ICCSD Art & Music Integration

Title: Piet Mondrian **Creators: Kate Hagen & April Kelly**

Topic: Painting and Sound Composition **Suggested Grade(s): Kindergarten**

Stage 1 – Desired Results

Unit Summary:

- The purpose of this unit is to provide Kindergarten students several exposures to the works of Piet Mondrian through painting and sound composition.
- The curriculum focus in art is to teach the primary colors and the difference between horizontal and vertical lines.
- The curriculum focus in music is to identify the families of unpitched percussion and rudimentary composition.

Art Objectives:

1. Students will gain basic knowledge of **Piet Mondrian** and his work.
2. Students will learn the **primary colors.**
3. Students will identify the difference between **horizontal and vertical lines.**

Music Objectives:

1. Students will identify characteristics of each **unpitched percussion family.**
2. Students will compose an unpitched percussion pieces based on the works of **Piet Mondrian**.

Meaning

Understandings: Students will understand that…

- Primary colors are used to create all other colors.
- Horizontal and Vertical lines are foundational elements
- The timbre within the unpitched percussion families are similar
- Anyone can compose music

Essential Questions: To develop understanding, students will keep considering:

- Why do we use primary colors?
- What is the difference between horizontal and vertical lines?
- What sounds does an instrument need to make to belong in an unpitched percussion family?
- What does it mean to be a composer?

Acquisition

As a result of this unit, students will know…

<u>Essential Vocabulary</u>

- **Primary Colors:** red/yellow/blue
- **Line:** horizontal/vertical/square/rectangle
- **Unpitched Percussion Families:** wood/shaker & scraper/skin/metal
- **Compose**

As a result of this unit, students will be able to…

- **identify and label** primary colors
- **create** a horizontal and vertical line
- **identify and play** unpitched percussion
- **create** a composition using unpitched percussion
- apply their learning as they **perform** their own painting

Stage 2 – Assessment Evidence

Performance Tasks:

- Students will paint a Mondrian using primary colors and horizontal and vertical lines
- Students play and categorize unpitched percussion instruments in different musical games
- Students will compose an unpitched percussion piece based on the painting they create in art class.

Other Evidence:

- QR Codes will be used to record musical compositions so that spectators can witness students' musical interpretation of their artwork

Stage 3 – Learning Plan

Adapted from "Understanding by Design" by Wiggins & McTighe

Elementary Art

Kindergarten

Artwork by: Piet Mondrian

Lesson created by April Kelly

Piet Mondrian with Movement

Overview

Students will create a Mondrian painting while learning about the primary colors and horizontal and vertical lines.

Objectives

- Students will gain basic knowledge of Piet Mondrian and his work.
- Students will learn the Primary Colors.
- Students will understand the difference between horizontal and vertical lines.
- Students will learn how to hold a ruler/straight edge to create a straight line.
- Students will create a finished painting in the style of Mondrian.

Vocabulary

Horizontal

Vertical

Square

Rectangle

Primary Color ~ RED/BLUE/YELLOW

Lesson Plan

DAY 1 – Introduction to Piet Mondrian

1. Students will learn about Piet Mondrian and his work by looking at images on the SmartBoard.
2. Students will learn what the primary colors are while learning about their importance and see them in Mondrian's paintings.
3. Students will learn the difference between horizontal and vertical lines and see them in Mondrian's paintings. Students will also make horizontal and vertical lines by moving their bodies.
4. Students will be asked the following questions; Are the colored spaces always outlined by black? Are the spaces that are outline by black more or less effective (do you like them better…why or why not)? Do you like it when he puts colored spaces next to each other or would you place the colors differently than Mondrian did? Is it okay

Materials

White Drawing Paper-11"x 17"

Pencils

Rulers/Straight Edge

Black Tempera Paint

Red Tempera Paint

Yellow Tempera Paint

Blue Tempera Paint

Paint Brushes

6"x9" drawing paper (mini-Mondrian)

Primary colored markers (mini-Mondrian)

Black marker (mini-Mondrian)

SMART FILES

that Mondrian didn't paint in all the spaces and left many of them white? Why or why not?

5. After discussion and looking at visuals, students will watch a cartoon video showing many of Mondrian's paintings. https://www.youtube.com/watch?v=iSCmWnIoRpI&t=43s

6. Students will watch a short demonstration where they will learn how to hold a ruler/straight edge so they can make straight lines on their paper.
7. Students will then make their own spaces (squares and rectangles)on their papers in order to be ready to paint next class period. Each student must have *at least* 10 boxes on their paper in order to paint.
8. Students will end class by watching a video by *Okay Go* about the Primary Colors. https://www.youtube.com/watch?v=yu44JRTIxSQ&t=7s

DAY 2 – Painting our Mondrians

1. Students will paint their Primary Colored spaces at a painting station with the teacher in small groups.
2. Students not at the painting station will work on mini-Mondrians independently at their own tables. Students will have the option to make two different mini-Mondrians. One will be made on 6"x9" white paper. On the white paper, students will use their ruler/straight edge to create at least 10 spaces, color the spaces with primary colored markers/crayons and then re-trace their pencil lines with a black marker. The second mini-Mondrian will be created on 6"x9" black paper. Students will choose from various primary colored squares and rectangle that they will organize and glue onto the paper, leaving a small amount of space between each rectangle/square to act as the black lines.

DAY 3 – Finishing our Mondrians

1. Students will finish their Mondrian paintings by painting all their horizontal and vertical lines black at a painting station with the teacher.
2. Students not at the painting station will continue to work independently on their mini-Mondrians at their tables.

Extension

Students could create a composition in their general music class based on the painting they created in the art room. A collaborative idea could include recording the composition and attaching a QR code to the painting so when displayed parents and students can "listen to", as well as, look at the student's artwork.

General Music

Kindergarten

Lesson Created by Kate Hagen

Piet Mondrian Sound Compositions

Overview

Un-pitched percussion piece composition based on paintings by Piet Mondrian.

Objectives

- Students will compose an unpitched percussion piece.
- Students will identify the characteristics of unpitched percussion families

Lesson Plan

Lesson 1 – Piet Mondrian Movement Game

1. Show students' art work by Piet Mondrian
2. Identify the colors primary colors used in his artwork
3. Play Piet Mondrian Movement Game
    - Prior to the lesson tape vertical and horizontal lines on the floor using black tape
    - Give each child a large scarf to hold like a cape in primary colors
    - The music plays and students move through the room to the steady beat
    - The music stops and students huddle within the black lines on the floor under their scarf thus creating a life-sized painting
    - Extension of the game can include having only one group of students moving at a time.
    - Take photos of the "life-sized paintings" to share with students in future lessons.

Lesson 2 – Introduction and Sorting Unpitched Percussion Families

1. Students sit in circle
2. Four small hula hoops also need be placed in the center of the circle
3. Show students four unpitched percussion labels WOOD/ METAL/ SKIN/ SHAKERS & SCRAPERS
4. Assign four students to place each of the labels within a hula hoop

Materials

Artwork by Piet Mondrian

Large Scarves in Primary Colors

Unpitched Percussion Instruments

Hula Hoops

Unpitched Percussion Family Labels

Laser Pointer

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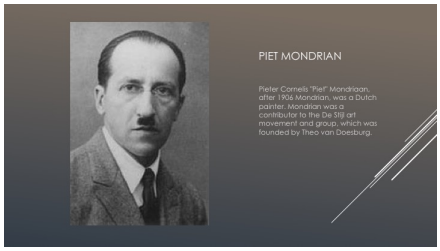
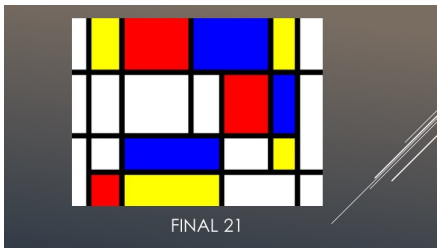
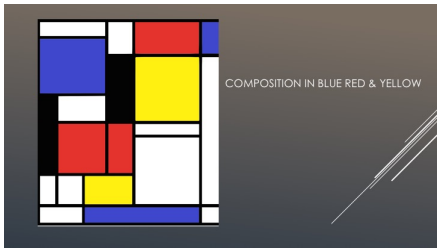


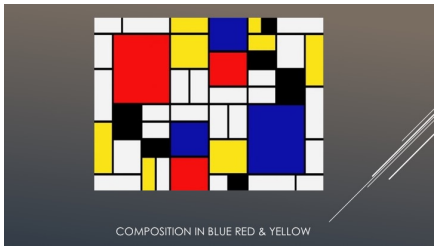
5. Play the sorting game
    - Play a variety of unpitched percussion instruments for the students and have them guess which family each of the instruments might belong in and why.
    - Extension of the game can include giving every child an instrument and having them figure out which family their instrument belongs in

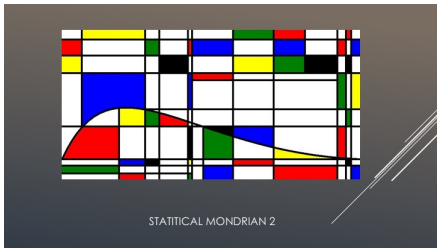


Lesson 3 – Piet Mondrian Composition

1. Show students a painting by Piet Mondrian
2. Identify the primary colors used in his artwork
3. Review and label the unpitched percussion families
4. Assign each color within the painting a color – including white
5. Assign each unpitched percussion a color from the painting
   Ex. Wood (Red)/ Metal (Blue)/ Skins (Yellow)/ Shakers & Scrapers (White)
6. Have students decide how they will play the composition
   Ex. right to left – top to bottom, top to bottom and right to left, etc.
7. Pass out instruments and as teacher or student leader pass a laser pointer in the desired direction of the composition students play instruments. Black lines act as rests.





Extension

Students play their own paintings that they create in art class. A collaborative idea could include recording the composition and attaching a QR code to the painting so when displayed parents and students can "listen to" as well as look at the student's artwork.