

Northwestern Elementary  
Romare Bearden and Jazz: Art, Music and Writing Collage  
Third Grade

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**Overall Goal of the Project:**

To help students make connections across the content areas of visual art, music, and language arts through the study of jazz and improvisation.

**Objective(s):**

First objective—Students will be exposed to historical context of jazz music and collage art of Romare Bearden.

Second objective—Students will create personal collage art.

Third objective—Students will create poetry based on personal collage art.

Fourth objective—Students will create musical compositions based on student poetry.

**Arts Standards (GLCEs, HSCEs)**

Visual Art

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|----------------|---|
| ART.I.VA.EL.4  | Be involved in the process and presentation of a final product or exhibit.  |
| ART.II.VA.EL.3 | Explore and understand prospective subject matter, ideas, and symbols for works of art.                             |
| ART.IV.VA.EL.3 | Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art. |
| ART.V.VA.EL.4  | Identify connections between the visual arts and other disciplines in the curriculum.                               |

Music

- |               |  |
|---------------|--|
| ART.II.M.EL.4 | Create and arrange short songs and instrumental pieces within specified guidelines.  |
| ART.IV.M.EL.1 | Identify by genre or style aural examples of music from various historical periods and cultures.   |
| ART.V.M.EL.2  | Observe and identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. |

## English Language Arts

- W.GN.03.01 Write poetry based on reading a wide variety of grade-appropriate poetry.
- W.PR.03.02 Apply a variety of pre-writing strategies to generate, sequence, and structure ideas.
- W.PS.03.01 Exhibit personal style and voice to enhance the written message.
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### **INSTRUCTIONAL OUTLINE**

#### Prep Work/Materials

Music—Recording of *Bearden Revealed* by Branford Marsalis

Art— DVD *Visual Jazz: Romare Bearden*

Art prints, collage examples

Books Me and Uncle Romey, The Art of Romare Bearden, and Jacob Lawrence

Collage materials

- Ⓢ Cardstock—various sizes
- Ⓢ Colored paper
- Ⓢ Painted paper
- Ⓢ Magazine clippings, newspaper
- Ⓢ Glue
- Ⓢ Scissors
- Ⓢ Oil pastels
- Ⓢ Markers

Language Arts—paper and pencil, poetry examples, art supplies for illustrations

#### Document

- Ⓢ Photos
- Ⓢ Video
- Ⓢ Artwork
- Ⓢ Poetry
- Ⓢ Music compositions
- Ⓢ Performance collage—Puzzle-like collage and venn diagram

## MUSIC

### Music—Section 1 (Guided listening)

#### 1) Set Up

- a) Diagnosing—Students are exposed to ongoing integration through many activities in art and music simultaneously.
- b) Classroom Management—An environment where students are able to display ideas comfortably will be created.
- c) Accommodations—None needed.

#### 2) Beginning

- ⊗ Introduction—Discussion/review of Romare Bearden material from art class

#### 3) Middle

- ⊗ Guided listening of *I'm Slappin' Seventh Avenue* and *Autumn Lamp* (will only discuss one song per class period)
- ⊗ Discussion emphasis on improvisation and style.

##### a) Main Activity

- ⊗ Review both pieces during the third class meeting through listening and discussion and create a venn diagram for the two pieces.
- ⊗ Starting ideas for similarities—style, instruments used, meter, improvisation
- ⊗ Starting ideas for differences—instruments used, tempo

##### b) Reflection

- ⊗ Students will refer to the venn diagram during the creation of the performance collage and final project venn diagram.

##### c) Assessment Task

- ⊗ Informal assessment on ability to participate in discussion and making of venn diagram.

#### \*Extension

- ⊗ Students will watch a short clip from the DVD watched in art class again in music to review the improvisation concept discussed in the video.
- ⊗ The high school jazz band will do a presentation for third grade students showing the improvisation process and will use one of the third grade blues compositions (from earlier in the year) to show the process.

### Music—Section 2 (Composition)

#### 2) Beginning

- ⊗ Introduction—Students will be divided into six groups

#### 3) Middle

- ⊗ Each group will be given a poem
- ⊗ Students will choose the tonality, meter, tempo, and mood of the song they will be composing.

#### a)Main Activity

- Ⓞ Students will compose a song in their small group using their group's poem as lyrics.
- Ⓞ Students will work on this approximately 10-15 minutes of a class for three class periods.
- Ⓞ Students will rehearse their song with their group after the composition is finished and may choose to add an instrumental accompaniment.
- Ⓞ Students will perform their song for the class.

#### b)Reflection

- Ⓞ The class will discuss each composition and offer what they like about the song and what they wished was different.
- Ⓞ The class will choose their two favorite compositions from the class to be performed at the concert.
- Ⓞ I will guide the class in a discussion about how this song project relates to all the other things we have done in music, art, and language arts as part of the larger project.

#### 4) End

- Ⓞ Each class will perform two of their compositions on the concert

#### 5) After

- Ⓞ Students will watch the video of the concert and discuss the compositions by the other classes.
- Ⓞ Students will show understanding by participating in discussion.

## VISUAL ART

#### 1) Set Up

##### a) Diagnosing

- Ⓞ Handout #1 : Questions on life and work of Romare Bearden  
Students will answer while viewing DVD “Visual Jazz”  
Discussion
  - Ⓞ Handout #2 : “What is Collage?” and descriptive words about Bearden’s collages (pre collage making)
- ##### b) Classroom Management
- Ⓞ Students seated for demonstration / instruction
  - Ⓞ Work in table groups on individual writing and collage making
  - Ⓞ Tables equipped with supplies / extra supplies available at front table as needed
- ##### c) Accommodations
- Ⓞ Special needs students likely to do well with open ended creative process of collage.
  - Ⓞ Special needs students (L.D., E.I.) teachers will work on writing strategies in resource room and in general classroom. Special Ed. Teachers will borrow visual examples for” practice”.

#### 2) Beginning

- Ⓞ Introduce students to art of Romare Bearden : prints. posters, books and DVD
- Ⓞ Students view DVD and fill out questions on handout #1 and discuss

#### 3) Middle

a) Main Activity

- Ⓢ Collage making\*. Session 2: Lay down large pieces for background
- Ⓢ Session 3: Add detail pieces for people, musical instruments, etc  
(Music / Jazz, urban scenes, rural scenes and personal themes)
- Ⓢ Session 4: draw onto collage with marker or oil pastel  
\* Students will listen to jazz CD while creating collages

b) Reflection

- Ⓢ Handout #3 –“What is Collage?” and descriptive words for personal collage
- Ⓢ Students title individual collages
- Ⓢ Venn Diagram: Art- Music and / group “critiques” of finished collages

4) End

a) Closure

- Ⓢ Group “Performance” Collage for final Concert / Exhibit
- Ⓢ Student collage art on exhibit at concert

## LANGUAGE ARTS

1) Set up

a) Diagnosing

- Ⓢ Expose students to variety of poetry styles through examples and discussion
- Ⓢ Chart student responses on qualities of poetry examples.

b) Classroom Management

- Ⓢ Strategy modeling/practice poetry
  - Ⓢ Teacher models poem writing
  - Ⓢ Students create poems based on format
  - Ⓢ Teacher conferences with students as others work on illustration of poem

c) Accommodations

- Ⓢ Co-teachers offer writing assistance to individual students
- Ⓢ Resource teachers practice/model with students during resource time

2) Beginning

a) Introduction

- Ⓢ Review pre-collage unit poetry sessions
- Ⓢ Review student work from visual art and music class
  - Ⓢ Students will have personal collages and writing handouts from art class

b) Warm-up/Ice Breaker

- Ⓢ Venn Diagram—collage art/jazz/poetry
  - Ⓢ Students discuss qualities of all three and visually see their connections

3) Middle

a) Main Activity

- Ⓢ Students use titled collage art and three handouts from art class to apply descriptive

word lists and art elements to chosen poetry format

- Ⓢ Students listen to Branford Marsalis's *Bearden Revealed* while working on poems

b) Reflection

- Ⓢ Students read poems aloud while displaying collage art in group critique fashion
- Ⓢ Students offer critique comparing poem to art

4) End

a) Closure

- Ⓢ Student poems displayed at spring concert with collage art
- Ⓢ Student compositions based on poems performed at concert