Beethoven Symphony No. 6 Lesson Plan No. 2 – Musical Painting

Bloom’s Taxonomy
Analyzing – relate
Evaluating – interpret
Creating - compose

National Music Standards (2014)
Creating – Anchor Standard #2 – Organize and develop artistic ideas and work.

Multiple Intelligences (Gardner)
Musical (create using knowledge of timbre, expression and dynamics)
Verbal-linguistic (using words to describe feelings)
Visual-spatial (translating visual cues)
Intrapersonal (demonstrating self-understanding through sharing feelings)
Interpersonal (working with others toward a communal goal)

Learning Objective
The student will represent feelings embodied in a piece of art work by creating and performing a musical composition.

Lesson Plan

Materials:
Audio recording of Beethoven Symphony No. 6, Mvts III & IV
White board, document camera or chalk board

http://artodyssey1.blogspot.com/2010/01/grant-wood-grant-wood-was-born-on-farm.html
samples of Grant Wood paintings

Art prints of pastoral scenes (check with your art teacher)
Variety of unpitched percussion instruments, recorders, Orff instruments (if desired)

Warm-up:
Read a book depicting pastoral scenes as Symphony No. 6, Mvt III plays in the background.

Direct Instruction:
Teacher tells the students that the music is from Beethoven’s Pastoral Symphony. Recall the meaning of “pastoral” from Lesson Plan No. 1.

Using a T-chart on the white board, chalkboard or document camera, have students look at a print or an online example of a painting depicting a pastoral scene and have list student responses to:
“i see/hear/touch/smell ____ and I feel ____.”
Guided Practice:
Musical Painting
Display a pastoral scene using art (either online or a print). Van Gogh’s *Starry Night* is a good example. Have students note particular parts of the painting (stars, church, cypress tree, moon, wind).

Ask students what the students might hear/see/smell/touch. “How could we represent these feelings musically?” Using voice and body percussion sounds, students will choose how best to represent the main parts of the painting. (This can be done individually, where each student decides which part of the painting they will perform on their own and how to perform it OR in small groups of students working to create a sound for a particular part of the painting.)

For Example: One group of students will represent the church by softly humming, one group will represent the wind by making breathy sounds and one group will represent the stars by randomly snapping their fingers.

The performance will consist of the teacher pointing to the painting slowly from left to right at the bottom while the students perform their sounds. They ONLY perform the sound when the teacher’s hand is under their chosen part of the painting.

Independent Practice:
Once the students have experienced the group performance of a pastoral scene, they will be given the following assignment:

In your small group (approximately 5 students), you will:
1) choose a pastoral scene (from available prints or online examples)  
2) work together to create a musical painting

At the teacher’s discretion, students may use unpitched percussion instruments like tambourines, sticks, chime tree, drums; they may use recorders for trills or other sound color; they may use Orff instruments for borduns or sound color.

*Note: this activity will likely take at least two class times to complete so that students have time to be thoughtful in their musical choices and to give them enough time to practice.

Remind students that they are trying to represent feelings about their painting that they can perform musically. They will present their painting and perform for the class. The performance must have a beginning, middle and end. Everyone must have a part in the performance. The group must perform their painting left-to-right.

Final performance:
Show your group’s chosen painting and tell the title and artist. Perform for the class.
Evaluation: Checklist / Rubric

4 = yes
3 = yes, but something was missing
2 = no, but parts were evident
1 = no

___ Student performance has a beginning, middle and end
___ All students in the group had a part
___ Musical elements (vocal, unpitched percussion, recorders, Orff) matched the qualities of the painting
___ Students demonstrated planning, preparation and practice

Resources:

Books by Thomas Locker:
Cloud Dance
Home: A Journey Through America
Hudson: The Story of a River