

RHYTHM, MOOD AND MOVEMENT

ART, MUSIC, LANGUAGE ARTS, MATH

GRADES: K-2

BASED ON



Juan Gris
(Spanish, b. 1887, d. 1927), Painter
Still Life with Violin and Music Sheet, 1914
Oil on paper collage on canvas
Bequest of Mary E. Johnston, 1967.11

OBJECTIVES

- Students will know shared vocabulary between art and music.
- Students will compose a piece of art that displays both the Elements and Principles of Art and Music.
- Students will explore a variety of materials and techniques to create their piece of art.

CONCEPT

Students will let the music influence their artwork while making connections between the visual and musical arts, recognizing and creating artwork with shared elements and principles in both.

MATERIALS

- 18 x 24 white tag board
- Crayons
- Markers
- Paint
- Variety of brushes, sponges, and tools
- Water and cups
- Scissors
- Glue
- Scrap construction paper

VOCABULARY

Mood– is how the artwork makes you feel.

Composition– is the organization of the artwork, how the elements are arranged.

Rhythm– is the movement or action that creates a path for the listener or viewer to follow through the artwork.

Pattern– is the repetition of elements that creates the tempo/speed of the work.

PROCEDURES

Day 1.

1. After listening to Mozart's chamber music and Igor Stravinsky's *The Rite of Spring*, the students will compare and contrast the two pieces of music. They will consider the mood, composition and rhythm of both pieces. They will look and listen for patterns.
2. The students will then decide which music is more suited to Juan Gris' *Still Life with Violin and Music Sheet*. They will make observations and discuss why they selected the music to match the artwork. Then they will find out that both *The Rite of Spring* and *Still Life with Violin and Music Sheet*, were created in the same year and in Paris, France. Do art and music influence each other? What do you think the audience thought after seeing and listening to these artworks?
3. Using a large piece of tag board, the students will select three colors of crayons and will draw the rhythm and patterns they hear in *The Rite of Spring*.
4. Once their paper has several types of lines, they may add more colors and shapes.
5. They will also listen for the high and low sounds (pitch), the tempo (speed), and the soft and loud sounds (dynamics). They will then represent those sounds using the Elements of Art: line, color, shape, space, texture, value and form.

Day 2.

1. Students will observe and sketch musical instruments. Real instruments are great but posters work too. They will then outline with markers and paint the sketch.
2. While the instrument paintings are drying, the students will listen to *The Rite of Spring* and Jazz music. On the large painting of rhythm from Day 1, the students will paint using a variety of brushes and tools to arrange and create the mood for their artwork.
3. We will listen to *The Rite of Spring* for a minute of two and then listen to Jazz. Students will determine the mood for their work.
4. Once the students have finished their paintings, they can cut and glue the instrument onto their large rhythm painting. They can use scrap construction paper and markers to add repetition/patterns.

ASSESSMENT

Using the art and music vocabulary:

Students will pair with a student and describe the mood of their artwork.

Students will explain how the music influenced their visual art-making.

Students will display rhythm using movement, and repetition.

Students will be able to recognize certain brushstrokes and where particular tools were used in their own and other's artwork.

NATIONAL STANDARDS

Standards from Visual Art

VA:Cr 1.2.2a Make art using a variety of materials and tools to explore personal interests, questions, and curiosity.

VA:Cr 2.2.2a Demonstrate safe procedures for using materials and tools.

VA:Cr 3.1.2a Discuss and reflect with peers about choices made in creating art.

VA:Re 8.1.2a Interpret art by identifying the mood suggested by a work of art.

VA:Re 9.1.2a Use learned art vocabulary to express preferences about artwork.

VA:Cn 11.1.2a Compare and contrast cultural uses of artwork from different times and places.

Standards from Music

MU:Cr 2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

MU:Cr 3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers.

MU:Pr 4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Cn 11.0.2a Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.

CURRICULUM CONNECTIONS

Language arts - Describing, comparing, contrasting and explaining using correct vocabulary words.

Music- Listening to and identifying beat, rhythm, pitch, tempo, and dynamics.

Math- Listening for patterns and visually seeing and physically making patterns.

RESOURCES

Can You Hear it?, William Lach

The Metropolitan Museum of Art, *Abrams Books for Young Readers*, New York

Igor Stravinsky, *The Rite of Spring*, London Symphony Orchestra

Youtube, *Funk Jazz*, Dr. Sax Love



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EXAMPLES OF STUDENT WORK

