**Standard Information:**  2nd Grade. MSU-Billings. Instrument Unit.

**Descriptive Title:** Instruments with watercolor.

**Lesson Description:** In this lesson the students will listen to different types of music. They will use watercolor to paint how the music makes them feel.

**Objectives:** The students will (TSW):

1. Create a watercolor painting about their feelings to different types of music evidence by students handing in the painting they created.

**Concepts and/ or Key Words:**

* Rhythm: The organization of musical sound in time.
* Dynamics: Term indicating the degree of loudness or softness in a musical composition.
* Accent: Greater emphasis on note or chord.
* Beat: The ongoing pulse in music.

Retrieved these vocabulary words and definitions from Integrating Music into the Elementary Classroom by William M. Anderson.

**Students’ Background Knowledge:** The students will not need background knowledge to complete the task in this lesson. The students will have learned about instruments in the previous lessons in this unit. The students will have had created maracas.

**Materials:**

* Watercolor paints (class set)
* Watercolor paper ( 1 page per student in class) (8 x 11 size can vary)
* Paint brushes (1 per student)
* Water dish (2 per pods)
* Water
* Paper towel ( 1 per student)
* Painting shirts (1 per student)
* *Fur Elise* by Beethoven (Download or use Youtube)
* *Sonata* by Mozart (Download or use Youtube)
* *Arrival of the Queen* by Bach (Download or use Youtube)
* *Hungarian Dance No. 5* by Bach (Download or use Youtube)
* Drying rack or string

Teacher may choose different music. Music needs to have a variety of musical instruments in it.

**Classroom Management Suggestions:** Arrange desk into pods of four students in each pod. Have the student remain seating until the lesson has been complete. Distribute the materials by pods and have all materials ready before the lesson starts. Explain how to get materials and how to clean up the materials properly.

**Assessment:**

1. Students will turn in their painting. They will be graded on participation for this lesson. The following will go into the grade book:

+ Student did the assignment (participated fully in activity)

* Student did not complete the assignment (did not participate in activity)
* Student completed the assignment or participated in the activity, but did not do the other. (Participated but did not turn assignment in or turned an assignment in that was not complete due to them not participating)

**Standards:**

Billings Curricula Guide- Grade 2-

Music:

3. Rhythms are made of sounds of different lengths

5. Music requires varied levels of loudness (dynamics)

9. Music can tell stories and is a part of our cultural heritage.

Art:

1. Discover ways to create and express one’s own thoughts by changing a variety of materials to; develop self-concept, become familiar with art materials, emphasize personal expression.

Montana State Art Standards-

3­. Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

6. Students make connections among the Arts, other subject areas, life, and work.

National Standards-

Music:

6. Listening to, analyzing, and describing music

8. Understanding the relationships between music, the other arts, and disciplines outside the arts

Art:

1. Understanding and applying media, techniques, and processes

**Links outside the Lesson:**  Students may listen to music anywhere (i.e. at home) and do this activity.

**Accommodation for Diversity:**

Alex will be able to fully participate in this lesson. He will have a desk that is wheelchair accessible.

If Darrell arrives late to class give directions to him quickly to catch up. If he has missed previous lesson make up work will be handed out, staying after school if needed to catch up.

Shanai will be able to fully participate in this lesson. During sharing she will not have to share if she does not feel comfortable. After the assignment is finish and time is allowed talking with her one on one will be done instead.

Maria will be gave the instructions multiple time. Maria will also be sat in the front by the teacher’s desk to make sure she is staying on track.

**Teaching Model:** Madeline Hunter Model

Anticipatory Set**:** Talk to class about how different instruments and how they are played can make a person feel different emotions. Explain that there are many different aspects of music like rhythm, accents, dynamics, and beat can make a person feel certain ways during the music. Explain that in today’s lesson the class will paint how the music makes them feel.

Objectives: The students will (TSW)…

1. Create a watercolor painting about their feelings to different types of music as evidenced by students turning in the painting they created.

Teacher Input/Procedure:

1. Have students sit in the desk and talk about different kinds of music and instruments and how the different music or instruments makes them feel. Explain that different aspects in music can make people experience different emotions.
2. Explain that they will be creating a painting by listening to music and painting how the music and the ways the instruments are played makes them feel. This can be a picture, lines, whatever they want.
3. Talk to class about how the materials will be handed out.
   1. Each pod will get two water cans, 4 paint brushes, 4 watercolor sets, 4 paper towels, and 4 pieces of paper.
   2. One person from the group will grab the water, another will grab the brushes, another will grab the watercolor set, and then the last person will grab the paper towels and watercolor paper.
   3. Teacher will tell which group of students (the water kids, brushes, watercolor, and paper) will go and grab supplies.
4. Talk to class how the materials will be cleaned up.
   1. The students that got the materials in at the beginning of the lesson will put them away.
      * Water cans will need to dumped out in the sink and the cans placed back by the sink
      * The watercolor sets will need to be dried using a paper towel then placed in the watercolor tote in the back of the room.
      * The paint brushes will need to be cleaned in the sink and laid on the towel by the sink to dry.
      * The paper towels need to put in the trash and the paintings need to be placed on the drying rack in the back of the room.
5. Have students put their name on the back of their paper before beginning the lesson.
6. Play the different music to the class and allow them to paint. (Wait to switch songs at the end of a musical phrase)
7. Once done painting, talk as a class why the music made them feel the way it did. Only sharing if they would like to.
8. Turn in painting on the drying rack.

Checking for Understanding: During class discussion talk about different aspects in the music that can make people experience different emotions.

Guided Practice: Talk with the class using the definitions about the different ways music can make people feel. Use definitions of dynamics, accents, rhythm, and beat.

Independent Practice:Students will paint the way the music makes them feel. Have students explain what made them feel the emotion they did during the music.

Closure:Have students share what made them feel the way they did in the music. Students will be told that tomorrow they will be making music with P.E. objects.

Attachments:N/A