

Lesson Plan 2 – Cooperative Learning – Due September 27, 2009

Create a cooperative learning lesson for a specific grade level including: size of the group, how you develop and organize the groups, duties assigned to each student, procedures students must follow, instructional objectives, learning outcomes and assessment. USE THE LESSON PLAN FORMAT BELOW
Due 9/27

“Music Expressed in Visual Language”

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Classroom Management

Subject Area: Painting Level II (36 students in class)

Grade Level: 9 - 12

Time Period: 10 – 12 blocks of 1 hour

“Color is the keyboard, the shapes are notes and the artist is the hand that plays creating vibration in the soul.” – Wassily Kandinsky

Instructional Objectives:

- Engage the student’s higher order thinking through problem based learning.
- Begin to make the leap from observational drawing to a personal interpretation of the subject matter.
- Understand the elements of music: rhythm, movement, repetition...
- Explore how other artists have used music to create visual images
- Working cooperatively in a small group the students will develop a visual language to express a particular style of music through the use of visual rhythm, repetition and unity
- Create a personal interpretation of a particular piece of music using the visual language developed by the group.
- Explore the commonalities between musical expression and artistic expression.

Sunshine State Standards:

(VA.A.1.4.1) - uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination.

(VA.A.1.4.3) - knows how the elements of art and the principles of design can be used to solve specific art problems.

(VA.B.1.4.2) - understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

(VA.D.1.4.1) - understands and determines the differences between the artist’s intent and public interpretation through evaluative criteria and judgment.)

(VA.E.1.4) - Standard 1: The student makes connections between the visual arts, other disciplines, and the real world.

Subject Matter content:

Art and music are closely related. Both feature the elements of rhythm, repetition, harmony, movement and imagery. In this lesson we will examine the commonalities between music and art. Working in groups the students will research a particular type of music to find the features that distinguish that type of music from all other types of music. The students will choose a particular song within that genre of music which they will interpret individually using visual imagery. As a group, the students will present a

PowerPoint slide show on their musical genre explaining their findings and their individual artistic interpretations. To wrap up this project, the students will again work as a group to choose a visual artist associated with their musical genre, (or they will be assigned an artist) and prepare a presentation on how their chosen artist has used visual images to interpret music. Each group will present their research in a PowerPoint presentation to the class.

Materials:

9x12 Newsprint

Pencils

12 x 18 Bristol Board

Felt tip Markers

Magazine cuttings

Glue

Access to computers with Microsoft PowerPoint

A projector or Promethean Board for displaying presentations.

Planning and Preparation:

1. The first order will be dividing the class into heterogeneous groups by placing a sign up sheet for each type of music in different areas of the room and close each group at 6 members. Create sign up sheets for five different music styles: classical, jazz, popular, hip-hop, and Latin Reggaeton with lines for up to 6 students per group
2. Each member of the group will have an assigned task;
3. Create a list of artists who have investigated this problem to assist groups if they cannot seem to find a contemporary artist on their own. (Paul Klee, Piet Mondrian, Charles Burchfeld, Romare Bearden and Wassily Kandinsky)
4. Create a schedule with times for the 2 presentations
5. Post an approximate timeline for each stage of the lesson to be used to stay on top of each group's progress to keep them on task and moving forward.
6. Post Objectives

Activities:

Lesson Initiating Activity: (1 Day)

Materials: Pencils, Newsprint, sign up sheets and a selected piece of popular music.

Pose the question: **"How can you represent music using only visual images?"**

To establish set and orient the students I would give each student a piece of newsprint and a pencil and ask them to doodle what they feel while I play a piece of popular music twice. Then, I would ask few of them to share their doodle and describe how it relates to the music.

I then will begin a very short presentation on the problem of representing sound in visual terms by discussing the elements of rhythm, repetition, harmony, etc. and relating it to the elements of art we have already studied: shape, rhythm, color, size, pattern, contrast, balance, repetition, etc.

The second half of my presentation will focus on the procedures laid out below for how to work in a group. The students will then be divided into heterogeneous groups of 5 to 6 students with each group representing a particular music style; classical, jazz, popular, hip-hop, and Latin Reggaeton.

Each group will be responsible for producing two different PowerPoint Presentations. Each individual will produce an original piece of art interpreting a piece of music and a reflective notebook assignment.

Core Activities:

1. **Activities Part 1:** Working as a Group (3 days)
 - a. Each group will research and prepare a 10 to 20 slide **PowerPoint Presentation on the characteristics of the style of music** which the group has chosen.
 - b. Each group will agree on one piece of music within the chosen genre which all group members will represent in an original piece of art. (No music to be chosen with lyrics which might offend a middle-aged lady).
2. **Activities Part 2:** Working separately (5 days)
 - a. Each individual will **create an original piece of art** to represent the rhythm and emotion of the piece of music selected by the group. The students will first plan their work using newsprint. They will utilize as many of the characteristics of their musical genre as possible. The final art is to be created on 12"x18" Bristol Board using either collage or markers, or a combination of the two – no words or outtakes from the cover or music video allowed – the students must limit themselves to the use of visual symbols only.
3. **Activities Part 3** (2days) Whole Class
 - a. Each group will **present their PowerPoints and original work to the class** and play the song that inspired it. The entire class will be responsible for grading the final projects using the rubric below. All student works will be posted on our class blog site with links to the music.
 - b. The students will evaluate themselves and each other using the rubric below.

Closure Activity:

4. **Activities Part 4** (2 days) Back in the Group
 - a. Each group will **select an artist** who has examined the problem of representing music in visual terms and they will **create a 15 to 25 slide PowerPoint Presentation** summarizing the life of the artist and how he or she has addressed this problem along with at least 3 visual examples of the chosen artist's work,
5. **Activities Part 5** (1 day) Whole Class
 - a. We will **view the presentations on the artists** prepared by the groups.
 - b. The students will evaluate themselves and each other using the rubric below.
6. **Activities Part 6** (1 day) Whole Class

We will follow with a day of **discussion and reflection** to further analyze the possible solutions to this problem and to reflect on what the students have gained from it.

Follow-up Activity:

Notebook Assignments:

Write a reflective essay answering the following questions:

- What artistic elements did you use to indicate the kind of music style you chose?
- How would you describe in words the kind of music your piece of art evokes?
- Compare and contrast painting and music use rhythm, repetition, contrast and movement? (1 page)
- Choose a music video in your group's music style that you feel complements the music in a visually exciting way. Write down the link. (No lyrics that might offend some middle aged lady)

Differentiation:

ESE - Differentiation

- I will provide visuals
- Every group will have written backup to oral directions
- I will use voice intonation to stress points
- I will alternate spoken instruction with written and manipulative tasks
- I will write assignments on the board
- This project will have varied types of assignments (e.g. writing tasks, drawing, interviewing, projects, etc.)
- I will make learning fun - show enthusiasm
- Working in a group the students can be pair with a partner
- If necessary I will allow more time for the essay.

ESOL- Differentiation

- A15 Simple direct language
- E4 Group reports and projects
- G10 Student Self Assessment

Gifted – Variation

- I will help these students to add more complexity to their individual work.

Classroom Management:

For group activities to be effective a lot of planning needs to happen before they begin. I will have the paperwork for the class prepared in advance. Sign-up sheets will be ready as will art materials and music for the first day of class. I will have the seating re-arranged to allow the groups to meet and assign tasks. The list of names will be turned into me so I can supervise participation and attendance in each group. Each group will have one person assigned to keeping the group on task and checking the work before it is turned in to make sure it is complete. Each student will have an important task to perform within the group and so he or she will be subject to peer pressure to perform.

The students will be using their laptops to conduct their research on music and I will be available to make sure that they stay on task. They will be using these same laptops to prepare their PowerPoint presentations. I will check to make sure that at least 2 people in each group are familiar with PowerPoint and can assist the others in understanding how to create slides. I will circulate among the groups to make sure that they remember to focus on the elements of the music.

When the students have prepared their PowerPoint and selected a particular piece of music, I will have them e-mail it to me so I can review it and then give them permission to begin their individual interpretation. They will begin by planning their work on newsprint and checking it with me. When I see that they have given some good thought to the elements of their musical genre I will give them each a piece of Bristol Board to begin their final artwork. This portion of the project should take about 5 days to complete. I will continue to ask the students to think about the emotion of the music, the mood, what is repeated and how and to encourage them to explore ways to express those elements visually.

When the projects are complete we will move on to the group presentations. Every student will be given an evaluation sheet with all 5 groups and the possible points for each criteria so they can grade each other and themselves. Each group will have 15 minutes to present their PowerPoint and then display their artwork while the class listens to the musical piece they have chosen. The PowerPoints will be displayed from my computer onto the Promethean board. This will take two class periods with 3 groups presenting on the first day and 2 groups on the second. Evaluations will be handed in to my desk at the end of the last presentation.

After all the presentations have been made we will hang the artwork on the classroom display board with the name of the song for each. The groups will then re-convene and begin studying an artist who has used visual imagery to explore the world of music. Each group will have a different artist to research. I will be reminding them again that their task is to explore what the artist thought about music and how he or she solved the problem of addressing music in visual imagery and to remember to include at least 3 samples of artwork featuring this music/imagery question. The students will e-mail me their presentations so I can line them all up on the classroom computer to show them on the Promethean Board.

These presentations should take about 10 minutes to present so we will try to present them all in one day.

For our final day on this project we will put all the chairs into a circle and discuss what we learned from this investigation. I will show some visual examples of my favorite artists who have investigated the relationship between musical and visual imagery. We will talk about which of the presentations was most effective and why. We will also look at which painting done by a student was most successful in capturing the feeling of the music chosen. Each student will then take an individual rubric for the project and assess his or her own performance according to the criteria given.

The notebook assignment will be due on the day after the discussion. At that time I will take group evaluations from the students and average out the scores for each group. Then I will take the two group rubrics and total up the points and transfer them onto the individual rubrics. I will evaluate each work of art on the rubric. When the notebook assignment is turned in I will add the evaluation for that to the total score on the individual rubric and sum it up for the total grade.

Assessment and Evaluation:

Group Rubric on Musical Presentation:

Musical Genre _____	Possible Points	A	B	C	D	F	Class Points Average	Total
PowerPoint Presentation Information Presented	7	All elements and characteristics of musical genre identified and explained in detail.	Good information presented on musical characteristics. Did not cover all the elements	Some interesting information presented, but left out important characteristics and elements.	Group did not follow instructions	Did not present.		
Craftsmanship	7	Presentation was beautiful to look at. All type faces agreed and page formats related to the entire document.	Presentation flowed smoothly, some hard to read fonts or changes from one section to another.	Student chose a very simple presentation format.	Presentation was choppy and difficult to follow. Many changes in typeface or formatting.	Did not present.		
Cooperation and Participation	7	All members of the group contributed and worked together to produce a quality product.	Great presentation but only two people did most of the work.	Several members chose not to participate or only one person did most of the work.	Several members disrupted the work of others or group was off task.	Did not present		

Group Rubric on Artist Presentation:

Musical Genre _____	Possible Points	A	B	C	D	F	Class Points Average	Total
PowerPoint Presentation Information Presented	7	Presentation covered the life of the artist and showed several works related to music. Group explained artists' thought process.	Good information presented on the artist and his or her work. Few examples or Did not cover any of the artist's thoughts.	Some interesting information presented, but left out important details. Showed examples of the artist's work not related to music.	Group did not follow instructions	Did not present .		
Craftsmanship	7	Presentation was beautiful to look at. All type faces agreed and page formats related to the entire document.	Presentation flowed smoothly, some hard to read fonts or changes from one section to another.	Student chose a very simple presentation format.	Presentation was choppy and difficult to follow. Many changes in typeface or formatting.	Did not present .		
Cooperation and Participation	7	All members of the group contributed and worked together to produce a quality product.	Great presentation but only two people did most of the work.	Several members chose not to participate or one person did most of the work	Several members disrupted the work of others or group was off task.	Did not present		

Music and Art Individual Assessment Rubric:

Student Name: _____ Period: _____

	Possible Points	A	B	C	D	F	Self Evaluation	Teacher Evaluation
Points from Presentation on Music Genre	21	18 – 21 points	12-17 points	6 to 11 points	1-5 points	Did not participate		
Points from Artist Presentation	21	35 to 40 points	26 to 35 points	10 to 25 points	9 or less	Did not participate		
Notebook (Reflective Essay)	8	Student covers all questions asked. Shows considerable thought and reflection. Grammar correct, document neat and legible	Student addresses most questions asked and shows some thought and reflection. Several grammar errors but neatly written..	Student addresses some of the questions, shows little analysis of his or her own thinking. Essay hard to read.	Student has not followed instructions	Not turned in.		
Artistic Interpretation - Craftsmanship	20	Complex designs, beautifully executed, student shows all of the elements of rhythm, repetition, harmony etc. of the chosen genre.	Carefully done, neat, clean and shows that student understands most of the elements of the musical genre.	complete but done quickly without much effort. Some understanding of how rhythm, repetition and apply to music and art.	Student has not followed instructions	Not turned in.		
Artistic Interpretation - Creativity	20	Student shows the expressive quality of the music piece and the genre. Has used imagination in apply the common elements	Student has created a piece which reflects most of the musical elements of the musical piece and genre.	Work is rushed and shows little effort or understanding of the concept that music and art have common elements.	Student has not followed instructions Might be copied.	Not turned in.		
Group Participation	10	Student was active in leading all group activities	Student contributed to all parts of the project.	Student contributed to one part of project.	Student was off task and disruptive to group work.	Student was absent or missing from most group work.		

Rubric for Students to Evaluate Group Work:

Student Name: _____

Group Work	Group PowerPoint on Music Style (understanding of concepts) (0-7)	Group Presentation on Music Style (Quality of Presentation) (0-7)	Group PowerPoint on Artist (understanding of concepts) (0-7)	Group Presentation on Artist (Quality of Presentation) (0-7)	Points Possible = 28
Classical					
Jazz					
Hip-Hop					
Popular					
Reggaeton					

Comments: _____

A copy of the final project rubric with a row for each group will be passed out to the entire class for the class as a whole to grade the final presentations, including their own.

Group Work Procedures:

1. You are responsible for your own work and you will have a function within the group.
2. If you have a question you must ask a fellow group member to help you find the answer, if you do not receive the answer you are looking for keep asking everyone in the group.
3. If you are asked for help by a group member, you must help.
4. You may ask for help from the teacher only when the entire group agrees on the same question.
5. All group members are to be treated with respect. No put downs or negative statements about anyone in the circle.

Tasks to be assigned within each group:

1. Music Analyst: Research music characteristics for your music style
2. Art Historian: Research an artist who has used visual images to represent sound.
3. Computer Tech: Adapting the research to PowerPoint report format
4. Presenter: Presenting the two PowerPoint Presentations
5. Page Designer: Making sure the project looks good and flows.
6. Group Manager: Recording and encouraging the participation of all members. Overseeing the group reports and checking for accuracy

List of Assigned Responsibilities within the Group

Name: _____	Group Task: _____
Name: _____	Group Task: _____
Name: _____	Group Task: _____
Name: _____	Group Task: _____
Name: _____	Group Task: _____
Name: _____	Group Task: _____

Assignments:

1. Your group will research the characteristics and elements of your genre of music to discover the elements of repetition, shape, rhythm, color, size, pattern, contrast, balance, repetition, etc.
2. Your group will create a PowerPoint presentation of about 20 slides explaining the characteristics of your music genre to the class showing these common elements.
3. Your group will choose one piece from within your music genre and everyone individually will create a work of art on Bristol board with markers and/or collage to visually interpret that piece of music. The work of art should exhibit the common elements of rhythm, pattern, contrast, repetition, etc.
4. Your group will then choose an artist who has investigated the relationship between visual expression and musical expression.
5. Your group will prepare a PowerPoint presentation of about 20 slides explaining the artist's vision and show at least three samples of the artist's work related to his or her musical investigation.