

See! Say! Play! Creating Sound Poems for Art Pieces

Grades

● 4–5

Teacher-In-Residence

● Lisa Endler

Subjects

● Music, Art, Language Arts

Carnegie
Museum of Art

Goals

- Students will explore multiple pitched and unpitched percussion instruments.
- Students will employ various strategies to take a slow, long look at a piece of art.
- Students will create sound poems.

Objectives

- Students will be able to demonstrate proper percussion technique.
- Students will be able to choose percussion instruments to match figurative language.
- Students will be able to discuss a piece of art.
- Students will be able to write a sound poem using 3–4 descriptive words relating to a piece of art.

Standards

National Core Arts Standards, Music

- **MU:Cr1.1.5.a** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
- **MU:Pr4.3.5.a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
- **MU:Re8.1.5.a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

National Core Arts Standards, Art

- **Anchor Standard: 7.** Perceive and analyze artistic work.
- **Anchor Standard: 10.** Synthesize and relate knowledge and personal experiences to make art.

PA Arts and Humanities Standards

- **9.1 A, B, C, E**

PA ELA Standards

- **CC.1.4.4.K** Choose words and phrases to convey ideas precisely.

Materials

- Picnic image
- Various unpitched percussion instruments
- Pitched percussion instruments (barred instruments, Boomwhackers, bell kits)
- Paper and pencil
- Thesaurus

Vocabulary

- Instrument names
- Color
- Timbre
- Shape
- Texture

Artwork



Maurice Brazil Prendergast, *Picnic*, ca. 1914–1915, Purchased with gifts of the people of Pittsburgh through the efforts of the Women's Committee, Museum of Art, Carnegie Institute, 72.51

Lesson

1. Introduction

Artists have been inspired by music to create visual works of art. Over the next few lessons, students will use visual works of art to inspire percussion sound poems.

2. Slow Observation

- Display an image of *Picnic* by Maurice Brazil Prendergast

- Play a game of “I Spy” to start observing the painting

- **Discussion questions:**

What do you see?

What do you think or wonder?

What don’t you see?

How does this picnic compare to one that you have experienced?

3. Main Activity

- Introduce the sound poem

- Brainstorm descriptive words about the artwork including feelings and emotions

For example: Summer, Joy, Friends, etc.

- Students suggest and model instruments to match each word

For example: Xylophone Glissando = Joy, Tambourine shake = Summer

4. Transition to Small Group

- Choose 3–4 words for a new poem

- Arrange the words in a pattern

For example: Summer, Summer, Friends, Joy!) Patterns should be 4–8 words in length and repetition is encouraged

- Choose instruments to represent words

- Practice performing sound poem

Lesson Extension/Modifications

- This lesson will take place over several class meetings

- Teacher will act as facilitator and offer guidance as necessary

- Add movement and props such as scarves to the Sound Poem

- Explore other artworks to inspire new Sound Poems

- Create Soundscapes using Chrome Music Lab experiments

Assessment

Group Presentation

1 Point

| | | | |
|------------------|--------------------------------|------------------------|-------------------------------|
| Poem used 1 word | Same instrument for every word | Instruments not played | One group member participated |
|------------------|--------------------------------|------------------------|-------------------------------|

2 Points

| | | | |
|-------------------|-------------------------------------|--------------------------------|---------------------------------|
| Poem used 2 words | Same instrument for 2 or more words | Incorrect instrument technique | Some group members participated |
|-------------------|-------------------------------------|--------------------------------|---------------------------------|

3 Points

| | | | |
|---------------------|------------------------------------|------------------------------|--------------------------------|
| Poem used 3–4 words | Different instrument for each word | Correct instrument technique | All group members participated |
|---------------------|------------------------------------|------------------------------|--------------------------------|