Ed closet

lesson seeds *grades 6-8*

COLORING SOUND

SCIENCE & VISUAL ART

Objectives

CONTENT	FINE ARTS
MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	**VA:Re8.1.8** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Materials:

- Melissa McCracken's website: http://www.melissasmccracken.com/
- Blank paper
- Variety of art supply mediums, including: watercolor, acrylic and tempura paint, markers, colored pencils
- Projection system
- Speakers and Internet
- Interactive Brain Map: http://www.opencolleges.edu.au/informed/learning-strategies/
- Piano Guys' piece: https://www.youtube.com/watch?v=WZjFMj7OHTw

Pre-Assessment:
Ask students to view pre-selected images from artist Melissa McCracken's website. Have students analyze and describe the images based on color, line, and medium.

Engagement:
Play the video of Melissa creating her artwork and explaining the process of synesthesia. Go back and ask students to look at the previously viewed images again, this time while playing the music that is identified next to the piece. What stands out to them now that they know her process?

Activity:

1. Explore the interactive brain map and have students answer the following questions: how many lobes are in the brain and what are their names and functions? Which part of the brain governs your senses? How do the lobes work as a system to process information? How is this showcased in cases of synesthesia?

2. Using the piece "Hello/Lacrimosa" from the Piano Guys, have students create a random list of images that comes to mind as they listen to the piece. Listen to the piece again and label where each image appears during the piece (beginning, middle or end). Then, have students select a color or shape that would depict that image. For example, "red and rectangle" for a wagon.

3. Students create a work of art based on the musical piece that mapped out. It should contain colors, shapes, textures and lines that lead the viewer through the piece of music and connects the whole piece into one visual experience.

Closing:
Students present their work by showing their piece and identifying only the list of images that came to mind when originally listening to the piece. Students will peer-assess each other's work.

Assessment:

As students view each other's work, they should answer the following questions: What do I notice about this piece? What emotion or reaction do I have to what I'm seeing? How does this work reflect the systems that process sensory information in the brain?