



Stomp to the Music

GRADE: 4 and up

TIME: 1 or 2 sessions

Developed by Jenifer Cameron, Art Specialist



<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan • procedure boards (3) • vocabulary board • DVD: <i>Stomp out Loud</i> • Reproduction: <i>The Grey Tree</i> by Piet Mondrian • lesson example • shape idea board • color theory board • art and music board 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • construction paper <ul style="list-style-type: none"> --6" x 18" white --12" x 18" black --4 ½" x 6" black (3 per student) • watercolor paint sets • medium and small brushes • white oil pastel or crayon • glue (white, liquid) • scissors • newspapers for desks
---	--

LESSON DESCRIPTION:
Students learn about rhythm, movement, and texture in the context of sound and image. They create their own watercolor resist using color, line and texture to demonstrate principles of both art and music.

<p>VOCABULARY:</p> <table style="width: 100%;"> <tr><td>line</td><td>cool colors</td></tr> <tr><td>rhythm</td><td>warm colors</td></tr> <tr><td>movement</td><td>organic shape</td></tr> <tr><td>shape</td><td>geometric shape</td></tr> <tr><td>texture</td><td>resist</td></tr> </table>	line	cool colors	rhythm	warm colors	movement	organic shape	shape	geometric shape	texture	resist	<p>ART ELEMENTS:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input type="checkbox"/> Space/Perspective 	<p>ART PRINCIPLES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pattern <input checked="" type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis 	<p>CONTENT CONNECTIONS: music</p> <p>THEMES: innovation</p>
line	cool colors												
rhythm	warm colors												
movement	organic shape												
shape	geometric shape												
texture	resist												

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

- visualize sounds and rhythms
- understand common vocabulary used in art and music
- learn about warm and cool colors
- know the difference between organic and geometric shapes

PREPARE:

- Before teaching the lesson, teachers please:
- review lesson plan and make a sample to ensure student success
 - cut construction paper
 - preview DVD to make sure it works in your player
 - have newspaper ready to cover students' work area
 - make sure students have glue and scissors

ENGAGE AND EXPLORE:

Begin the lesson by showing the Mondrian visual, *The Grey Tree*, discussing it with students. Does this work of art look musical? Why? Do you think the artist was listening to music when he painted this tree? Ask students to brainstorm some words that are similar to art and music. List words on the board as students name them. Students should become familiar with the words, *rhythm*, *movement*, and *texture*.

Musicians use many of the same concepts to create their music as artists use to create their art. Much of the same vocabulary used to elucidate concepts in music can be used to convey a visual image in art.

Display **Art and Music** board. Discuss with the students these three concepts in both art and music: *rhythm*, *movement*, and *texture*.

Rhythm: The beat! What you can tap your foot or clap your hands to. In art, it is one of the principles of design. Artists that suggest a motion or a “beat” in their art, use rhythm. Artists will use shapes, colors and lines to create a visual rhythm. *Have students find lines in Mondrian’s *The Grey Tree* that show rhythm.

Texture: The surface or skin. What it sounds like or feels like. Music can sound scratchy, smooth, thick, soft, etc. An artist uses texture to create a visual or actual surface on their work. Just as artists are innovative with their materials, musicians are too. *Have students find areas in Mondrian’s *The Grey Tree* that show texture.

Movement: Musicians move to the music! Their body may sway or bounce as they play their music. Music inspires many people to dance, hop, tap or sway and move their bodies to the music. Movement is also a music term used to describe a composed section of music in a symphony. Artists suggest movement by using the various elements. Color, line, shape, and texture can create movement in a work of art. The artist also moves their body when creating art. The sculptor chisels away at a marble block, a potter moves their hands over the clay, or a painter moves a brush across a canvas. *Have students find areas in Mondrian’s *The Grey Tree* that show movement)

Introduce the DVD ***Stomp Out Loud*** by telling students this is a group of musicians that have created a Broadway show around creating “music” with everyday common items.

Show a few sections of the DVD or plan enough time to view the whole DVD. Students should focus on:

- 1) listening to the rhythms
- 2) watching movements
- 3) listening for textures

Ask students to draw lines in the air with their finger to show what they are hearing. Have a few students demonstrate their interpretation of what they are hearing and seeing. (“Air” lines should show lots of movement.

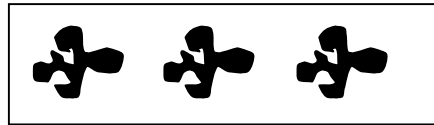
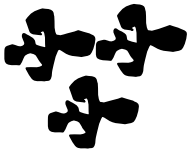
After viewing the DVD, show students the lesson example. Students will be creating a work of art that shows rhythm, movement and texture. Explain to students that they will be repeating a shape, creating lines in the background with white oil pastel, and using a resist technique with watercolor paint. **Display the step by step boards at this time for reference in the next section.**

CREATE:

1. **Display the shape idea board.** Explain how repeating a shape creates rhythm in art. Have students stack the 3 black construction paper pieces. They will cut a shape through **all three pieces at the same time**. Encourage big, simple shapes. Some ideas for shapes are:
 - common objects (sports, school, etc.)
 - common shape (geometric, triangle, circle, square)
 - freestyle shape (organic, no plan)

Encourage students to stay away from common graphics such as “super S”, yin yang, etc.
Pass out white paper and newspaper while students are working.

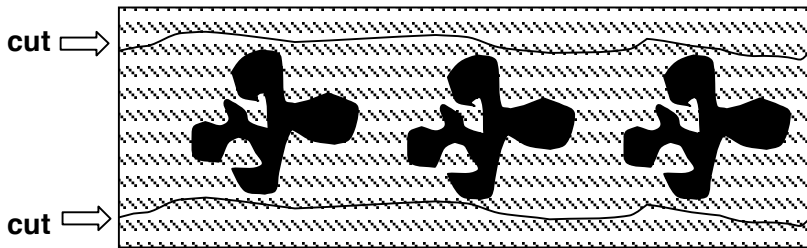
2. Place newspaper down (folded in half) and then white paper. Glue shapes to the white construction paper, making sure to leave a margin along the top and bottom if possible.



3. Students will now draw lines with the oil pastel on the white paper. They will draw lines while listening/viewing the *Stomp* DVD. Have students press hard with their oil pastel while making their lines. Things to avoid: scribbling, smiley faces, rainbows, words, etc. Concentrate on creating lines that go with the music. Students should stop when they have filled in the background. By picking up the paper and tilting it into the light, students can see where they have drawn.
4. Pass out watercolor paint sets, brush, and water while students are working. Save small brushes for later.
5. Display the warm and cool color boards.
6. Students will choose one color family for their painting, either warm or cool. Begin by painting with the larger brush.
7. Colors should be painted on randomly. Students should avoid stripes. Paint one color in various parts of the background. Fill in with next two colors so colors are blending into each other. This helps to create movement in the painting. The oil pastel will resist the watercolor. This technique is called “resist”. Students will stay with the same color family they have chosen, warm or cool, the entire project.
8. After background is painted, use the smaller watercolor brush to create details in the background. Accent some of the lines by painting next to them, not on top. Paint in textures, (dots, squiggles, angles, wavy lines, etc.)
9. Clean up paints as students finish. Pass out large black construction paper and scissors.

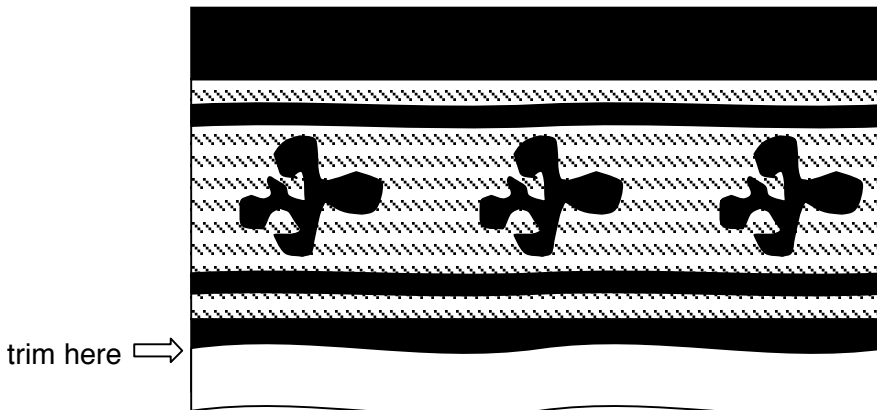
Mounting the artwork

Students will cut along the top and bottom margin of their painting with wavy lines, just 2 cuts, one top, one bottom. Try not to cut through black shapes if possible. Demonstrate the cutting for the students. If paper is too wet, let dry before cutting.



10. Glue the large middle piece onto the middle of the 12" x18" black paper. Make sure students glue the edges of the paper well.

11. Next, place the top piece back in its place like a puzzle piece, but leave about ½ inch space between the pieces. Glue in place. Repeat with the lower piece.



12. Trim the black paper along the top and bottom edge to reduce the amount of black around the painting. Sign artwork in the lower right hand corner, on the black paper.

CLOSE:

RETURN DVD TO KIT!

Glue lesson explanation sheet (attached to lesson plan) to back of artwork. Use one copy (enlarge) to put on bulletin board to explain the lesson.

ASSESSMENT:

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Were you able to visualize lines, shapes, and texture to music? (K)
			2. Can you name three words common to art and music? (K)
			3. Can you name the warm and cool colors ? (K)
			4. Did you cut out an organic or geometric shape? (S)
			5. Did you add an imaginative touch to your art? (C)
			6. Did you actively listen and follow directions?(A)
			7. Did you do your best during this lesson?(E)
<u>Teacher self-critique</u>			
			8. My teaching of this lesson: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ needed improvement was highly successful
			9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:
ART: A 1, 3,4, B 5, C 4, D 6
Math M3.2.1

CREDITS:

Project ARTiculate is supported by the Fairbanks North Star Borough School District, the Alaska Arts Education Consortium, and a U.S. Department of Education Development and Dissemination Grant



Today in art we learned about art and music! Rhythm, texture and movement are important to both artists and musicians. We watched Stomp to the Music to see how a group of musicians can use everyday objects like brooms and basketballs to create rhythm, texture and movement. We created our own piece of art inspired by Stomp. We cut geometric or organic shapes and drew lines while we listened to music. We then used watercolors to paint the background with either a warm or cool color scheme. Music and art are everywhere!

Today in art we learned about art and music! Rhythm, texture and movement are important to both artists and musicians. We watched Stomp to the Music to see how a group of musicians can use everyday objects like brooms and basketballs to create rhythm, texture and movement. We created our own piece of art inspired by Stomp. We cut geometric or organic shapes and drew lines while we listened to music. We then used watercolors to paint the background with either a warm or cool color scheme. Music and art are everywhere!