When Art and Music Collide

Grade 6 Integrated Project
Created by Rachel Read and Rosa Mastri, Havergal College

Unit Description

Creating an environment where children generate artwork that blurs boundaries is at the centre of this experimentation. A music and an art educator, collaborate to promote authentic interdisciplinary practices in the way learning unfolds for the students. This unit focuses on a way of investigating and exploring, and ultimately producing unique artworks that crosses disciplines. The students will translate their understanding of the principles of Music and Visual Arts into unique multi-media works to create a hybrid project where art and music collides. In so doing, they will internalize fundamental artistic concepts, showing that the underlying ideas and expressions of art are universal and can be expressed or communicated through a variety of disciplines in a variety of ways.

Ontario Elementary Curriculum Music

Grade 6 Overall Expectations

ARTS.6.MUSIC.OE.2 Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 2328) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

ARTS.6.MUSIC.OE.3 Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

Reflecting, Responding, and Analysing

ARTS.6.MUSIC.SE.2.2 identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used (e.g., describe the way in which dotted rhythms, the sound quality of brass instruments, higher pitches, loud dynamics, and accented articulation combine to suggest music that introduces royalty)

ARTS.6.MUSIC.SE.2.1 express detailed personal responses to musical performances in a variety of ways (e.g., write a critical review of a live or recorded performance; write analyses of works they have listened to in a log or journal; create a drawing or graphic representation of their initial reaction to a song)

Exploring Forms and Cultural Contexts
ARTS.6.MUSIC.SE.3.1 identify and describe ways in which awareness or appreciation of music is affected by culture and the media (e.g., people attend concerts of music that they know and like or have found out about through the media; people can be influenced to buy products that are advertised with music that they relate to)

Visual Arts Curriculum

Grade 6 Overall Expectations

ARTS.6.VISUALARTS.OE.1 Creating and Presenting: apply the creative process (see pages 19-22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;

ARTS.6.VISUALARTS.OE.2 Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23-28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

Creating and Presenting

ARTS.6.VISUAL ARTS.SE.1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges

ARTS.6.VISUAL ARTS.SE.1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., a design of a letter of the alphabet using shapes, symbols, colour, and font style to represent a selected animal and its habitat; a DVD cover design or movie poster that uses line, shape, space, colour, and value to communicate information about the content)

ARTS.6.VISUAL ARTS.SE.1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic (e.g., use a larger area of a lighter tint and a smaller area of a darker expressive controls of one colour in an asymmetrically balanced painting; use repetition, simplification, and exaggeration of proportion and shape to create a sense of rhythm in a graphite-and-pastel drawing of musical instruments and their shadows)

ARTS.6.VISUALARTS.SE.1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view (e.g., art work inspired by the motifs in other art forms [dance, music] or by hopes and dreams; a mixed-media piece or one-minute video short about adaptation and survival; a still-life painting that offers a social commentary on fast-food packaging)
Reflecting, Responding, and Analysing

ARTS.6.VISUAL ARTS.SE.2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art (e.g., reflect on challenges and successes in the form of an artist's statement; maintain a sketchbook or collection of ideas and images for art works; do peer reviews of each others art works, using a checklist of criteria created by the class to help them identify areas that need revision, and provide suggestions)

ARTS.6.VISUAL ARTS.SE.2.2 explain how the elements and principles of design are used in their own and others art work to communicate meaning or understanding (e.g., identify the point of view or gaze of the main subject, and explain how it is used to influence an intended audience of an art work or a media work; explain how Kenojuak Ashevaks use of formal balance (symmetry) in The World Around Me conveys a sense of harmony in nature; explain how a rough texture can be used to represent strength, anger, or something unpleasant)

Transfer Goals

T1 Overall Transfer Goal for the Arts
Students are engaged in multifaceted arts experiences (through creating, performing and responding) in order to have the capability to use the arts as a language of self-expression. Students discover their unique artistic abilities in order to support their ability to engage in creative challenges and apply their learning to new contexts.

T2 Unit Specific Transfer Goal
The students will translate their understanding of the principles of Music and Visual Arts into unique multi-media works to create a hybrid project where art and music collides. In so doing, they will internalize fundamental artistic concepts, showing that the underlying ideas and expressions of art are universal and can be expressed or communicated through a variety of disciplines in a variety of ways.

T3 Unit Specific Transfer Goal
Investigate artistic elements by exploring and creating, reasoning and reflecting, and communicating and documenting to understand connections between the arts and human experience - BC Goals and Rationale of Arts Education

T4 Unit Specific Transfer Goal
Develop a lifelong interest in the arts and the confidence to create and contribute to the local/national/global art community as an individual and/or group. - BC Goals and Rationale of Arts Education
Understandings

That art and music share common elements, yet can be communicated through different art strands.

Essential Questions

How can we take the qualities found in music to inspire visual design?
How can we transform an invisible space?
How can we show music?
What connections exist between music and visual arts?
How can you best convey your understanding through your choice of media?
How can you listen to music?

Learning Goals

Children will:

- analyse a variety of works using the elements of music
- translate their understanding of the principles and elements of Music & Visual Arts into a visual form
- internalize fundamental artistic concepts
- understand that knowledge and skills are transferrable between disciplines
- explore the interconnectedness of all things

Key Skills

(What discrete skills and processes should students be able to use?)

- creating form diagrams
- decoding
- active listening
- deciphering
- documenting and keeping a journal
- planning
- executing
- communication of ideas to peers
- brainstorming
- peer to peer feedback
- thinking flexibly

Assessment

- sketch
- check for understandings
- artist statement
- photos of the process
- finished product
- verbal communication
Pre-Assessment

What pre-assessments will you use to check student's prior knowledge, skill levels and potential misconceptions?

- classroom sketches and discussion
- classroom art work
- music listening logs
- music performance reviews and reflections
- conversations

Learning Activities

The order of events:

1. The project began with a warm-up listening activity where students worked independently to freely respond to various pieces of music using a variety of drawing media to convey their expression of the music heard.

2. As a class, students were formally guided through listening activities to help identify the individual elements of texture, expressive controls and form in various musical pieces. They worked as a class to create charts similar to those they would be creating. (They have also done many music listening activities in previous grades before beginning this project)

3. Provocation Phase: Students observed various visual interpretations of music to decipher how visual artists respond to music. The works presented were varied: two-dimensional, three-dimensional, digital animations, and multimedia works of art. The motivation for the presentation was to encourage them to think without limitations on creative possibilities.

4. Assignment distributed to student. Groups selected. Student used Google Classroom as a communication vehicle to post all aspects of their planning and reflections. This was an excellent tool for teachers to track understanding throughout the process and give continuous feedback.

5. Students selected an instrumental music piece and sent their selections to teachers for approval. One student per group submitted the selection, artist and link for approval.
6. All Students completed individually and submitted a chart that identified the timbre, texture, expressive controls and form in their music for analysis. They were given feedback before proceeding to the next part of the proposal. Feedback was given.

7. Students shared their music analysis with fellow group members. Students brainstormed and discussed ideas. Students completed a proposal by adding their visual interpretations of the music chart, identifying how they would visually represent the texture, timbre, expressive controls and form. They created sketches outlining the medium that would be used to create their art piece.

8. Students presented their proposal to their peers within a safe environment using the ‘Harkness Method’. They received feedback and took into consideration suggestions made by their peers prior to commencing the production. Students finalized their plans and then submitted requests for material required for their project that are not available to them in the classroom. The Harkness Method, built on cooperative and student centred learning, sees students and teachers working together as partners to present, share and give constructive criticism to help one another esh out and develop/revise ideas in a constructive manner. The teacher is part of the cooperative learning environment, sitting at the table as an equal. This is integral to the creative process. Each student presents their proposal to the larger group, in this manner enabling them to move forward with their project in a more content and well-thought out manner. The Harkness Method encourages students to be vulnerable in their thinking, knowing that they are working in a safe and collaborative space.

9. Production began. Much rethinking occurred during the process. Students recognized some limitations, re-thought their idea, or were enlightened by other possibilities given through feedback by peers and teachers. During their own production, continuous rethinking, feedback, and redesign naturally occurred.

10. Works were exhibited in a school wide Arts Show. Each piece was accompanied with a QR code so the viewer could listen to the music that inspired the students work. Artist statements were displayed to show the students thinking.

11. Post production, students had an opportunity to quietly reflect on their peers work during a gallery walk and select a work to observe and critique. Each group presented their work, how the elements are shown visually and asked questions regarding artistic choices.

12. Students continue to study music listening and analysis in order grades. Depth of understanding is shown through music listening guides and conversations.
13. Extension Activity: Visit a local gallery, select a painting and create a musical composition. Soundscape Exhibit National Gallery, London England, summer 2015. “Hear the painting. See the sound ‘Soundscape’ has commissioned musicians and sound artists to select a painting from the collection and compose a new piece of music or sound art in response. Immersive and site-specific, the experience encourages visitors to ‘hear’ the paintings and ‘see’ the sound.” National Gallery, London England.

Resources

**Moment Factory**
https://momentfactory.com/home

**Robin Fox**

**Toronto Winter Stations**
http://winterstations.com/

**Soundscape Exhibit**
https://www.nationalgallery.org.uk/whats-on/soundscapes

**Nico Muhly responds to 'The Wilton Diptych' | Soundscape**
https://www.youtube.com/watch?v=TfW4FddK83g

**Chris Watson responds to Gallen-Kallela's 'Lake Keitele' | Soundscape**
https://www.youtube.com/watch?v=w_zxB_VomIU

**Gabriel Yared responds to Cezanne's 'Bathers' | Soundscape**
https://www.youtube.com/watch?v=NLnEXERYnEA

**R. Murray Schafer National Film Board Video “Soundscape”**
"A soundscape is any collection of sounds, almost like a painting is a collection of visual attractions," says composer R. Murray Schafer. "When you listen carefully to the soundscape it becomes quite miraculous."
https://www.nfb.ca/film/listen/

**Toronto Symphony Orchestra Student Concerts & Open Rehearsals**
https://www.tso.ca/education/school-concerts
Toronto Symphony Orchestra Visual Listening Guides

“The TSO Visual Listening Guide is a new way for you to discover a symphonic masterwork in a visually engaging and comprehensible manner, regardless of your musical background. Created by musicologist Dr. Hannah Chan-Hartley, the guide’s blend of graphics, colour, and text aims to help you structure your listening—and thus enrich your understanding—of the music. To get the most out of the Visual Listening Guide, we recommend that it be used together with an audio file or a video clip on YouTube.”

https://www.tso.ca/listening-guides

Musical Form Deli

http://musicaldeli.iheartteachingmusic.com/students/whatisform.html

Rubric

<table>
<thead>
<tr>
<th>Knowledge/Understanding - Individual</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of the concepts, explored:</td>
<td>Demonstrates limited knowledge of the concepts</td>
<td>Demonstrates some knowledge of the concepts</td>
<td>Demonstrates considerable knowledge of the concepts</td>
<td>Demonstrates thorough and deep knowledge of the concepts</td>
</tr>
<tr>
<td>Expressive controls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timbre</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Understands how to apply and use the knowledge of concepts effectively through a visual representation</td>
<td>The application and use of knowledge is ineffective</td>
<td>The application and use of knowledge is somewhat effective</td>
<td>The application and use of knowledge is effective</td>
<td>The application and use of knowledge is insightful and creative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist Statement (independent):</td>
<td>Expresses and organizes ideas</td>
<td>Expresses and organizes ideas</td>
<td>Expresses and organizes ideas with</td>
<td>Expresses and organizes ideas with a</td>
</tr>
</tbody>
</table>
What did you do in your artwork and how does this show the interpretation of the music?
- Your musical interpretation of texture, expressive controls, form, timbre (colour)
- Expression of how you chose to create their work – using those four terms

<table>
<thead>
<tr>
<th>Application (Group)</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transference of knowledge and application of technical skills to create a visual art piece</td>
<td>Transfers knowledge and applies technical skills to a new context with limited effectiveness</td>
<td>Transfers knowledge and applies technical skills to a new context with some effectiveness</td>
<td>Transfers knowledge and applies technical skills to a new context with considerable effectiveness</td>
<td>Transfers knowledge and applies technical skills to a new context with a high degree of effectiveness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an ability to make connections between various contexts (between arts and music)</td>
<td>Makes connections with limited effectiveness</td>
<td>Makes connections with some effectiveness</td>
<td>Makes connections with considerable effectiveness</td>
<td>Makes connections with a high degree of effectiveness</td>
</tr>
</tbody>
</table>

Descriptors:
Level 1 – limited, lacking, little, has difficulty
Level 2 – some, somewhat, in simply ways
Level 3 – solid, effective, sufficient
Level 4 – thorough and insightful, rich and detailed, creative

Music Chart

<table>
<thead>
<tr>
<th>Song Name</th>
<th>Artist</th>
<th>Composer</th>
</tr>
</thead>
</table>


Describe how you will show the elements of music visually. Include a few sketches of your ideas.

<table>
<thead>
<tr>
<th>Expressive controls</th>
<th>Texture</th>
<th>Timbre</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sketch 1</td>
<td>Sketch 2</td>
<td>Sketch 3</td>
<td>Sketch 4</td>
</tr>
</tbody>
</table>
Sample Music Listening Sheets

Music Listening Sheet – Option 1
*Teacher: R. Read*

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Class: ____</th>
<th>Date: __________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title of Song</th>
<th>Performing Group</th>
<th>Featured Artists</th>
</tr>
</thead>
</table>

**What overall tempo marking would you give this piece? (Circle)**

- Largo
- Adagio
- Andante
- Allegro
- Prestissimo

**Is this piece in a Major Key, Minor Key, or a mixture of Both? (Circle)**

- Major Key
- Minor Key
- Mixture

**What different dynamics did you hear in this piece? (Circle and number them in order)**

- (pp, p, mp, mf, f, ff)

**What different instruments did you hear/see?**

- •
- •
- •
- •
- •
- •

**How would you describe the texture of this piece?**

**How would you describe the form of this piece?**
Use two of your own words to describe how this piece sounds to you:

1. 
2. 

Did you like the piece? Explain your answer.

Additional comments or questions:

### Music Listening Sheet – Option 5

*Teacher: R. Read*

<table>
<thead>
<tr>
<th>Name:________________________</th>
<th>Class:______</th>
<th>Date:________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Song</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performing Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Featured Artists</strong></td>
<td></td>
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</tbody>
</table>

What are the instruments used to make the music?

Pick two instruments/voices listed above and explain the tone quality (timbre) of the instrument.

Please use descriptive words and explain why these words come to mind.

1) 
2) 

Have the musicians created instruments for this piece? Describe some of these instruments and how you think they were created.
How do the dynamics change through this piece? Draw a picture to demonstrate these dynamic changes.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

Does this music trigger any memories? What do you see/feel while listening to this music? Explain.
Part A: Brainstorm a list of 12 questions about the form, structure, tempo, texture, dynamics or timbre of the piece of music. Use the following partially complete questions to guide your thinking. Be sure to use your musical terms in your questions.

1) Why did the artist choose to ?
2) What is/are the reasons for ?
3) What if ?
4) What is the purpose of ?
5) How would it be different if ?
6) Suppose that ?
7) What if I knew ?
8) What would change if ?
9) ?
10) ?
11) ?
12) ?

Part B: Review your brainstormed list and star the three questions that seem most interesting.

Part C: Select one of the starred questions and answer it in your own words using examples from the piece and your music terms.