

# Arts Integration Project Description of Unit/Plan/Lesson

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GE Teacher: All 3<sup>rd</sup> grade teachers  
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School Building: Northwestern Elementary  
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## Project Overview:

This project integrates visual art, music, and language arts between all 3<sup>rd</sup> grade classes. Students will study the collage art work of Romare Bearden, which was influenced by jazz music. Students will study music by jazz artist Branford Marsalis, which was influenced by the art of Bearden. Collages will be created in art class and compositions will be created in music class based on these works. Third grade teachers will incorporate their poetry unit by asking students to write about the art and music being studied in those classes. Students will also create music compositions based on their poetry. All work will be showcased at the spring music concert. Details of this project follow.

## Visual Art Portion

Students will be introduced to the art of Harlem Renaissance **artist Romare Bearden**. Bearden was a renown African American painter / collage artist. His work was greatly influenced by the jazz musicians of Harlem. Contemporary **musician Branford Marsallis** composed jazz music

based on the art of Bearden. Students will be introduced to his music in art and in music class. Our intention is to help students **make connections between the arts disciplines and between the arts and (in this case ) language arts.**

We will emphasize themes that are present in the visual art, music, and writing:

- ⑩ Composition
- ⑩ Improvisation
- ⑩ Layering
- ⑩ Foundation

## Outline

- ⑩ Students introduced to art of Romare Bearden / music of Branford Marsallis
- ⑩ Students will compare the art to the music:  
analyze / interpret the art , compare & contrast art to music,  
look for art elements / art principles (*line, shape, color, movement, emphasis*)
- ⑩ Students will create collage /mixed media compositions while listening to the music ( primarily *I'm Slappin' Seventh Ave* and *Autumn Lamp* )
- ⑩ Students will showcase collages at the Spring Concert, as well as performing music, and showcasing writings. Some students may participate in constructing a large “performance collage” during the concert

## Standards / Benchmarks

This unit covers nearly all the visual art standards/benchmarks.

## Music Portion

\*\*\*Students will do various improvisation and composition projects early in the school year as readiness for our arts integration project. Projects include vocal improvisations and compositions as well as rhythmic improvisations for body percussion and instruments.\*\*\*

## Outline

- ⑩ Study the album Romare Bearden by Branford Marsalis in February as part of jazz unit and black history in music
  - pieces highlighted—*I'm Slappin' Seventh Avenue* and *Autumn Lamp*
  - discuss connection between the music and the art of Romare Bearden
- ⑩ Informance from Eaton Rapids High School Jazz Band to show improvisation process
- ⑩ Create improvisatory composition in small groups based on one of Bearden's art pieces—compositions will be done in collage style—during March
  - Chord roots as foundation—I V V I—for each small group
  - Each small group chooses other elements from chart for their composition
    - Tonality
    - Meter
    - Tempo
    - Form
    - Articulation
    - Instruments (if using)
    - Lyrics (if using)
- ⑩ Compose short pieces using student poetry, written about art work, as lyrics during early April. Formatting for the compositions are the same as the March composition project.
- ⑩ Projects and process with be showcased at spring concert—April 28<sup>th</sup>

## Standards / Benchmarks

This unit covers nearly all the visual art standards/benchmarks.

## 3<sup>rd</sup> Grade Language Arts Portion

### Language Arts Component

- ⑩ Students will be introduced to the collage art of Romare Bearden and the jazz music of Branford

Marsalis in art and music classes respectively.

⑩ Students will draw on these influences to write poetry in their general education classroom based on their own collage compositions created in art class.

⑩ Students will then compose music in music class based on a selection of student poetry composed in language arts class.

⑩ Students will exhibit their poetry, art collages, and music compositions in a culminating concert in April.

## Timeline

Art and Music classes will begin the project in February in conjunction with Black History Month. The series of lessons will take 3-4 sessions to complete.

English language Arts poetry will begin in March after the students have learned about the art of Romare Bearden and the music of Brandford Marsalis (collage composition and jazz composition ).

Compositions will be written in April after the poetry unit is complete, utilizing the poetry as lyrics for the compositions.