

# Music and Emotion Through Art

## Discipline

Visual Arts

## Grade and/or Course Level(s)

4<sup>th</sup> grade

## Overview

Students will look at the difference between abstract, non-representational, and representational work before creating their own piece of art. The work of art they create will be a depiction of their own emotions while listening to different types (genres) of music. Students will choose from available media and create a work based on their own emotional response to the musical selections.

## Essential Understanding, Knowledge, Skills, and/or Processes

- Students will respond to personal emotional experience with chosen media during art making.
- Students will classify art based on the terms: abstract art, nonrepresentational art, and representational art.
- Students will interpret, analyze, and evaluate works of art.
- Students will explain how emotion can be linked to art and meaning making.

## Outcomes

- The student will analyze, compare, and contrast the differences between abstract, non-representational, and representational works of art.
- The student will create a work of art based on personal feelings in response to different genres of music.
- Students will create a work of art through meaning-making and expressing emotional qualities while listening to music - linking emotion to artmaking.
- Students will identify the type of art they choose to create (abstract, non-representational, and representational).

## SOLs

- 4.3 The student will analyze, interpret, and evaluate artwork using art vocabulary.
  - a) Compare and contrast abstract, representational, and nonrepresentational works of art.
  - b) Analyze works of art based on visual properties and contextual information.
  - c) Interpret works of art for multiple meanings.
  - d) Describe criteria used to evaluate artwork of self and others.

4.17 The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.

## Materials

- Sketchbooks/paper
- Computer
- Pencils
- Art Making Supplies of Choice: Crayons, Colored Pencils, Watercolor, Markers, Collage Materials, etc.

## Student/Teacher Actions

1. The teacher will facilitate and introduce students to three artworks. One artwork will be abstract (inspired by a real object, but does not look like the real object), another will be representational (looks like a real object/realistic), and the third non-representational (inspired by the elements of art or emotion, not of any recognizable object or thing). Students will be given a few minutes to analyze these artworks independently before discussion. They will be asked to quietly look closely at the works and write down any differences they see.
2. The teacher will show students three vocabulary words: abstract, non-representational, and representational. The teacher will encourage the students to independently categorize the artworks using these terms and to share their reasoning or use of context clues prior to revealing the definition of the art vocabulary words.
3. Promote class discussion on which term categorizes which artwork and why. After class discussion provide students with the definition of the three terms (abstract, non-representational, and representational) and have the class confirm their results. For additional practice, the teacher can provide other examples for the class to categorize with the appropriate vocabulary.
4. Allow students the opportunity to discuss their decisions in small, breakout groups. When the class regroups have student representatives share their answer and explain why they paired each artwork with which term. Lastly, students will independently complete a reflection sheet with three new artworks to identify and explain the difference between abstract, non-representational, and representational for a formal assessment.
5. Next, the teacher will explain that the focus will be on connecting artmaking and emotion today. Students will be creating a piece of art based on their feelings based on their response to a type of music played. Students will use two pieces of paper - one for practice and one for a final design.
6. The teacher will choose music of different genres. Students will be allowed to choose the supplies they will use from those available to them. The teacher will give students time to gather materials, emphasizing the use of two-dimensional drawing media. Students will create one piece of artwork with different line qualities for each of the different types of music.
7. The teacher will demonstrate illustrating personal feelings while listening to a type of music. Teacher will encourage students to practice during this music selection before moving on to their final design.

8. The teacher will instruct students to then take out the paper for their final design and will begin playing the first genre of music for students to illustrate to. The teacher will continue the process playing each different type of music throughout the activity. Halfway through the process, the teacher will have the students show what they have created thus far. Students should be given time at the end to work back into their design using media options available to complete their final piece.
9. Students will share their work with their classmates and discuss the meaning behind their mark-making. Students can have choice in how they would like to present their final design (Flipgrid/Google Slides/Padlet or other platforms approved by teacher). Students will reflect on their experience in creating a piece of art in relation to music as they present. The class will then discuss how emotions experienced can influence artmaking, and how different music evokes different types of feelings.
10. Once completed, the student will fill out a self-reflection/assessment of their work and answer question(s) related to artmaking and emotion that they will submit electronically.

## Assessment Strategies

- Rubric for completion of Music and Emotion through Art
- Self-assessment/self-reflection form; for example: 2 glows (things I did well) and 1 grow (what I want to improve)
- Formative assessment of terms abstract, non-representational, and representational
- Presentation of final design to classmates using technology platform of choice (Flipgrid, Padlet, Google Slides, etc.)

## Differentiation Strategies

- Student choice in media and exploration of tools
- Use of visuals to different types of word made with various medias
- Class/peer discussions on different styles of artwork
- Student choice in how to present final creation/use of technology platform
- Visual demonstration of process

## Extensions and Connections

- This instructional activity can be linked to social emotional artmaking as well as the importance of cross-curricular content with painting with music.
- Creating additional works inspired by a student's own music choice.
- Students challenge family members to create a work together inspired by art and music linked to emotion.
- Research other artists inspired by music and the artwork they created based on the inspiration.
- Students can create non-representational and representational art to then compare the different types of art with their already completed abstract piece.

## Links:

[Flipgrid](#) - a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.

[Padlet](#)- Padlet can be used by students and by teachers. With Padlet you can create an online post-it board that you can share with any student or teacher you want.

[Google Slides](#)- An alternative to PowerPoint, you can create, edit, and collaborate, and present using this platform

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