

Recording the Sound

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Grade Level: K-2

*Time Span: One Class
One 45 minute session*

Essential Question: "How does art record and communicate the human experience?"

Provoking Questions:

1. What warm and cool colors will you choose for your composition?
2. Does closing your eyes better connect you to the music?
3. Can you keep your marker on the paper the entire song?

Learning Objectives:

1. Students will use warm and cool colors to create their artwork dependent on which song is playing.
2. Students will be encouraged to express their movements and emotions through the music, even if that means closing their eyes.
3. Students will connect to the music through the tips of their markers not allowing the marker to lift from the paper until the next song.

Maine Student Learning Results:



A1 Artist's Purpose

A2 Elements of Art and Principles of Design

A3 Media, Tools, Techniques, and Processes

B1 Media Skills

B3 Making Meaning

E4 Impact of the Arts on Lifestyle and Career

E5 Interpersonal Skills

Vocabulary & Visual Provocation:

Vocabulary: Expression, emotion, recording, movement, line, warm & cool colors, instrumental, lyrics, design.

Visual Provocation: A quick demonstration given by the teacher for about 30 seconds of a song.

Materials:

12"x12" circle cut out piece of paper, markers, marker bins.

Direct Instruction:

- Students arrive to class and will take their seats. The teacher will have four songs lined up, and will have placed warm and cool colored markers in bins at each table. On the board will be written Cool Colors, and Warm Colors. The teacher will ask for students to raise their hands and say examples of what a warm or cool color might be. With each answer the teacher will write the colors mentioned underneath their labels.
- Students will then gather around a table for a quick demonstration. The teacher will already have four songs set up alternating cool and warm colors, as well as a 30 second clip to give as an example. The teacher will pick up a blue marker as the song begins saying the slow beat is cooler in sound. The teacher will begin the song again, and place the tip of the marker on the page and show how the movements of their hand and thus the line of the marker changes throughout the song.
- Students will then go have a seat, and the teacher will hand out the pieces of circular paper. Markers will already be on the table, and the teacher will ask the students to listen as they play the first ten seconds of the song. Pausing the song, the teacher will ask whether the students believe the song to be warm or cool. Once they guess the teacher will ask them to choose one of the cool colors available and will play the song through. The next song will be warm, and the teacher will play that song through. Once they have finished the teacher will have them flip to the back and will do the same. This time however the teacher will suggest they try closing their eyes.
- Once the four songs are finished the teacher will instruct the students to write their names upon their work, and one table at a time hold up their work for the rest of the class to see. Students will have this time to make quick comments on other student's work.

Clean Up:

Students will stack their work on the middle of the table, cap and place all markers back into the bins on the middle of the table.

Modifications for Students with Exceptionalities:

1. Students have preferential seating.
2. Students may sit or stand while creating.
3. Students may use any color available.

Instructional Resources: Four songs played from computer:

Buena Vista Social Club

Sam Cooke: Change Gonna Come

Mozart: Flight of the Bumblebee

Nutcracker

Student's Final Work:

Side 1:

(Student's first go at the music, no voices in songs, just instrumental)

Side 2:

(Student's had option to close their eyes while working, and songs contained lyrics)





