

INTEGRATED ART, MUSIC, AND CHILDREN'S LITERATURE ACTIVITIES

Painted

Music

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AIMEE CURTIS PFITZNER

Supplemental materials, visuals,
presentations, and art work available
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Colored Rain

The Music

- Teach melody; add lyrics.
- Divide class; half use scarves to keep half-note pulse making rainbow arcs in air; other half plays alto glockenspiel rhythm from score on triangles or finger cymbals. Switch.
- Transfer half-note pulse from scarves to bass metallophone and triangle/finger cymbal rhythm to alto glockenspiel.
- Add alto metallophone counter melody.
- Perform as A Section.

The Poetry

- Students in small groups write haiku poems about colors of the rainbow (red, orange, yellow, green, blue, indigo, violet). (Haiku poetry has five syllables in the first line, seven in the second, and five in the final line.)
- Have small groups perform as alternating B Sections. Play orchestration over reading of haiku; consider adding scarves for each group as they perform.

Extension

- Create movement in small groups to accompany reading of haiku poems.

Teacher Tip

- Metal or plastic spiral *Slinkies*™ work great for demonstrating and keeping half-note pulse.



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COLORED RAIN

A. C. PFITZNER

VOICE

Col-ors in the sky. shin-ing up so high. Peek-ing,shad-ing,shim-mer-ing,fad-ing, some-times, oh so shy.

AG

AM

SHAKERS

BM

Coppernickel Goes Mondrian

by Wouter van Reek, used with permission from Enchanted Lion Books.

Materials

- White and black construction paper
- Visuals of rhythm cards 1 and 2 and visuals 1 and 2 (colored square images).
- Red, yellow, and blue construction paper, scissors, and glue
- Red, yellow, and blue markers, crayons, or colored pencils.

The Art

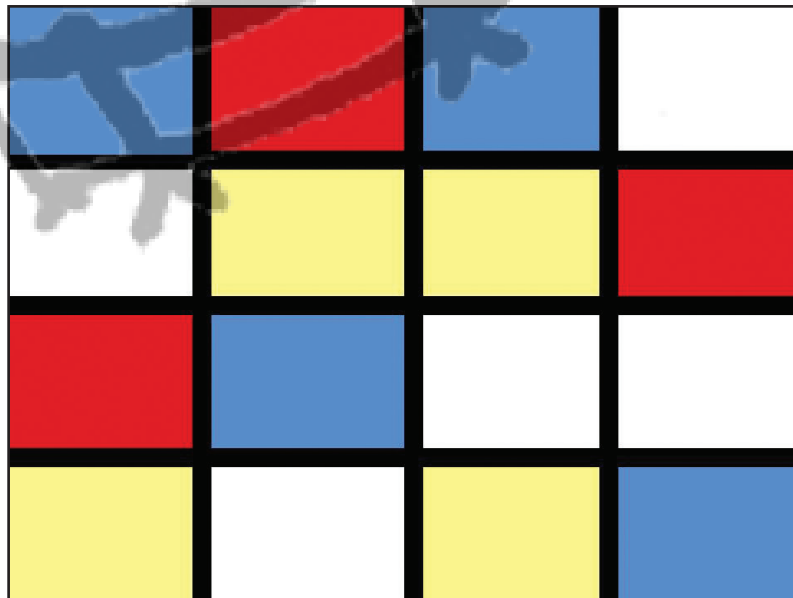
- After reading book with students, show rhythm card 1.



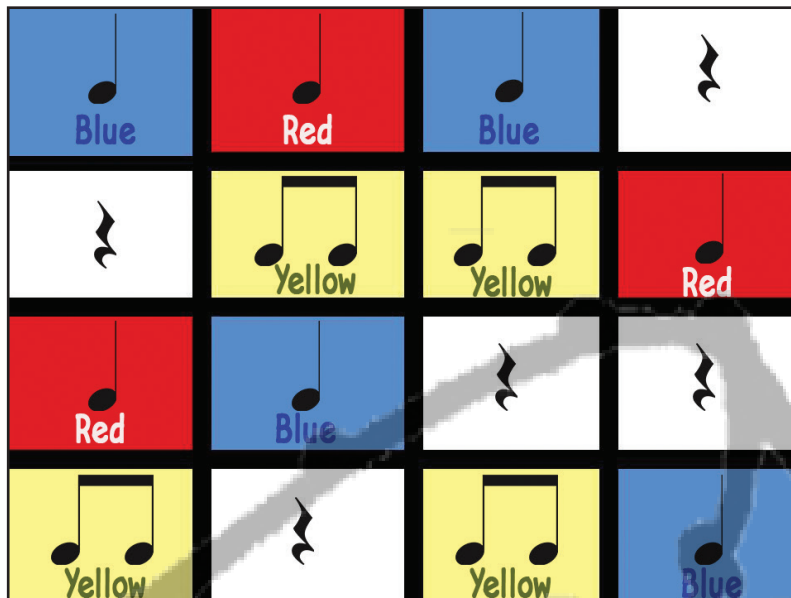
- Ask students to identify quarter notes and eighth notes. Ask students how the notes are arranged; help them discover that the pattern is the same forwards and backwards.
- Define symmetry. Show other images and examples.
- Show next rhythm card 2. Ask if this rhythm is also symmetrical (no).



- Define asymmetry and show other images and examples.
- Show images and titles of Piet Mondrian's work, *Broadway Boogie-Woogie*, *Victory Boogie-Woogie* and *Composition A*. Allow students time to discuss.
- Mondrian was inspired by rhythm and music, especially jazz. Show Visual 1.



- Ask students to determine if image is symmetrical or asymmetrical. How many rectangles are in the top row?
- Add colors and notation and show Visual 2.



The Music

- Have students speak the colors of the top row aloud (blue, red, blue, white) while teacher plays steady beat on drum.
- Repeat, asking students to think the word “white.”
- Speak the second row of colored squares. Think the word “white.”
- In three groups, have the students play as follows.
 - » Group One - Play metal percussion instruments on yellow.
 - » Group Two - Play drums on blue.
 - » Group Three - Play wooden percussion instruments on red.
- Practice playing the first example again (without words or rhythm).
- Play top row of rectangles, second row, etc., then play two rows, and finally play all four rows.
- Groups trade instruments (metals go to skins, drums to woods, woods to metal); perform again, etc.

The Art Reprise

- While listening to jazz selections, groups will create a similar piece of artwork using red, yellow, blue, and white squares with black lines.
- Using white construction paper as background, cut black construction paper to use as lines.
- Use construction paper, markers, crayons, or colored pencils to create color blocks.
- Have each group decide on instrument timbres for different colors.
- Practice and perform.

Extension

- Have each group add movements for each color as they play instruments.
- Have students create a form including an introduction and coda.
- Practice and perform.

Can You Kandinsky?

Music: *A Tale of Two Villages, Contrast & Continuum, Music for Creative Dance* by Eric Chappelle, Volume 1.

The Music

- Play hand drum, students walk to the beat. Call out various locomotor movements: Hop, skip, run, tiptoe walk, gallop, slide, etc.
- Play a sustained sound on the chimes or gong. Ask students for words to describe how they would move to that sound (wiggle, lift, float, fall, sway, etc.). Encourage various levels and weight of movement.
- Refine to eight beats of drum, eight beats of chime/gong.
- Students determine form as A B A B.
- Students listen to *A Tale of Two Villages*. Identify the form by section.

The Art

- Show Kandinsky's *Squares with Concentric Circles* and ask students what they notice.



- What are the two main shapes in this artwork (squares and circles)?
- Ask how this is like the music and movement just performed (AB form).
- Show students one square of the painting. Ask how the class can create the circles within circles.
- Allow time to problem-solve.

The Art Meets Music

- Students create four circles.
 - » Circle 1 - Outer circle
 - » Circle 2 - Second circle from the outside

- » Circle 3 - Third circle
- » Circle 4 - Inner circle
- Class develops a “style” of walk for the A Section; circles 1 and 3 travel counter-clockwise, 2 and 4 clockwise for 16 beats. Each circle then turns and walks 16 beats in the opposite direction.
- Each circle creates one eight-beat locomotor OR non-locomotor movement for the B Section. (These movements will be repeated.) Add props as desired (scarves, ribbon wands, balls, plastic cups, glow-sticks, etc.).

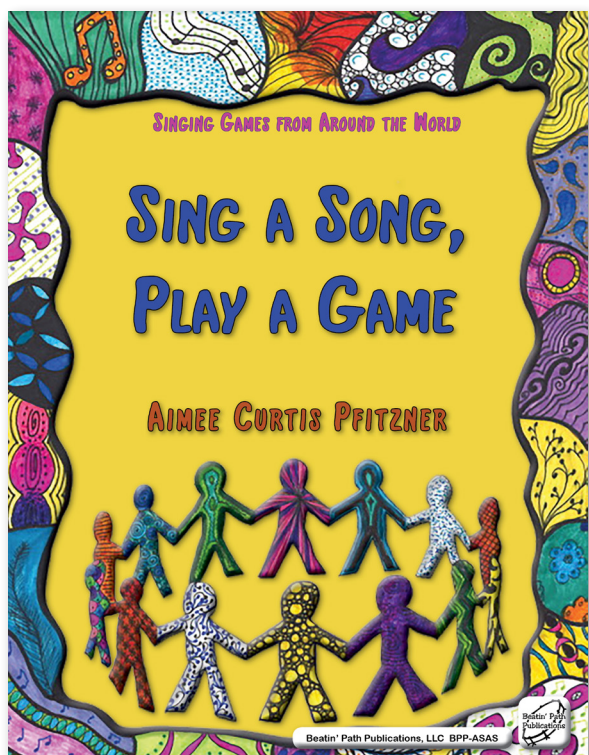
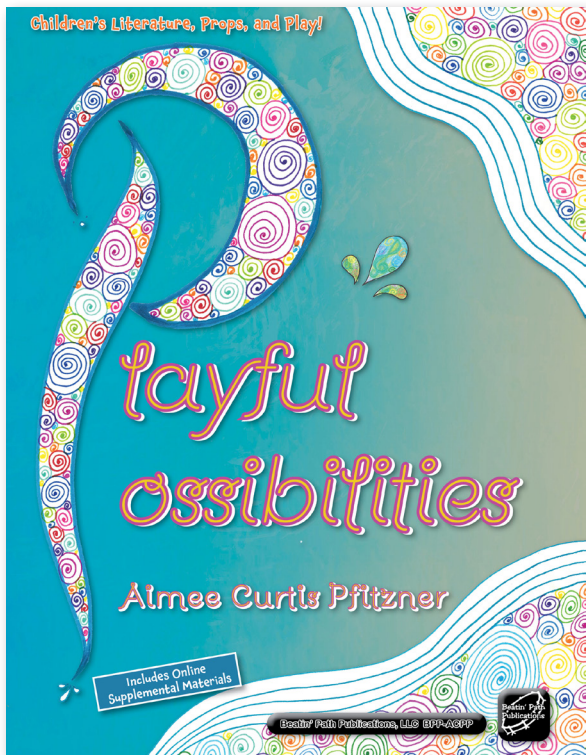
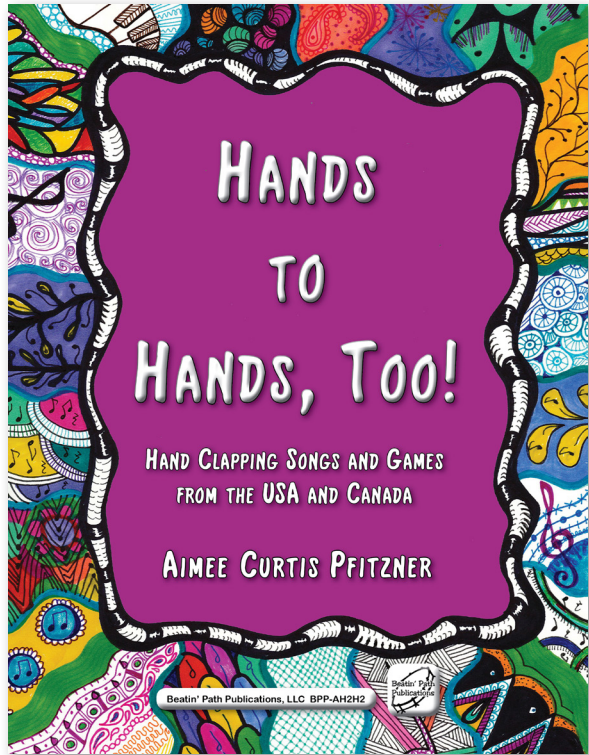
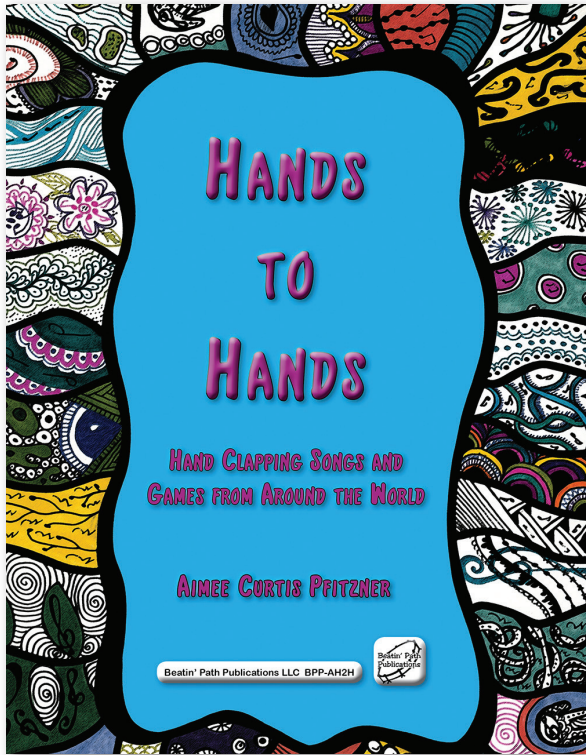
The Dance

- All circles perform first A and B Sections, repeat. (These sections are twice the length of remaining A and B Sections; B Sections will need to repeat their eight-beat movements eight times.)
- Circle 1 (All other circles sit, kneel, or bend down.) Perform the next A and B Sections. B Section will need to be repeated for a total of four times.
- Circle 2 (All other circles sit, kneel, or bend down.) Perform the next A and B Sections. B Section will need to be repeated for a total of four times.
- Circle 3 (All other circles sit, kneel, or bend down.) Perform the next A and B Sections. B Section will need to be repeated for a total of four times.
- Circle 4 (All other circles sit, kneel, or bend down.) Perform the next A and B Sections. B Section will need to be repeated for a total of four times.

Extension

Ask your art teacher to help students re-create Kandinsky's *Squares with Concentric Circles* with watercolors, tempera paint, or colored pencil. For older students working with protractor compasses in class, use a watercolor brush with paint in place of a pencil to create various sizes of circles.





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Publications

**Printed and Distributed by
Beatin' Path Publications, LLC
302 East College Street
Bridgewater, VA 22812
beatinpath@mac.com
www.beatinpathpublications.com**

**Supplemental materials, visuals,
presentations, and art work available
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