

Honolulu Museum of Art

Music through Art

1 or 2 hrs

Grades K-12

Date 9.5.13

Enduring Understandings

Art and Music both communicate our culture, history, technology and emotions. Music and art have a structure to help them communicate.

Broad questions for thoughtful discussion

What is art?

What is music?

How are music and art related?

How do music and art reflect culture?

How do music and art reflect individual expressions?

How does the music of our times sound? How is it related to art?

How do artists use new technology to create art?

How does art reflect the times?

Tour Goal(s) based on benchmarks

Students will:

Understand how music and art are both organized by similar **elements**.

Understand that both art and music convey emotion and feelings.

Understand that both music and art reflect specific cultures, time periods and individual artists.

Benchmarks DOE HCPS III and COMMON CORE

Standard 2: MUSIC: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures

(Darker benchmarks seem very doable; light ones perhaps.)

FA.3.2.6	Compare elements of music, such as form, pattern, or rhythm, to other art forms
FA.3.2.7	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff
FA.3.2.8	Use specific musical terms to respond to elements of a musical performance
FA.4.2.3	Sing or play an independent part of a song with two or more parts
FA.4.2.6	Compare and contrast musical styles from two or more cultures
FA.5.2.4	Integrate several arts disciplines into a presentation or performance
FA.5.2.5	Analyze musical elements when explaining or critiquing a musical selection or musical performance
FA.6-8.2.1	Perform a variety of musical elements (e.g., tone, rhythm) with understanding and accuracy
FA.6-8.2.2	Perform music from a variety of cultures, styles, and genres individually as well as in small and/or large ensembles
FA.6-8.2.3	Compose, arrange, or notate music using specified guidelines
FA.6-8.2.4	Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment
FA.6-8.2.5	Compare terms and elements used in music, the other arts, and other content areas
FA.6-8.2.8	Compare the role of music and composers in various cultures and time periods
FA.9-12.2.1	Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group
FA.9-12.2.6	Describe how various elements and roles of music integrate with other content areas

This tour meets Common Core Language Arts benchmarks

Speaking and Listening	Comprehension and Collaboration	K-12.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
		K-12.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
		K-12.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas	K-12.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	K-12.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	K-12.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

This tour meets HCPSIII Fine Arts benchmarks

K	FA.K.1.4	Explain preferences for particular works of art
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K	FA.K.1.3	Create art that expresses feelings about a familiar subject
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1	FA.1.1.2	Use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums
1	FA.1.1.6	Compare artwork from various cultures that have similar themes and subject matter
1	FA.1.1.3	Differentiate between two-dimensional and three-dimensional artwork

1	FA.1.1.5	Use familiar subjects and experiences to create original works of art
2	FA.2.1.1	Use the element of space and the principles of repetition and variety, with a variety of art media
2	FA.2.1.2	Use color to convey mood in works of art
2	FA.2.1.3	Describe different responses to the same work of art

3	FA.3.1.1	Use the elements and principles of art and design, including, value (i.e., tints and shades, analogous colors), line, rhythm, movement, proportion, and balance
3	FA.3.1.4	Use visual arts vocabulary to discuss and compare works of art
3	FA.3.1.5	Compare themes and subject matter in works of art from different time periods
4	FA.4.1.1	Use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood

5	FA.5.1.1	Use the principles of art and design, including unity and harmony, in works of art
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6-8	FA.6-8.1.2	Apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of a
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5	FA.5.1.4	Explain how an original artwork demonstrates a concept or idea from another discipline
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6-8	FA.6-8.1.1	Create an original integrated art product or performance and explain how this process enhances a specific art work
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6-8	FA.6-8.1.4	Apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions
6-8	FA.6-8.1.5	Describe how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas
6-8	FA.6-8.1.6	Use subjects, themes, or symbols from life experiences to convey personal ideas

9-12	FA.9-12.1.1	Create original works of art using a variety of visual arts materials, techniques, and processes
9-12	FA.9-12.1.2	Demonstrate how the composition of a work of art is affected by the use of elements or principles of art and design
9-12	FA.9-12.1.3	Analyze, using evidence, the relationship between themes explored in the visual arts and those explored in other content areas
9-12	FA.9-12.1.4	Evaluate the effectiveness of the use of elements and principles of art and design in works of art
9-12	FA.9-12.1.5	Create works of art that contain one or more symbols, themes, and metaphors

Required artwork

Most works on view.

Routes with 5 rotations: galleries and timing

There are 7 galleries, but we can combine rotations into 5.

#1 All students in the Hockney
15 min

#2 Sounding and Shapes and pencils

#3 Harpsichord and Gamelon

#4 Works on paper and Peter Chamberlain

#5 Lower Gallery

Lanai – string instrument used before and after the tour or during MAKE ART

1 hour tour for SAMA

15 minutes each gallery – Do not use Hockney

Students will use the lanai musical instrument for the art-making project

2 hour tour just Music through Art

24 minutes each gallery – use all 5 spaces

Vocabulary

Music -the art or science of combining vocal or instrumental sounds (or both) to produce beauty of form, harmony, and expression of emotion; a sound perceived as pleasingly harmonious; he written or printed signs representing such sound

Melody - a series of succession of tones that combine into a meaningful whole.

Shape - direction the melody takes

Harmony – 2 or more pitches that sound at the same time

Dissonance – tension in music

Tonality – vertical structure of melodic movement organized around the central tone

Atonality - dissonant and not organized

Texture - the relationship between melody and harmony, the thickness or thinness of sound

Rhythm - organized sound in time; on top of the beat

Beat – steady underlined pulse of the music

P (piano) – soft

b (**mezzopiano**) - medium soft

mf (**messo forte**) – medium loud

f (forte) – loud

tt (fortissimo) – very loud

tempo – the speed at which music moves

retardando - slow down

ROTATION 1 Gallery # Cades Pavilion 20 minutes

Gallery Goal

Music, art, literature and drama all work together.

Tour Bag for hands-on

Sound label cards (boy playing, cat, wind in the trees, bats, dark colors, dragonflies, fireplace, woman, etc.)

Activity – Do not tell the story first, let them discover it inside!

- Explain to the large group that artists use the elements to speak and to organize their thoughts visually.
Point out the elements: shape, color, pattern

What shapes do you see? How are they arranged pleasingly? (repetitive patterns, groups)

What colors do you see? Similar colors. How do the colors create mood? (dark colors scary, yellows cheerful, etc)

- *Lets see if we can apply music to art?*
- *Sing Twinkle Twinkle Little Star. Explain the melody, harmony and rhythm.*
- *Lets assign a sound to each object or mood?*
- *Pass out the sound cards to each group. Have each group agree on the sound (**melody – an element of music**) that represents the object. Have each group practice as you, the conductor point to them. Make it **harmonious** within the group! Another element of music. Talk about the rhythm – have them stick to a speed and cadence.*
- *Connect the music elements to the art elements.*
 - *Color = harmony*
 - *Shape = melody*
 - *Pattern - rhythm*

- *Have each group practice their color (harmony), shape (melody) practice going faster, slower, louder, softer, etc all creating shapes, patterns, (rhythm) – the elements of music.*
- *A docent will stay with each small group and lead the practice.*
- *One docent will conduct the grand orchestra! Point to each group, direct them to stop and start, get softer and louder.*
- *Now listen to the opera music. You can tell the story if you like, but probably wont have time!*

How is this different than the student music? Do you associate sounds with objects. Moods? Colors?

Rotation 1 Gallery Sounding sculpture Gallery # Shapes and Pencil Video

Gallery Goal

Understand the elements of art and music are similar and can work together.

Art reflects new technology and popular music.

Understand technology to create stop action video.

Activity

Look at the *Sounding* first.

What are the elements of art? Line, pattern, shape, color

Let them play the sculpture.

What are the elements of music?

Because the artist only organized the elements of art, not music, it is discordant.

Can you make it harmonious?

Can the elements of art and music be organized together?

Listen to the music from the pencil and shapes room WITHOUT going in.

Imagine what the "art would be like? Ask kids to describe?

Enter the video room.

Watch video. Discuss how created. Discuss how the music and art work together to make a powerful video.

Let them move to the music.

Discuss the production.

What did you like about this video?

Was it as you expected?

What surprised you?

Rotation 2 Gallery # Gamelon Gallery Gallery # Harpsicord gallery

Gallery Goal

Understand traditional music and performance art form and see how it can be adapted to contemporary times.

Musical instruments can be traditional and contemporary.

Bag for hands-on

Picture of how harpsicord works

Sheet music of harpsichord music

Gamelon orchestra photograph

Gamelon score

Vocabulary:

Pentatonic – notes that all sound good together

Activities

Harpsichord room

Let the students take turns creating music with the projected game.

Have them demonstrate different elements of art – melody, rhythm, shape, etc

Explain how harpsichord works.

Gamelon room

Watch video.

Discuss the connection between the objects in the Plexiglas cases and the video.

How was this artist inspired?

What changes/new technologies did the artist make in the contemporary production?

Are these art forms similar to things you do or play? (hand shadow puppets, video games)

Rotation 3

Art Elements (line, form, shape, color, value, texture, pattern, etc)

Music elements (form, rhythm, melody, harmony, etc.)

Gallery # Works on Paper Gallery

Gallery Goal

Art is created in response to music.

Art is created with the elements of art, similar to the music elements.

Art Elements (line, form, shape, color, value, texture, pattern, etc)

Music elements (form, rhythm, melody, harmony, etc.)

Bag for hands-on

Paper

Colored pencils

Music player

Dvd of 6 different types of music

Clip boards

Activities

Create lines to the music being played. Listen for the line, form, shape, color, value, texture, patterns, etc. Create shapes, lines and textures to represent the sounds.

Use different colors. Try and make your art work harmonious!

Gallery # Visual art of Peter Chamberlain

Bag for hands-on

Musical instruments (? simple sticks, spoons, shakers, tamborine, triangle, drum ?) to make sounds for the prints on view.

Activities

Create sounds to represent the big Chamberlain painting.

Rotation 4 Gallery # Lower Gallery

Gallery Goal

Art reflects contemporary music and new technologies.

Activity

Great place to watch and connect art to video.

Watch video.

Discuss the production.

What did you like about this video?

Was it as you expected for this song?

What surprised you?

What would you design to illustrate this song?

Is it art?

Is it music?

How do you know?

Is it good? What do you like?

Conclusion

What was your favorite piece of art? Of music? Joint art and music?

How has your concept of art and music changed?

How are music and art related? How do they work together?

Can you visualize music more clearly now? How do you see music?

Can you hear art better? How do you hear art?

Where will music and art go next as partners ?

What new technology might they use?

