Lesson Title: Listen to Your Art - Part Three
Produced by: Katy Potts
Grade: 3rd - 5th

Main Idea: Students will reflect upon their completed abstract paintings and compose written statements that describe their work's appearance and explain the reasons behind their color/technique choices. This process is meant to aid both student and teacher in understanding the creative direction each student took or intended to take. As amateur and professional artists alike are expected to articulate their ideas through artist statements, it is the intention of this lesson to encourage students to take responsibility for their creative decisions and attempt a primitive understanding of formal analysis.

Objectives: By the end of this lesson, the student should be able to...

- examine the relationship between visual art and the artist’s statement
- look closely at their own works of art
- identify their preferred abstract techniques and color choices
- use the methods of description and reflection to write their own artist’s statements.

Students will Consider...

- the advantages of formal analysis in areas other than art

DAY FOUR: October 2nd – 4th, 2012

Necessary Elements:

- Chalkboard, chalk
- Student Sketchbooks
- Pencils

Accommodations:

Students unable to articulate their ideas in written form due to mental or physical disabilities will be given the opportunity to verbally express their ideas and creative choices to their instructor or aide. It is the instructor's or aide's responsibility to record their reasoning.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Procedure</th>
<th>Materials and References Needed</th>
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</thead>
</table>
| Warm-Up/Anticipatory Set: Generating Artist Statements: An Introduction through Whole Class Discussion | Students will first look at an abstract work of art and analyze it as a group. The teacher will project an image of the abstract work, 'Succession', by Wassily Kandinsky on the wall and ask the students:  
  Teacher: What are we looking at?  
  Students: An abstract painting.  
  Teacher: Indeed. What makes it an abstract painting?  
  Students: The artist is using lines, shapes, dots, and colors to show us feelings or emotions instead of real world objects. | - A projected image of Wassily Kandinsky’s painting, 'Succession'  
- An video that animates Wassily Kandinsky's painting, 'Succession' and interprets its musical |
Right now, we are looking at 'Succession' by Wassily Kandinsky. I was wondering, does this work look familiar to anyone? Can you guess what it's a painting of? Students: (Mixed answers)
Teacher: Interesting. I'm curious, has Ms. Langen (the music teacher) begun to teach you guys how to read music?
Students: Yeah.
Teacher: I'll ask you again, does this painting remind you of anything? (Additional questions: If I were writing music, how would it look on the page?)
Students: Yeah, it looks like sheet music!
Teacher: Right, you are looking at an abstract interpretation of sheet music.
Teacher: How do you think this song would sound?
Students: (Mixed answers)
Teacher: A woman named Conny made a video of what they think this painting would sound like. I think it would sound something like this:

http://vimeo.com/43227188

Students will watch a short musical animation of Kandinsky's painting, 'Succession.'

Teacher: What kinds of abstract techniques is Kandinsky using here?
Students: Shapes, Lines, Dots, Long Strokes, Short Strokes
Teacher: So, pretty similar to what you guys did, right?
Do you think his colors represent his moods?
Students: Yay or Nay.
Teacher: Why am I asking you these questions?
Students: Mixed answers.
Teacher: I'm asking you to interpret Kandinsky's painting because I want you to describe and interpret your own abstract works of art today. This is called creating an artist's statement.

**LESSON 1st Activity Title:** Introduction to Formal Analysis & Guided Student Assessment

**Objectives:**
Teacher: The artist’s statement describes who you are as an artist and what your art is about. To begin this process, please take your sketchbooks out of your table folders and open them to a blank page.

Teacher: Please divide your page into four different sections by drawing a cross on your blank page.

The teacher will model this entire process on the chalkboard using his/her own abstract work.
Students will identify and list their emotions and colors used to create their works of art.

Students will match the colors they used with the emotions they felt to create their works of art.

Students will conclude through complete sentences how their emotions and the colors they used are related.

Teacher: What I would like you all to do now is list the colors you used while listening to the music I played during your previous class. I want you to document these lists on the left side of the page. So in the upper left corner, you will list the colors used in your first painting. In the lower left corner, you will list the colors used in your second painting.

Teacher will model this process using the chalkboard and abstract painting. Once the teacher has quickly jotted down the colors used, he/she will circulate around the room checking to make sure students are following directions properly.

Students will list their colors.

Teacher: It would seem that many of you are ready to move on so I'll fill you in on the next step. On the opposite side of your paper, please list the emotions you were trying to express during last class' painting exercise. In the upper right corner, you will need to list the emotions you felt during the first song. In the lower right corner, please list the emotions you felt during the second song. I'm going to play a clip from each song to jog your memory.

The teacher will briefly play clips of both songs the students listened to and write the name of each song on the board. Students will be instructed to copy the names of each song above the appropriate list.

Finally, once both lists are complete, students will be instructed to draw lines that match each color listed to the emotions they were trying express on the opposite side of the page. The teacher will model this process on the board.

Teacher: I used a little orange in this song because the saxophone swells made me feel a little excited. So, I'm going to connect the color orange to the emotion 'excited'.

Once the colors have been connected to their emotions, the students will be asked to write complete sentences that describe these connections.

while abstract works were created:
- 'Goodbye Porkpie Hat' by Charles Mingus
- 'Galaxy in the Groove' by Rip Slyme & Perfume
- 'Coffee Cold' by Galt Macdermot
- 'The Inflated Tear' by Roland Kirk
- 'Intentalo' by 3ball
- 'Gangnam Style' by PSY
- 'Arabesque' by Claude Debussy
- 'Hall of the Mountain King' by Edvard Grieg

<table>
<thead>
<tr>
<th>Students will identify and list their emotions and colors used to create their works of art.</th>
<th>The teacher will draw a large square on the chalkboard intended to represent the piece of blank paper students have opened their sketchbooks to.</th>
<th>while abstract works were created:</th>
</tr>
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<tbody>
<tr>
<td>Students will match the colors they used with the emotions they felt to create their works of art.</td>
<td>Teacher: What I would like you all to do now is list the colors you used while listening to the music I played during your previous class. I want you to document these lists on the left side of the page. So in the upper left corner, you will list the colors used in your first painting. In the lower left corner, you will list the colors used in your second painting.</td>
<td>- 'Goodbye Porkpie Hat' by Charles Mingus</td>
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<tr>
<td>Students will conclude through complete sentences how their emotions and the colors they used are related.</td>
<td>Teacher will model this process using the chalkboard and abstract painting. Once the teacher has quickly jotted down the colors used, he/she will circulate around the room checking to make sure students are following directions properly.</td>
<td>- 'Galaxy in the Groove' by Rip Slyme &amp; Perfume</td>
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<tr>
<td>- 10 min.</td>
<td>Students will list their colors.</td>
<td>- 'Coffee Cold' by Galt Macdermot</td>
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<td></td>
<td>Teacher: It would seem that many of you are ready to move on so I'll fill you in on the next step. On the opposite side of your paper, please list the emotions you were trying to express during last class' painting exercise. In the upper right corner, you will need to list the emotions you felt during the first song. In the lower right corner, please list the emotions you felt during the second song. I'm going to play a clip from each song to jog your memory.</td>
<td>- 'The Inflated Tear' by Roland Kirk</td>
</tr>
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<td>The teacher will briefly play clips of both songs the students listened to and write the name of each song on the board. Students will be instructed to copy the names of each song above the appropriate list.</td>
<td>- 'Intentalo' by 3ball</td>
</tr>
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<td></td>
<td>Finally, once both lists are complete, students will be instructed to draw lines that match each color listed to the emotions they were trying express on the opposite side of the page. The teacher will model this process on the board.</td>
<td>- 'Gangnam Style' by PSY</td>
</tr>
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<td></td>
<td>Teacher: I used a little orange in this song because the saxophone swells made me feel a little excited. So, I'm going to connect the color orange to the emotion 'excited'.</td>
<td>- 'Arabesque' by Claude Debussy</td>
</tr>
<tr>
<td></td>
<td>Once the colors have been connected to their emotions, the students will be asked to write complete sentences that describe these connections.</td>
<td>- 'Hall of the Mountain King' by Edvard Grieg</td>
</tr>
</tbody>
</table>
The teacher will model this process:

Teacher: When I created my first painting to Charles Mingus' “Goodbye Porkpie Hat”, I used a lot of blue and I have connected this color to the emotion 'grief'. My complete sentences would then sound like this:

“My first painting is meant to show the sadness I felt while listening to “Goodbye Porkpie Hat” by Charles Mingus. I decided to express this emotion using the color blue.”

<table>
<thead>
<tr>
<th>2nd Activity Title:</th>
<th>Introduction to Formal Analysis &amp; Guided Student Assessment, Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives:</td>
<td>Students will identify and list their techniques and and song dynamics used to create their works of art.</td>
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<tr>
<td></td>
<td>Students will match the techniques they used with the dynamics they heard to create their works of art.</td>
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<td></td>
<td>Students will conclude through complete sentences how the song dynamics and the techniques they used are related.</td>
</tr>
</tbody>
</table>

- Pencils
- Student Sketchbooks
- Student-rendered Abstract Paintings
- Chalkboard
- Chalk
- Teacher-rendered Abstract Paintings
- Songs listened to while abstract works were created:
  - 'Goodbye Porkpie Hat' by Charles Mingus
  - 'Galaxy in the Groove' by Rip Slyme & Perfume
  - 'Coffee Cold' by Galt Macdermot
  - 'The Inflated Tear' by Roland Kirk
  - 'Intentaloo' by 3ball
  - 'Gangnam Style' by PSY
  - 'Arabesque' by Claude Debussy
  - 'Hall of the Mountain King' by
<table>
<thead>
<tr>
<th>3rd Activity Title:</th>
<th>The students will be asked to list adjectives that describe themselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives:</td>
<td>- Students will list adjectives that describe their personality and the appearance of their painting. Students will conclude through complete sentences how their personality and the appearance of their painting is related.</td>
</tr>
</tbody>
</table>
| 10 min            | - For example:  
|                   |   - I am  
|                   |     - sweet  
|                   |     - crafty  
|                   |     - energetic  
|                   |     - silly  
|                   |     - poor  
|                   |     - logical  
|                   |     - etc.  
|                   |   - My abstract painting is  
|                   |     - emotional  
|                   |     - bright  
|                   |     - energetic  
|                   |     - complicated  
|                   |     - diverse  
|                   |     - etc.  
|                   | - Teacher: What do you and your abstract painting have in common?  
|                   | - Students will be instructed to answer this question using complete sentences.  
|                   | - The teacher will model this process:  
|                   |   - Just as I am an energetic person, my abstract work is an energetic painting.” |
| CLOSURE:          | If there is ample time left, the students will be asked to combine all of their complete sentences into a paragraph. Otherwise, the rest of the time will be spent calling on students at random to share their complete sentences with the class. |
| Objectives:       | - If there is ample time left, the students will be asked to combine all of their complete sentences into a paragraph. Otherwise, the rest of the time will be spent calling on students at random to share their complete sentences with the class. |
| 10 min            | - If there is ample time left, the students will be asked to combine all of their complete sentences into a paragraph. Otherwise, the rest of the time will be spent calling on students at random to share their complete sentences with the class. |
|                   | - Edvard Grieg |

- Pencils
- Student Sketchbooks
- Student-rendered Abstract Paintings
- Chalkboard
- Chalk
- Teacher-rendered Abstract Paintings
Students will read aloud their complete sentences for class-wide assessment as well as consider the sentences of their peers.

| 5? min |

The teacher will need to have entered the names of each class’ students into a random name generator before class begins. Available at: [http://www.superteachertools.com/instantclassroom/random-name-generator.php](http://www.superteachertools.com/instantclassroom/random-name-generator.php)

Teacher: I have entered each of your names into a random name generator. When I click on this button, a random name will appear and if it is your name, I will ask you to share one of your complete sentences from our previous activities.

Teacher picks, students share.

During the last two minutes of class, the teacher will dismiss each table to line up at the door based upon how quiet and composed each table appears.

**Assessment:**

**Formative** – The teacher will check for understanding based on the content of written answers, how well the students followed directions, and what students chose to share with the class.

**Summative** – See attached Rubric

**TEKS:**

**Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

**Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) describe intent and form conclusions about personal artworks; and
(B) interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

**Works and Resources Cited:**

Abstract Painting: Succession by Wassily Kandinsky, painted in 1935, readily available on google images.


Songs used in previous classes:
Title: Listen to Your Art – Written Evaluation

Name: ______________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy and Completion of Listed Content</strong></td>
<td>Student lists accurately and completely describe their paintings, the colors used, emotional intentions, techniques used, and song dynamics.</td>
<td>At least four out of the six student lists illustrate accurate and completed content.</td>
<td>At least two out of the six student lists illustrate accurate and completed content.</td>
<td>Student does not create lists as directed by the teacher.</td>
</tr>
<tr>
<td><strong>Use of Complete Sentences</strong></td>
<td>Student writing samples are composed in complete sentences.</td>
<td>Student demonstrates that he/she is capable of composing complete sentences and neglects to do so less than 95% but more than 75% of the time.</td>
<td>Student demonstrates that he/she is capable of composing complete sentences but neglects to do so less than 75% of the time.</td>
<td>Student does not use complete sentences even with prompting and additional help.</td>
</tr>
<tr>
<td><strong>Directions</strong></td>
<td>Student does not need to be prompted due to inattentive behavior and thoroughly follows the directions in an accurate manner.</td>
<td>Student listens to directions but needs clarification, prompting, or additional direction more than once after directions were originally given.</td>
<td>Student does not pay attention to directions and needs additional clarification, prompting, and clarification as a result.</td>
<td>Student actively disobeys the instructor's directions.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Student actively</td>
<td>Student actively</td>
<td>Student</td>
<td>Student does not</td>
</tr>
</tbody>
</table>

Attachments:

'Goodbye Porkpie Hat' by Charles Mingus
'Galaxy in the Groove' by Rip Slyme & Perfume
'Coffee Cold' by Galt Macdermot
'The Inflated Tear' by Roland Kirk
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'Gangnam Style' by Psy
'Arabesque' by Debussy
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<th>Participates during class wide discussions and completes written statements.</th>
<th>Participates during class wide discussions but written statements are less than 95% but more than 75% complete.</th>
<th>Participates by composing written statements that are less than 75% but more than 50% complete.</th>
<th>Participate or composes written statements that are less than 50% complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINAL SCORE</strong></td>
<td><strong>A = 13 to 16</strong></td>
<td><strong>B = 9 to 12</strong></td>
<td><strong>C = 5 to 8</strong></td>
</tr>
<tr>
<td><strong>D = 1 to 4</strong></td>
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</tr>
</tbody>
</table>