



## UNIT 1: FAMILY / WEEK 3

# Painting to Music

Standard Connection:

ELA.RL.PK4.5

ELA.L.PK4.1c

M.G.PK4.2

M.G.PK4.3

PD.SHS.PK4.5

PD.FM.PK4.4

S.T.PK4.1

SS.FC.PK4.4

DA.CR1a.1.PK

VA.CR1a.2.PK

### Enduring Understanding(s):

- Families share experiences, traditions, and activities that can be represented through artistic expression.

### Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Oonga Boonga/Crybaby</i></li> <li><i>Sometimes I'm Bombaloo</i></li> <li><i>Tito Puente, Mambo King</i></li> <li><i>Charlie Parker Played be bop</i></li> <li>easel</li> <li>large paper</li> <li>paint brushes of different sizes</li> <li>tempera paint</li> <li>paint created by children in <i>Paint Mixing</i></li> <li>sponges</li> <li>cotton balls</li> <li>CD player or computer with variety of music</li> <li>images of paintings (see Resource)</li> </ul>	<ul style="list-style-type: none"> <li><b>express:</b> to show</li> <li><b>music:</b> an art of sound that expresses ideas/emotions</li> <li><b>musician:</b> a person who makes music</li> <li><b>emotions:</b> joyful, excited, upset, etc.</li> <li><b>artist:</b> a person who makes art</li> </ul>	

## Intro to Centers

**Preparation:** Consider the fine-motor ability of the children in your class. Adjust materials accordingly, (use bottles with larger openings or bigger beads to make for easier filling). An added challenge for some children could be to offer them connected chopsticks or small tongs to fill their bottle. Create and post a simple three- or four- step visual of the process.

<p>"In <i>Oonga Boonga</i>, Baby Louise's grandpa played <b>music</b> with his harmonica to soothe Baby Louise. (In <i>Crybaby</i>, someone played an instrument to soothe Baby) What do you notice?"</p>	<p><b>Show</b> illustration. <b>Children respond.</b></p>
<p>"Why do you think Baby Louise's neighbors suggested playing rock n' roll and <b>music</b> by Mozart?" (Why do you think <b>music</b> was played for Baby in <i>Crybaby</i>?)</p>	<p><b>Children respond.</b></p>
<p>"Let's listen to some <b>music</b> with our eyes closed. What <b>emotions</b>- like happy, sad, excited, or angry- do you feel when you hear the <b>music</b>? Why?"</p>	<p><b>Play</b> music. <b>Children respond.</b></p>

**“Musicians** like Tito Puente and Charlie Parker used **music** to **express emotions**. Here are other **artists’** work that **express emotions** in paintings. What do you notice?”

“Today in Creative Arts, you can create paintings while listening to **music** for inspiration.”

**Show images.  
Children respond.**

### **During Centers:**

Encourage children to paint to a variety of music, with all children listening to the same music, or using headphones for children to listen individually. Allow children to move/dance to the rhythm of the music as they paint. Refer to *Sometimes I’m Bombaloo* and discuss how the illustrator used color to express Katie Honors’ feelings. Discuss how the illustrations in *Tito Puente*, *Mambo King* and *Charlie Parker Played Be Bop* are similar to or different from the music they played. Play music in other centers as inspiration. Encourage children to notice rhythmic patterns in music. Encourage children to use instruments made in *Bottle Shakers* to accompany music.

### **Guiding Questions during Centers:**

- What emotion(s) does your painting communicate?
- How is your painting the same as or different from your friend’s?
- How is painting to music the same as or different from painting without music?
- If you wanted to express the emotion of, what color(s) would you use? Why?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe any challenges they encountered.

### **Documentation:**

Collect samples of the children’s work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Invite children to create with different materials while listening to music (creating collages while listening to music).

Play familiar naptime music. Display paintings created near children’s rest spots.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of paintbrushes, such as bulb, knob, or triangular, for students who have fine motor difficulties.

