

### **Goals:**

1. TSWBAT identify how music influenced the choice of the artist in their given medium
2. TSWBAT provide specific examples of these examples
3. TSWBAT write about their thoughts in complete sentences and paragraphs with appropriate spelling and grammar and at a level that is appropriate for their grade level/abilities
4. Optional : TSWBAT create a piece of art influenced by a piece of music. Depending on capabilities/available mediums, this can be whatever they feel (dance, animation, drawing, etc etc) and discuss their artistic choices

*Notes: If you need help with examples for any of these things let me know! These lessons can be done as a complete set OR just as a one off :D*

### **Lesson 1:**

1. Use any form of art in combination with music and provide recordings (cartoons such as fantasia, what's opera doc, rabbit of seville, or even ballet and Opera could also work! Yes, these last two are originally music based, but looking at interpretation of the music into staging, costume, set, etc etc is still valid)
2. Teacher led discussion of artistic elements (aka write it out use things that are pertinent to your classroom) Discussion of musical elements from any original recordings is also an option, themes, articulation, dynamics etc etc. This also provides an opportunity for students to listen to master musicians!
3. Student should select an option from a list of other examples of art/music combos and listen/watch/look at and write their own thoughts about how the two mediums are related.

### **Lesson 2: Music written specifically for a visual medium (Movie & TV)**

1. Provide examples, likely small sections of movie or tv show and/or a list of shows/movies appropriate for your classroom age group that are available on commonly used streaming services like netflix/hulu or actual station websites that are often free. Additionally, you could choose to use the netflix together website!
2. Teacher led discussion of music in the example and how it affects the feeling in the scene *Note: if you can find a clip of the same visual medium without the music, even better! You can also use removing laugh tracks and sound effects if you can find those. Again to show how sound in general affects emotional relation to visual art*
3. Students should come up with their own example and write about it

### **Project/Lesson 3:**

1. Teacher provides recordings (I suggest this so you can have some continuity and also relate it back to anything you want students to learn musically.)
2. Students create a visual interpretation of the music (can be anything!) and then writes about their choices :D