

# Integrating Art and Music

Grade Level: High School

<b>Objective</b>	<b>Students Will:</b> Use music to control how they emotionally use their art and to show them opening themselves up to their emotions with their art is how good art is made.
<b>Materials</b>	<b>Students Will Need:</b> <ul style="list-style-type: none"><li>• Paper (construction, standard, any kind they would like to use)</li><li>• Crayons, markers, colored pencils, graphite pencils, charcoals, pastels, etc.</li><li>• Glue ( rubber cement, glue guns, etc.)</li><li>• Scissors</li></ul> <b>Teachers Will Need:</b> <ul style="list-style-type: none"><li>• Blip.fm pulled up on the computer</li></ul>
<b>Procedure</b>	<ol style="list-style-type: none"><li>1.) Students will collect all the supplies they will need and the types of crayons &amp; etc. that they would like to use.</li><li>2.) Once they have everything, the teacher will bring up Blip.fm on their computer and play different types of music. One song could be country and the next rap. It does not matter the order or the type.</li><li>3.) While the music is playing students are to begin drawing lines that express how the music makes them feel. If it is an energetic song maybe they will draw a jagged lightning bolt kind of line, or if the music is slow they might draw a swirly type of line.</li><li>4.) Once this has been repeated about ten times, or enough for students to have enough lines, students will begin to cut out the lines they like the most.</li><li>5.) After cutting the lines out, students will glue their lines to the type of paper they choose to use and make a composition out of all the lines.</li><li>6.) Students will have two class periods to work on this</li></ol>

	<p>assignment. It will be due at the end of the second class period.</p> <p>7.) The next class period the student's assignments will be handed back to them and as a class we will critique each other's work.</p>
<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>• The student's work is clean. The overall craftsmanship is good.</li> <li>• The composition is put together in a thoughtful manner and follows all the rules that make a good composition.</li> <li>• The student's work is turned in on time.</li> <li>• The student used class time effectively.</li> <li>• The student participated in the class critique with enthusiasm and really moved the discussion along.</li> </ul> <p>**Each bulleted point is worth 20 points adding up to a possible 100 points total.**</p>
<p><b>Standards</b></p>	<p>The standards for this lesson plan can be found at:</p> <p><a href="https://learningconnection.doe.in.gov/Standards/Standards.aspx?st=&amp;sub=6&amp;gl=137&amp;c=0&amp;stid=0">https://learningconnection.doe.in.gov/Standards/Standards.aspx?st=&amp;sub=6&amp;gl=137&amp;c=0&amp;stid=0</a></p>