

# Musical Quilt

Teaching Artists: Caroline Nadler, Jessica Bernardino, Mary Sofer, Mariana Urbina	Grade Level: 11-12th grade, Advanced Class
Number of Students in Class: 30	Time Required: 3 days
Art Form: Abstract Expressionism	
<p><b>Brief Description:</b> Students will respond to different styles of music brought by the teacher to express abstractly with experimenting with oil crayons on the first day after being introduced to abstract expressionism and the connection to music as a concept. Then painting with acrylic to their own chosen music on the second day. All student work will be patchworked together to make a community quilt on day 3.</p>	
<p><b>Rational:</b> Students will practice their inner dialogue by using visual language in response to music. They will connect the relationships between the pattern in art and rhythm in music. They will also connect the conversation of color in art and tone in music. This exercise will create an opportunity to connect to music that supports their visual language in order to communicate ideas through application of visually displaying mood. Adolescent students are susceptible to experiencing intense ranges of emotions, such as depression and anxiety. It is imperative that they find tools and strategies to better understand these emotions. By obtaining a better sense of one's own emotions, an individual can understand their own relationship to themselves and the world around them. This opens up avenues of analyzing and recognizing diverse perspectives.</p>	
<p><b>Lesson Hook:</b></p> <ul style="list-style-type: none"><li>● Watch <i>Fantasia, 1940</i> from Tchaikovsky's <i>Nutcracker</i> on a large screen. Purpose for students: visual examples of varieties of color &amp; pattern within a space with abstract colorful movement due to musical changes in rhythm and tone.</li><li>● Have worksheets out on tables for students to fill out observations while watching <i>Fantasia</i> video. Worksheet includes the following topics: 1.) The connection between pattern in art and rhythm in music, 2.) The connection between color in art and tone in music, and 3.) space for the students to sketch examples of what they see.</li></ul>	
<p><b>Essential Question:</b> After completion of watching video, teacher prompts the following essential question for class discussion: "Is there always an emotion behind every work of art?"</p>	

**Actual Learning Outcomes:** The students will be making a Musical Community Quilt created from their individual “patches” of abstract expressionist acrylic painting responses inspired by their own personal music choice. Students are learning about the language of visual art. The students will practice using patterns to show rhythm and color to show tone in their work. As a class, students will experiment use oil crayons as a guided practice first before the independent practice with acrylic paint. Visual art vocabulary words used for this project are the following: pattern, color, and abstract expressionism.

**Input:** Information that is essential for students to be familiar with before beginning the guided practice would be the following concepts:

- 1.) how rhythm and pattern are connected to music and visual art and
- 2.) how color and tone are connected to music and visual art. The following are the integrated music vocabulary and concepts: rhythm and tone.

**CREATING- Anchor Standard 1:**

**PK.VA:Cr1.2**

**Engage in self-directed, creative artmaking**

The students will be engaged in self-directed, creative artmaking when listening to music and take control of what they express when they hear a specific song and try to create what that music would look visually.

**K.VA:Cr1.2**

**Engage collaboratively in creative artmaking in response to an artistic problem.**

The students will be engage collaboratively in creative artmaking in response to an artistic problem by coming together to create a quilt with all their individual artworks put together.

**3.VA:Cr3**

**Discuss, reflect, and add details to enhance an artwork’s emerging meaning.**

The students will discuss, reflect, and add details to enhance their artworks to emerge meaning.

**RESPONDING- Anchor Standard 8:**

**2.VA:Re8**

**Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.**

The students will interpret art by identifying the mood suggested by music and describe relevant subject matter and characteristics into form.

**CONNECTING- Anchor Standard 11:**

**1.VA:Cn11**

**Understanding that people from different places and places and times have made art for a variety of reasons.**

The students will learn how art can be created in multiple ways and reasons. This project will incorporate some history and culture to understand community and design.

## **Music Core Standards- Harmonizing Instruments**

### **RESPONDING—Anchor Standard 7**

#### **Int.MU:H.Re7.1**

**Explain reasons for selecting music, citing characteristics found in the music and connections to interest, purpose, and context (social, cultural, or historical).**

Students should be able to clearly explain the reasons for selecting a piece of music by citing specific characteristics and providing evidence of connections to interest, purpose and context (social, cultural, historical, political, etc.).

### **RESPONDING—Anchor Standard 8:**

#### **Nov.MU:H.Re8**

**Identify possible interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when applicable) the setting of the text.**

Students should be able to identify viable interpretations of the intent and meaning behind music selections by referencing the elements of music, context and if applicable the setting of the text.

### **RESPONDING—Anchor Standard 9**

#### **Nov.MU:H.Re9**

**Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.**

Students should be able to identify and describe in detail how connections to interest, experiences and contexts affect the evaluation of music.

### **CONNECTING—Anchor Standard 10**

#### **Int.MU:H.Cn10**

**Explain and demonstrate how personal interests and knowledge relate to choices and intent when creating, performing, and responding to music.**

Students should be able to explain in detail and demonstrate effectively how personal interest and knowledge relate to the intent and choices behind the responses to music.

**Demonstration or Modeling:** On a large sheet of paper in front of the class, the teacher will demonstrate the different motives behind the use of the materials provided, along with the varieties of ways to use them expressively. In real time, teacher will have a few selections of music to play while they physically demonstrate examples of the following elements expected of the student to exhibit and explain using relatable vocabulary that are reflected throughout this lesson. They will demonstrate how color choice reflects the tone. They will demonstrate how pattern reflects the rhythm of a piece.

Teacher will then show previous students' artwork from this lesson as examples for perspective.

**Checking for Understanding:**

- **Day 1:** Teacher will first use Kahoot Quiz "Art Expressive Language" to check for understanding after their demonstration.
- **Day 2:** Teacher will then use a PowerPoint presentation for a class Visual Thinking Strategies activity related to examples of Abstract Expressionism artwork. The artists' artwork represented and discussed will be the following: Joan Mitchell, William T. Williams, Helen Frankenthaler, Norman Lewis, Willem de Kooning, Morris Louis, Cy Twombly, Lee Krasner, Franz Kline, Alfonso Ossorio, Agnes Martin, and of course Jackson Pollock. At the end of the presentation, there will be an extra historical connection of the relationship of Abstract Expressionism, Jazz, Jackson Pollock, and Norman Lewis.

**Guided Practice:**

- **Day 1:** Before begin exercise, show past student examples of this practice.  
We will have a small warm up exercise as a whole class.
  - Teacher will provide a large 22" x 28" for students to fold into 6 equal squares.
  - Teacher will provide 6 different styles of music to be played at intervals of 5-7 minutes. (For example, classical, hiphop, electronic dance, jazz, blues, and shoegaze. All will have no lyrics and/or spoken words, just instrumental and/or electronic music.)
  - While listening to the music, students will use oil crayons to apply patterns and colors related to each musical style for each square. Teacher will allow for collected total of 10 minutes for each square to be finished.

**Independent Practice:**

- **Day 2:** Students will be asked to use their own 1 melody/ song and interpret their expression of the music with acrylic paint on thick paper 12" x 12". Students will demonstrate their abstract expression with color choice and pattern us. Teacher announce to class that final piece will be be a part of a collaborative piece of whole class. When

artwork completed, students will reflect in their personal art journal about their creative process and the connections they made with the relationship of their music choice and their visual representation of their responses. Required to use at least 3 vocabulary words.

- **Day 3:** The class as a whole, will collaboratively design their own quilt built from all of their personal abstract expressionism pieces using ideas such as composition and harmony to piece it all together. Once design and placement is agreed on, we will glue all pieces down on a large foam board. Once Musical Community Quilt is completed, leave hang to dry while students reflect in their personal art journals about their experience of the group design process of the quilt building and reflect on the visual relationships between their art piece and their peers art piece in the quilt. Required to use at least 3 vocabulary words.

### **Agenda:**

#### **Day 1:** Anticipatory set:

- Fantasia video.
- Fantasia related worksheet with vocabulary introduction.
- Essential question class discussion.

Teacher input and demonstration.

- Check for Understanding (Part 1): Kahoot Quiz.
- Show past student work
- Guided Practice: student abstract expressionism oil crayon warm-up exercise in response to music.

#### **Day 2:**

- Check for Understanding (Part 2): Visual Thinking Strategies PowerPoint with Abstract Expressionism.
- Independent Practice: student abstract expressionism abstract acrylic painting in response to personal music choice.
- Art Journal Reflection.

#### **Day 3:**

- Teacher will show a PowerPoint presentation on the historical and cultural relevance of quilt making.
- Collaborative Musical Community Quilt designing and placement.
- Art Journal Reflection.
- Teacher announcement/ discussion about next class project building off of this project, which is: Patterns (like in the quilts you see) & Identity

**Closure:** To reflect on what they have learned for day 2, students will write in their personal art journal about their creative process and the connections they made with the relationship of their music choice and their visual representation of their responses. Required to use vocabulary words. To reflect on what they have learned for day 3, students write in their personal art journals about their experience of the group design process of the quilt building and discuss the visual relationships between their art piece and their peers art piece in the quilt. Required to use vocabulary words. Teacher announcement/ discussion about next class project building off of this project, which is: Patterns (like in the quilts students see in PowerPoint) & Identity.

**Books/ Materials/ Equipment/ Supplies:**

- Oil crayons, sketch paper, thick paper, large thick foam board, acrylic & brushes, scissors, glue.
- Powerpoint digital projection of history of quilts. Powerpoint of Abstract Expressionist artwork examples.
- Fantasia 1940 video clip digitally projected. Fantasia Worksheet.
- Students' personal art journals
- Students will need some form of listening to their own personal song with headphones for personal expression part of lesson.

Note: music will be instrumental/ electronic- no lyrics or spoken word.

**Extended Learning:**

- **Challenge Quest:** How does when listening to music with lyrics and/or rimes affect what you draw and/or paint (how you interpret the music) compared to only instrumental and/or electronic music? At home try out this experiment in your art journal or any surface available at home with either ink, markers, crayons, pastels, paint, or collage. (Students may begin this assignment in class if they finish early with their personal abstract expression painting).
- **Requirements:** 1) only use one song for inspiration, 2) may use as many or as few of the elements and concepts learned in class, and 3) continue application response with abstract expressionism style.

For extra credit, students will write a reflection in their art journal about any similarities and/or differences between the creative processes of this recent artwork done at home and their abstract expressionism piece done in class .

**Assessment:**

- Rubric: Students use "Personal Expression Piece" to self-assess their own Independent Practice. Teacher will create a scoring system including:
  - Completion of guided practice.

- Completion of Independent Practice piece.
- Participation in Community Quilt: add personal piece to the collection.
- Art journal reflections completed. (What's in the reflection requirements is above in 2 places: closure & independent pract)

**Developmental and Emotional/Social Considerations:** This lesson is appropriate for high school students because it relates to their cognitive, social, and emotional development. Students practice their critical thinking skills through applying abstract thinking when working with the relationship between music and art. This lesson opens student perspectives of possibilities to practice stress management skills through the therapeutic practice of creating art. Students practice their problem solving skills through the development of the quilt building process and working well and communicating with fellow classmates. Creating an opportunity for students to work together to make the quilt and consider other peer's artistic expression is a great community building exercise, creates a platform for a space for understanding, respect, & social acceptance. Adolescent emotions are very strong and sometimes hard for them to understand and/or control, so having an exercise that shows how to visualize moods and demonstrate self-expression is a positive addition to their character building. Music is great coping tool and very personally relatable for this age range. It can also create positive relationship building learning opportunities with cultural relevance between class peers and also, student and teacher.

**Modifications** for Special Education students and English Language Learners:

- **ELL-** have visual references for instruction, vocabulary, examples (perhaps in native language)- all on wall display. Use hand gestures, pick up items and point to objects when talking about them.

Music with no lyrics, so more open to everyone. (inclusive, relatable)

- **Spec. Ed.-** When class demo, don't use too stressful/ loud of music to overwhelm/ trigger anyone. Noise cancelling headphones can be permitted to students if the noise is disruptive to the student. Another option is for the student to go outside with their aid or helper and use nature sounds for the assignment instead. Further instruction will be requested from aids or helpers for students with hearing disability.
- Flexibility with time completion of guided & individual practice, reflection, & materials used to express thoughts. An extra week may be given for completion of assignments. Will be flexible if unwilling to allow artwork to get built into community quilt. Individual pieces may be displayed separately.

For all students: will have lesson expectations and any digital reference tools (rubric, historical context, fantasia video, etc.) available on class online portal, written on board, certain things available in handout form.

Students with fine motor disabilities- The use of writing instruments such as pencil grips can be provided. Be flexible with type of drawing/ painting tools used.

Be aware of students with special education and any preferred seating/proximal seating. Teacher should check-in with special education teacher and/or special education paraprofessional about suggestions for creating a more specifically inclusive environment for certain students.

Students with mobility disabilities- make sure to have designated spaces and safe amount of space for accessibility



<b><u>Rubric Component</u></b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b><u>Final Score</u></b>
<b>Color</b>	Purposeful Intent	Somewhat cohesive	Minimum use of color	No use of color	
<b>Pattern</b>	Accurate use of pattern	Somewhat accurate representation of pattern	An attempt was made, yet not much more than lines or shapes	No identifiable pattern	
<b>Participation in Community Quilt</b>	Made a full attempt at participating in every aspect	Somewhat assertive in class cooperation	Lack of collaborative and individual effort	Demonstrated no desire to participate	
<b>Reflection</b>	Insightful introspection and acknowledged other's critiques made on the project	Made an attempt but is missing some aspects	Does not demonstrate self-critique	Made no effort to resonate on the goods or bads of project	
<b>Art Journal/Sketchbook</b>	Applied more than three vocabulary words and showed insightful sketches	Met the vocabulary requirement and showed decent examples of conceptual ideas	Demonstrated some understanding of vocabulary, and showed basic designs with no revision	Little to no demonstration of vocabulary comprehension, and no samples of planning ahead	