

Van Gogh

Lesson 1

Objectives: Students will relate a so-mi song to a piece by Van Gogh.

Standards:

26.A.1d Music: Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.

25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.

Materials: *Starry Night* Scrapbook, Starlight Starbright Powerpoint, Xylophones

★Show *Starry Night*

★What colors do you see? What kind of lines did the painter use?

★S pretend to paint using scarves to “Clair de lune” by Debussy

★Trace over the brushstrokes using e-beam while singing “Starlight Starbright”. Invite students to choose a color and trace over lines while singing.

★Sing using body staff

★S point to high and low stars on PowerPoint

★Review so and mi

★(if time) Transfer to xylophones - mirror r and l, name G and E

Assessment: Participation



Lesson 2

Objectives: Students will use movement words to write a descriptive Haiku about Van Gogh's *Starry Night*.

Standards:

Common Core RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.



Materials: Movement words (cards or PowerPoint),
Haiku worksheet
Movement vocabulary: roll, bend, twist, crumple, splash,
spill, flow, curve, swirl, scatter, weave, expand

Rules:

1. Move in your spot.
2. You may move up high, down low, or in the middle.
3. At least one foot must stay on the ground at all times.

★Display each movement word above with a symbol depicting the word. Check for understanding.

★When each word is shown, students may perform a movement that represents that word.

★Display *Starry Night*. Review from Lesson 1.

★Show video: <http://vimeo.com/36466564> (in PowerPoint)

★How might the stars move? How might the trees move? Etc. S may use movement words listed or create their own to describe the movement in the painting. (Write on e-beam)

★Define *Haiku*, read several examples. Students count syllables in each example. What do they have in common? (5,7,5, syllables)

*Tumbling stars glow
Dancing through the deep blue sky
Trees lay still below*

★Pass out Haiku worksheets. Complete together, one step at a time.

★S may color in the background to look like Van Gogh's painting.

★Modification: Modified worksheets available which list colors and shapes for students to identify.

Assessment: Rubric

4	3	2	1
Haiku contains the correct number of syllables. Student used at least two movement words, and showed effort and imagination.	Haiku may contain 1-2 syllable mistakes. Student used at least one movement word, and showed some effort and imagination.	Haiku may contain 3 syllable mistakes. Haiku may not include movement words, but shows some effort.	Haiku is incomplete, or shows little effort.

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