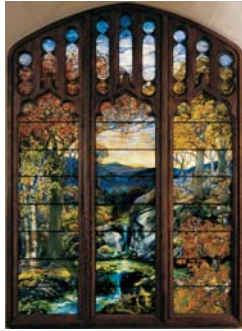




Theme: Landscapes
American Landscape, 1930
 Charles Sheeler 1883-1965



Theme: Landscapes
*Autumn Landscape-
 The River of Life*
 Louis Comfort Tiffany
 1923-1924

Picturing America
Lesson Plan Seed:
Music and Science
7th Grade



Environmental Soundscapes	
<p><u>Fine Arts Content Standard: Music</u></p> <p>2.0 Historical, Cultural, and Social Context Students will demonstrate an understanding of music as an essential aspect of history and human experience.</p> <p>3.0 Creative Expression and Production Students will demonstrate the ability to organize musical ideas and sounds creatively.</p>	<p><u>Content Standard: Science</u></p> <p>Standard 6.0 Environmental Science</p> <p>Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.</p>
<p><u>Music Indicator(s):</u></p> <p>2.1 Describe how musical expression reflects social, political, and ethical issues.</p> <p>3.1 Explore musical ideas through simple improvisations.</p>	<p><u>Science Indicator(s):</u></p> <p>A. Natural Resources and Human Needs Recognize and explain the impact of a changing human population on the use of the natural resources and on environmental quality.</p> <p>B. Environmental Issues Recognize and describe that environmental changes can have local, regional, and global consequences.</p>
<p><u>Music Objective(s):</u></p> <p>2.1.a Identify uses of music in cultural expression.</p> <p>3.1.b Improvise vocal or instrumental music using electronic sounds.</p>	<p><u>Science Objective(s):</u></p> <p>6.A.1 Based on data identify and describe the positive and negative impacts of an increasing human population on the use of natural resources.</p> <p>6.A.1.1 Recognize and describe the decreasing dependence on local resources due to the impact of available transportation.</p> <p>6.A.1.2 Identify and describe a local, regional, or global environmental issue. (Continued)</p>

	6.A.1.3 Identify and describe that different individual people or groups of people are affected by an issue in different ways.
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Objective(s) (Connecting the content areas)

Students will create a soundscape based on a local, regional, or global environmental issue.

Description of Lesson/Activities

Prior to Lesson:

- Teacher will review basic music vocabulary
 - **Rhythm** (Patterns of beats in music; the regular pattern of beats and emphasis in a piece of music)
 - **Beat** (A steady throbbing; rhythmic sound or movement made by something throbbing or pulsating; a single element of measured time in a musical piece or poem. Beats occur at regular intervals and are the rhythmic and metrical foundations of music)
 - **Tempo** (The speed at which a musical composition or passage is performed)
- **Teacher will survey students for musical background** (chorus member, instrument player).
- Students will have had several lessons related to environmental issues to develop background knowledge.

Procedure:

Step 1: Ten Times Two Artful Thinking Routine

- Teacher will
 - Use the *Autumn Landscape-The River of Life* by Louis Comfort Tiffany 1923-1924 from the *Picturing America* resource kit to demonstrate how to use the 10X2 Artful Thinking Routine*
 - **Model how to observe the picture** and identify ten items in the picture
 - **Model how to find ten more items** in the picture
 - **Identify ten sounds** that might be heard in the picture as well
- **This will be done as an interactive lesson** with students completing a graphic organizer during the process.
- Students will:
 - **Use the *American Landscape 1930*** by Charles Sheeler from the *Picturing America* resource kit as their image to apply 10x2 Artful Thinking Routine to find the items and sounds
 - **Use their background knowledge about environmental issues** as they explore the image
 - **Complete** a graphic organizer

Step 2: Creating the Soundscape

- **Teacher will provide the students with a variety of simple musical instruments**, including bells, triangles, and xylophones. Students will use instruments and may include sounds made with their bodies such as clapping hands, slapping legs, and stomping feet.
- **Students will be divided into small groups.** Using the sounds and items found in the image, *American Landscape 1930* from the *Picturing America* resource kit or other images provided by the teacher related to environmental issues, students will develop a musical piece making inferences based on the image(s) and their background knowledge. Students will reference their vocabulary from their graphic organizers.
- Students will
 - **Brainstorm within their small groups** to determine main idea, the environmental issue, who will play what instrument or body part, and select a leader (Suggestion: student with a musical background, identified earlier from the survey)
 - **Practice their musical soundscape** with everyone in the group contributing
 - **Edit, practice, and refine** musical piece
 - **Provide a title** for their soundscape
 - **Perform final soundscape** for class

Possible Assessment Strategies:

- **Student reflection**
- **Exit cards**
- **Checklist** (Include information related to individual contribution, small group collaboration, science/music knowledge)

Description of the 10 x 2 routine can be found at this website:

http://www.pz.harvard.edu/tc/listen_ten_times_two.cfm