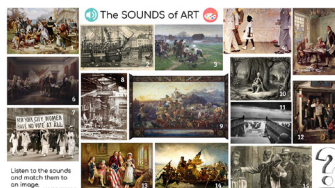


5th Grade Art Lesson Plan

Lesson Title: The Sound of Art

Objectives: 1. Observing details in artwork.
2. Collaborating with peers.
3. Listening and responding.



SKILL FOCUS

- ☐ Observing
- ☐ Collaboration
- ☐ Presenting

SUPPLIES

- ☐ Printed Picture Set (Word Doc)
- ☐ Printed Guessing Page (Slide 9)
- ☐ Plastic Sleeves
- ☐ Instruments
- ☐ 1/4 Scrap Paper
- ☐ Pencils

Art History: Artwork from U.S. History by multiple artists (5_SoundsOfArt.docx)

Pre-Plan: Check with the musical department of your school to borrow small instruments for this lesson.

Pre-Print: Double-sided images and information about U.S.A. artwork found in 5_SoundsOfArt.docx. Place in plastic sheet covers. (15 total)

Pre-Print: Guessing Page with all 15 pieces of artwork numbered (Slide 9 of pptx). Place in plastic sheet covers.

Print 15 - one for every 2 students to share. (To peer encourage collaboration.)

Store printed artwork and guessing pages for next year in binder; clip with binder clip for file cabinet, etc.

Prepare students with sensory issues for this lesson by having noise canceling headphones or ear plugs.

Let classroom teachers near art room aware of increased noise during this lesson time.

Vocabulary: Observing - an active process of paying attention to details by looking closer at visual elements included in an artwork.

ELEMENTS

- ☐ Line
- ☐ Space
- ☐ Color
- ☐ Shape
- ☐ Value
- ☐ Form
- ☐ Texture

PRINCIPLES

- ☐ Pattern
- ☒ Contrast
- ☒ Emphasis
- ☒ Balance
- ☐ Scale
- ☒ Harmony
- ☒ Rhythm/Movement
- ☐ Unity
- ☒ Variety

National Visual Arts Standards for 5th Grade

CREATING

- ☐ Combine ideas to generate an innovative idea for art-making.
- ☒ Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- ☐ Experiment and develop skills in multiple art-making techniques and approaches through practice.
- ☐ Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- ☐ Identify, describe, and visually document places and/or objects of personal significance.
- ☐ Create artist statements using art vocabulary to describe personal choices in art-making.

PRESENTING

- ☐ Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- ☐ Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- ☐ Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

RESPONDING

- ☒ Compare one's own interpretation of a work of art with the interpretation of others.
- ☒ Identify and analyze cultural associations suggested by visual imagery.
- ☒ Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

CONNECTING

- ☐ Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- ☒ Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
- ☐ Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

I Can Statements:

I can observe art to imagine the sound captured by the artist.

Artwork Outline:

Follow the PowerPoint: Sound of Art (10 min)

- What if ART had SOUND?
- Would your experience be different?
- We'll watch a video that helps us understand a little better how art might have sound. (How Do Portraits Work In Harry Potter? - Harry Potter Video Essay)
- Today we will put ART with SOUND

When we look at a statue or flat painting, it is still, but the artist is capturing a moment in time where there was usually sound.

- We can look close in art by observing the details in paintings to find sound clues.

Your MISSION today is to - Make ART come to LIFE through sound!

- Work in groups of 3
- With your group, select a piece of art provided from American History.
- LOOK at the DETAILS & read about the artwork on the back of the image. (5 min)
- Brainstorm and list with your group sounds you would hear if you were in that moment. How can you make those sounds? (3 min)
- Practice the final version of sounds that go with your image & then share. (5 min)
- Return with your mission accomplished for a matching game.
- SHHH! Keep your image to yourselves!
- Show a 30 sec. example of sounds with Continental Music. What other sounds can you see?
- Go through all the images so students can see the options.
- Let students know you'll signal when it's time to perform their sounds. (15 min)

Note: There is no physical project with this lesson.

Lesson Closure:

1. As we look closely at art, we can see clues to help us understand an image.
2. We can find sounds in artwork.

Resources & Notes

5_SoundsOfArt.pptx
5_SoundsOfArt.docx