

KU CREES
TEACHER SCHOLAR LESSON PLAN

TITLE: Landscape Painting to Music
CURRICULUM FOCUS: Visual Art and World Geography
GRADE LEVEL: Middle School

KU Teacher Workshop: Music, the Arts, and Migration
Lesson Plan By: Heather Olson

Goals and Objectives

The Student Will Be Able To:

- Recognize the relationship between music and visual art.
- Explore how music is connected to the Tuvan landscape and their way of life.
- Create a landscape painting that demonstrates an understanding of these relationships.

Curriculum Standards Addressed: National Visual Art Standards 1, 4, & 6

1. Understanding and applying media, techniques and processes
4. Understanding the visual arts in relation to history and culture
6. Making connections between visual arts and other disciplines

Time Required/Class Periods Needed: Two 40-minute classes

Primary Source Bibliography:

- <http://www.alashensemble.com/index.htm> (Alash Ensemble Web site)
- Alash Ensemble handout from the “Music, the Arts, and Migration workshop, April 16, 2011

Other Resources Used:

- <http://pisum.bionet.nsc.ru/kosterin/landscap/tuva/tuva.htm> (Photos of the Tuvan landscape)
- <http://www.tuvannationalorchestra.com/audio.htm> (Tuvan National Anthem)

Required Materials/Supplies:

- Computer/Projector/Sound system
- White drawing paper
- Watercolor paints
- Containers for water
- Paintbrushes

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Vocabulary:

- Tuva
- Throat singing
- Landscape

Procedure:

Day 1: Begin by giving students an overview of Tuva (people, location, the landscape) using the online resources. Discuss the importance of music to their culture and how it is connected to the landscape (use the mountain analogy—the strong, deep base connects them, but the high, low and flat areas are the melody). Music is also deeply connected to the people and their way of life. The sounds of nature and the contours of the landscape are what make up the sounds in their music. Show several examples of Tuvan landscapes, and have students listen to the Alash Ensemble throat singers. Next, have them close their eyes and envision those sounds “dancing” across the landscape. Have students complete the same exercise, but this time, ask them to draw what they hear. Give each student a piece of 12”x18” drawing paper and a pencil. Ask them to place their pencil on one edge of the paper, close their eyes, and draw what they hear. Afterwards, have them look at what they’ve drawn and discuss some of the similarities, differences and/or challenges they had with the other students at their table. Continue to play some Tuvan music and encourage students add more depth and detail to their work.

Day 2: Using the drawings they completed during the last class, students will complete their landscape painting with watercolors. Demonstrate proper painting practices, review techniques (wet-in-wet, dry brush, dropping in color, etc.) and color theory before beginning. Continue playing music, and remind students that the paintbrush is an extension of their body and should “dance” to the music across the paper.

Assessment/Evaluation:

Students will be assessed on the following:

- Technique/Handling of media
- Followed directions
- Participation in art critique