Lesson 3:
Creating to Music

from the **Inspire Creativity Together** sequence

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Missouri Alliance *for* Arts Education
Support • Promote • Advocate

Description

In this lesson, students will create art in real time as they listen to a piece of music, allowing their emotions and creativity to guide their responses. The activity illustrates how music and art are tools for expressing and regulating emotions. It also builds confidence in creative expression, enhances active listening skills, and helps students better recognize and understand their emotions.

This lesson is adaptable for students in grades K–8. Its intentional flexibility allows teachers to modify the content to best suit their students' needs.

Objectives

Students will:

- Build confidence in their creative capacities.
- Engage their active listening skills.
- Connect music and emotions on a fundamental level.
- Demonstrate their understanding that music is a tool for expressing emotions.

Standards

Missouri Music Learning Standards

- MU: Re8A.K-8a
- MU: Cn10A.K-8a
- MU: Cn11A.K-8a

Missouri Visual Arts Learning Standards

- VA: Cn10A.K-8

Materials

- Recorded music of your choosing that students are already familiar with. For example, Arturo Márquez's *Conga del Fuego*.
- Creativity supplies, including but not limited to:
  - Non-pitched percussion instruments
  - Lined paper
  - Blank paper
  - Crayons, colored pencils, or markers
  - Pencils
  - Clay or Play-Doh
  - Scarves

Procedure

- Allow students to pick a creative medium with which they will respond to a predetermined piece of music. If you are preparing for Picture the Music, we recommend making this a drawing activity.
- Listen to a piece of music the students are already familiar with. Play the entire piece without pausing.
- While listening to the music, the students should respond to the emotions they feel in the music using their chosen creative medium. When the music ends, let the students keep creating for a short period of time.

Procedure (continued)

- The objective is not to create a masterpiece; instead, students should enjoy the experience of creating. When they are done, reflect as a group.
    - What emotions did you hear and feel in the music?
    - In the music, what did you connect with the most and why? Did you connect with the melody, harmony, rhythm, instruments, tempo, or dynamics? [For students with less experience, simply ask what they liked most about the music and why.]
        - How did you show that connection in your artwork?
    - How was listening to the music this time different from the first time you heard it?

Extension

Allow this creation to be a rough draft and work to revise it into a finished product.

Evaluation

Using a four-point rubric, look for the following. The student:

- Actively participated in the creation activity, selecting a medium and engaging in the process of creating art in response to the music in real-time (Creative engagement: 1 point).
- Demonstrated active listening skills by responding to the music's emotional cues and translating them into their chosen creative medium (Active listening: 1 point).
- Effectively connected the emotions conveyed in the music to their artwork, demonstrating their understanding of how music is a tool for emotional expression (Music-emotion connection: 1 point).
- Provided thoughtful reflections on their creative process, clearly articulating how they connected with the music and how those connections were represented in their artwork (Reflection and articulation: 1 point).

If you enjoy this lesson, extend the fun by participating with your students in the SLSO's Picture the Music