

# **Art + Creative Movement = FORM**

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Original Source: Orff Echo (Summer 2011, pp25-28)

## **Lesson Objectives:**

The student will be able to demonstrate understanding of form. The student will be able to create movements and perform them according to the form of their piece. (Possible Extension: The student will be able to identify Verse/Chorus.)

## **Lesson Notes:**

**Course/Subject:** General Music

**Topic:** Creative Movement & Form

**Grade Level:** 5th



**Overview of the Lesson:** Students look at paintings from the artist of your choice and derive movements from them. They come up with actions that they “see” in the painting. They put the actions into a sequence of their choice (choreographing, in a sense). Then I chose the song they put their moves to. They had to make their moves fit to the song by showing me different moves when the music changed to a new section.

**Pacing of the Lesson:** This lesson was spread over 6 weeks.

## **Materials**

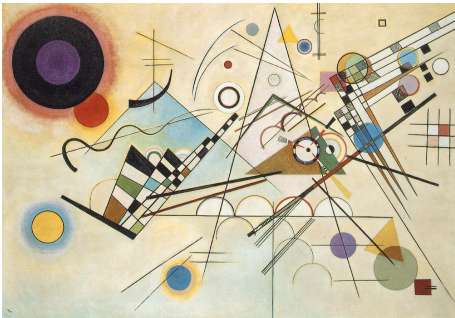
Paintings from your favorite artist (I used Kandinsky because he paints so much movement into his paintings)

# **LESSON**

These steps would need to be divided into different class periods. Divide however is best for you.

1. Show students one example of a Kandinsky Painting.
2. Ask the students to brainstorm locomotor or nonlocomotor words that could describe the painting. (Come up with a list, as a class decide on 3 words)
3. Take the 3 words the class has chosen and experiment putting them together in different orders. (Have the students move around without music at first)

4. Decide on a sequence of your words and perform as a class. (Not every students has to be moving in the exact same way)
5. Divide the students into groups of no more than 4. Give each group a different Kandinsky painting.
6. Ask each group to come up with 6 different locomotor or nonlocomotor words that describe their group's paintings. Ask them to sequence them as the whole class did earlier.
7. Once students are finished with their sequence, play a song for them (your choice). I chose a song that was popular at the time.
8. Ask the students to perform their sequences of words to the song.
9. Most groups at this point were just happy to be listening to a popular song but I asked them if it got boring doing the same moves the whole time, they decided it was. I then asked them to just listen to the song and raise their hands when they heard a change in the music.
10. Discuss the changes as a group and come up with a form for the song. Discuss the actual name of the form (Rondo, Verse/Refrain, ABA, etc)
11. Ask the students to change their moves to fit the song. (I asked them to change when they did their moves or the sequence of the moves, but not the moves themselves. I did not want them starting over now that they heard the song)
12. I had each group perform what they came up with and at that time I assessed whether they heard the form. If the students changed their movements each time the song changed, they demonstrated understanding of the form.



#### Extension:

The students can create their own Kandinsky paintings. I gave the art teacher a CD with little sections of 10 different types of music on it. The art teacher led them through a lesson that involved painting in a Kandinsky style based on the music they were hearing. The paintings turned out great, so I decided to do the above process again (shortened version) using their own paintings this time. I also let them choose their piece of music as well.