

Arts Integration Lesson #1
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A. FOUNDATION

Teacher Name: Amy Koch

Grade Level: 2

Standards:

VA: RE8.1.2a: Interpret art by identifying the mood suggested by a work of art describing relevant subject matter and characteristics of form.

MU: Cr.11.0.2a- Demonstrate understanding of relationships between music and the other arts, other disciplines, etc.

CCSS.ELA-LITERACY.L.2.6- Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe.

Art Form:
Art, Music

Other Curriculum:
Language arts

Objectives: I can analyze a piece of art and create a 6-word story. I can make predictions about what music might go well with an artwork.

Art form:
I can analyze a piece of art. I can make predictions about music that might go well with an artwork.

Other Curriculum:
I can create a 6-word story from viewing a painting.

Materials Required:

***The Calavera of Cupid* by Jose Guadalupe Posada and *On the Southern Plains* by Frederic Remington printed and in plastic sleeves**

Recording of *Billy the Kid: Gun Battle* by Aaron Copland and *Fossils from Carnival of the Animals* by Camille Saint-Saens

CD player

Pencils

Small pieces of paper

Room Set-up Required

Have works of art printed and in a plastic sleeve for students to view. Have pencils and papers ready for students to write their 6-word stories down. Have *Billy the Kid: Gun Battle and Fossils* music ready for listening.

B. LESSON TIMING

LESSON TEMPLATE

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INTRODUCTION	TIME: 1:00
LEARNING ACTIVITY	TIME: 21:00
CLOSURE	TIME: 1:00
	TOTAL: 23:00

C. INTRODUCTION

Min: 1:00

The purpose of our lesson is for you to review how to analyze an artwork and demonstrate understanding of the connections between art, language arts, and music.

Today we are going to look at two works of art and find similarities and differences between them. We also want to describe the artwork by creating a six-word story. Through creating a six-word story, we can convey some of the thoughts and feelings being expressed through the artwork. In addition, we will make predictions for what music might pair well with the art.

You already know that when we look at an artwork, we notice the facial expression, focal point, gesture, clothing, setting, and objects.

Remember our rules about controlling our body, voice, imagination, concentration, and cooperation. I expect that you will do you best to be calm, focused, and balanced during the lesson.

D. LEARNING ACTIVITY	
TITLE: Analyzing works of art	
Step #1: Students will be seated in a circle looking at two works of art while thinking about the similarities and differences between them.	Min: 1:00
Step #2: Students will find a partner and share what they noticed about the similarities and differences between these works of art.	Min: 2:00
Step #3: Teacher summarizes what he/she heard and challenges students to think of "What else?" What mood is being conveyed through these artworks?	Min: 1:00
Step #4: Teacher asks the class to compare and contrast the objects (and gives a quick review of quantity, size, color) in each painting and discuss with partner.	Min: 1:00
Step #5: Teacher states what he/she notices groups discussing, and then asks, "What else? Or "What did you see that makes you say that?," depending on the responses.	Min: 1:00
Step #6: Teacher reviews some tips for creating 6-word stories. Teacher passes out papers and pencils while groups decide which painting they will write a 6-word story about.	Min: 1:00
Step #7: Students create 6-word stories about either <i>On the Southern Plain</i> by Frederic Remington or <i>The Calavera of Cupid</i> by Jose Guadalupe Posada.	Min: 2:00 - 3:00
Step #8: Teacher summarizes what he/she noticed while students were working.	Min: 1:00
Step #9: Students will look at the selected work of art and think of what sounds and/or instruments would match well with it.	Min: 1:00
Step #10: Students will write down sound predictions for both works of art, then by the	Min: 1:00 - 2:00

LESSON TEMPLATE

time I count to three, stand by a new partner and share those predictions with them.		
Step #11: Partners share predictions, then sit quietly and close eyes. Teacher will play the recording that corresponds with the painting, and then students will keep eyes closed as they listen. Students may move hands by conducting or keeping the beat to feel the music.	Min:	2:00
Step #12: Partners give evidence to explain which painting went well with the recording.	Min:	1:00
Step #13: Teacher plays second recording while students have eyes closed and move hands to music (either through conducting or keeping the beat).	Min:	1:00
Step #14: Students discuss with partner which painting went well with the recording this time.	Min:	1:00
Step #15: Teacher summarizes what he/she heard and shows some ideas from students listed on board.	Min:	:30
Step #16: Students review the 6 elements of each painting and see if they match well with how the music sounds.	Min:	1:00
Step #17: Teacher summarizes students' findings and reveals that <i>The Calavera of Cupid</i> went with Fossils from the <i>Carnival of the Animals</i> and that <i>On the Southern Plain</i> went with <i>The Gun Battle</i> by Aaron Copland.	Min:	1:00
Step #18: Students may share their 6-word stories with class if time.	Min:	:30

E. CLOSURE**Min: 1:00**

Today we learned about how music, art, and language arts can connect through one lesson. The main ideas to remember from our work today are that through analyzing a work of art, we can create 6-word stories and make predictions about how music might pair with those works of art.

Today we found that creating six-word stories can be challenging. We accomplished making predictions with good evidence from our observations.

Next time we will analyze paintings and create music to match what we notice. Before our next lesson, remember to continue noticing works of art in everyday life and review the six elements in your mind.