



## **LESSON PLAN**

**Lesson Title:** Sound Around

**Content Area & Arts Discipline:** Language Arts, Music, Art, Drama

**Date:** October 17<sup>th</sup>, 2012

**Author & Presenter:** Saint Anthony Catholic School

**Grade Level:** 5<sup>th</sup>

**Proposed Time Frame:** 2 weeks

**Spatial Requirements:** Classroom

**Materials/Equipment:** Black Construction paper, oil pastels

**Resources:** Charlie Parker Plays BeBop by Raschka, Jazz CD, CD player, "Serious Sounds" by Gil Meyers (art print); Kandinsky abstract prints; computer with Internet access

**Vocabulary:** onomatopoeia, repetition, rhyme, rhythm, alliteration, tone, mood

## **SUMMARY**

### **Give a brief overview of the lesson**

The students will examine and identify tone and mood through various art forms and sound devices.

**BIG IDEA**  
**&**  
**LEARNING OBJECTIVES**

**What overarching understandings are desired?**

The overarching theme of this unit is that the students will be able to grasp the concepts of tone and mood, with the arts as the inspiration. The students will dig into the Jazz Age to discover how these two themes present a specific tone and mood. They will then use these skills and apply them to other areas of literature and art, as well as in their own lives.

**Students will...** understand and demonstrate tone and mood with the use of color and line

**Students will...** understand and demonstrate sound devices through movement and collecting original sounds

**Students will...** create their own environmental orchestra through sound devices found in everyday objects

**LESSON INSTRUCTION**

***List the steps of the lesson by following the outline below:***

**Engaging Students:** Begin with the art print: Gil Mayer's "Sound Around"; use this to identify the principles of design and focus on color and line and how they lend to the mood of the piece

### **Building on Knowledge:**

(1) have students listen to different jazz songs, fast and slow; then, have the students identify the tone and mood of the piece (s) by using color, line, and shape to represent what they felt / realized

(2) watch Charlie Parker Plays Be Bop (In Between the Lions) and recognize the sound devices that are seen, and show the book as well

### **Applying Understanding:**

(1) make a class T chart with the elements of sound and the effect they have to influence the tone and mood of the story;

(2) have the students put movements to the sound devices in Charlie Parker and create rhythmic phrases that coincide with the story

(3) create an art piece that focuses on color and line while listening to slow and fast jazz pieces

**Creating Opportunities for Reflection:** “Stop, Collaborate, and Listen” – have students stop working on their piece, examine it, listen to what their mind is telling them to add / take away, and the continue working; for those who are struggling, let them get suggestions from peers on how to add to the mood of the piece

**Assessing the Experience:** (1) the students will share and explain art pieces with the class / groups; (2) perform “Sound Collector” activity where the students will collect sound from common object at home; they will then bring those objects in and make their own chart on the sound and the effect that it has on tone and mood in our everyday lives

## **STANDARDS** **&** **PRINCIPLES**

## **State Content Standards:**

RL 5.7 – Tone and Mood

SL 5:1c – Questioning

## **Visual & Performing Arts Standards:**

Music – 7a,b and 3c-form

Drama – 3b – sound / mood

Visual – 2a – responding to arts; 4-vocabulary

Dance – 3 – translate into improvisation; 4 – compose choreography

## **Principles of Universal Design for Learning:**

1.1, 1.2, 1.3 – customized display of information

2.1 and 2.5 – clarify vocabulary and symbols; illustrate through multiple media

3.1- activate or supply background knowledge

4.1- vary the methods for response and navigation

5.1 and 5.2- use multiple media for communication; use multiple tools for

construction and composition

8.3 and 8.4- foster collaboration and community; increase mastery-oriented feedback

### **MISC NOTES**

#### **Extended Learning Activities:**

With the sound devices brought from home, have an orchestra of “found sounds” in music and assign rhythmic phrases.

#### **TIPS/FAQs:**