remind them of using their senses and memories from their own lives or those of others? How does the music make them feel? What makes this music different from another piece of music?] The answers to these questions will begin the process of translating these thoughts into a representational/ physical form artistic form.

Beginning: How will the unit start? What resources will be needed?

I will begin the unit by explaining what art is to me as a visual artist and what it represents. My work will be displayed and referred to at the appropriate times. An explanation of the elements and principles of art will be given to show how artists are able to represent their work and their thoughts. We will begin a discussion on what interpretation means and what is creativity. I may show pictures highlighting various scenes with music being played in the background to see what emotions are evoked in students as that put both the music and picture together. Teacher will assist me in getting students to discuss their emotions and the general descriptions of the scenes they are watching. [In terms of materials we will need various music and selected photos.]

Middle: How will the unit proceed?

Students will begin the process of creating works of art as a group on canvas to represent their interpretations as heard in various pieces of music. This process will be done while students are blind folded to help them not rely only on the things directly in their line of sight but rather using memory and feeling to translate the music into a work of art. This process will help each student to engage in reflection, analysis and artist process.

End: How will the unit conclude?

The unit will end with student analysis and critic of the works they have created and making personal assessments about their own creativity and ability to interpret not only art but their lives. Students will make connections between music, art and they will be able to evaluate their importance.

Personal/Social connections: How will you use the inquiry question to help students make personal connections with the content area? With the art form? How will you continue to explore these connections throughout the unit?

Students will begin to have a better understanding of how they can use “Interpretation” to evaluate situations in their daily lives. They will be able to see why things in their immediate and extended surroundings are made, viewed or presented in particular ways. They will also see how their interpretations of situations can affect their emotions or the way they represent themselves.

Answering the inquiry question: How will you create experiences in each session that allow students to answer the inquiry question in deeper, more comprehensive ways? What aspects or sub questions of the inquiry question will you explore?

We will discuss how emotions can be represented artistically using painting techniques, colors and textures, as well as music beats and rhythms. Students will use primarily paint, canvas, and movement along with the elements and principles of art to investigate the question of interpretation. The appropriate use of color, lines and symbols will be used to translate music into physical art forms.

Sub Questions:

What is creativity?

Why do certain colors or rhythms typically describe certain things?

Why is music and art important in human life?

In what way(s) will students answer the inquiry question? (*Example: writing, creative dramatics, creative movement, music, visual art*)

Students will engage in writing, visual art and creative movement [critical evaluation exercises of scenes they see, music they hear and the art pieces that they will produce].

How will you use this information to inform future session and progress of the unit?

We will use the information as a platform for deeper discussion and evaluation of the inquiry question of “What is interpretation?”

Unit Support (*Questions to consider/discuss*)

Artist: What can the teacher do to best help you with the unit? (*Preparation, behavior management, support during and after the unit, etc.*)

Teacher’s primary role will be one of class management, co- teaching and leading discussions where applicable. Also teachers will be needed to clarify any terms that may be unfamiliar as it relates to music principles.

Teacher: What will you do during the artist sessions? What will you do to prepare for the artist sessions and how will you continue to support the inquiry on non-artist days?

Teacher will front load playing various styles (moods) of music. Teacher will elicit discussion from student by asking questions such as: *What do you think of when you hear this music? Does this music remind you of anything? Give examples. What “color” best express this music/ passage?* Teacher will discuss origins of musical styles; clarify terms and symbols; monitor and maintain students’ staying on task, and documenting student work.

Assessment: indicators of learning: What formative assessment strategies will you use throughout the unit to inform your teaching?

- Teacher and artist observation
- Student verbal observation
- Consensogram

What summative assessment will you use at the end of your unit to assess overall student learning? If using a rubric(s), please provide an electronic copy.

Final student reflective survey / rubric

Schedule of Artist Sessions – Please notify Elizabeth of any changes

Session Dates & Times <i>(indicate exact times you will be in classroom)</i>	Activity(s) <i>(describe the activities designed for each session)</i>	Role of Teacher	Reflection & Meaning Making <i>(writing, interview, visual, tableaux, discussion, etc.)</i>
1 Date: Time:	Artist introduction and intro to inquiry question. Show Slide show with pictures and music. Discussion about slide show.	Co-teaching	Do a tableau exercise bases on a piece of music that will be played for students to
2 Date: Time:	Introduce group project and discuss appropriate visual elements to represent music on canvas. Introduce music variations and what that might look like on canvas.	Co-teaching	Do a drawing exercise for students to become familiar with the process of interpreting
3 Date: Time:	Begin group project with blind folding students and engage in paintings	Co-teaching	Discussion of work produced at this point.
4 Date: Time:	Group Project continues	Co-teaching	Discussion of work produced at this point.
5 Date: Time:	Group Project continues	Co-teaching	Discussion of work produced at this point.
6 Date: Time:	Group Project continues	Co-teaching	Discussion of work produced at this point.
7 Date: Time:	Group Project continues	Co-teaching	Discussion of work produced at this point.
8 Date: Time:	Students share about their projects in group critic format	Co-teaching	Revisit the inquiry question: What is Interpretation?

Process Documentation: How will you work together to document the process throughout the unit? What types of documentation are meaningful for this unit? Consider who will document during different activities. Both Teacher and Artist will document using photos and videos.

How will you use this documentation to enhance student reflection and learning?
Display and allow students to view for discussion, reflection, and analysis.

Vocabulary: What vocabulary will be introduced? Include vocabulary for content area, art form and any other new vocabulary introduced in this unit.

Culture, movement – fast/slow, timbre, texture, form, dynamics, style

Elements: color, form, texture, space, line, shape, value

Principles: balance, emphasis, harmony, rhythm, variety, proportion, exaggeration

Materials: What materials or supplies will you need for this unit? (Please include details on page 3)

Bed sheets [4 – 5]
1 x 2 x 8 pieces of wood for framing
Paint [House paint or acrylic paint]
Paint brushes
Staple gun and staples
Tarp for floor [4-5]

Teacher Learning:

What will the teacher learn during this unit that will add tools to his/her teaching toolbox? Be specific. (ex: specific activity, element of art form, printed resources, introduction to a piece of art, how to access and encourage student creativity)

Teacher will be able to have students create an artistic representation of different types of music using elements and principles of art. Teacher will also learn about having students do critiques of the works they create during class and being able to generate discussions of how the subject matter can be related back to the real world and their individual lives. Teacher will be better able to help students analyze Music (Standards 6 and 7).

How will you work together to ensure that teacher comfort and confidence in these skills are growing throughout the unit?

We will communicate regularly to ensure collaboration as it relates to our objectives and processes. We will also make daily assessments to examine the success or failures of each session. We will listen to student feedback, and maintain focus on “What is Interpretation?”