

Subject-Group Overviews: Art and Music

Created in the Late Fall of 2014 at Rochester Montessori School, Revised June 2016

Year One, Grade 6

Unit Name	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content
Haystacks	change	narrative	orientation in space and time	Artists document changes in time with artistic narratives	A i,iii B i,ii C i,iii D i,ii,iii	communication Self management thinking	Monet Prints Art videos Drawing spaces outside in fall Photographing nature in fall Photographing landscape and painting it Painting a follow up painting a month later to record changes
Blues	Identity	Composition, Genre	Personal and Cultural Expression, Music Literacy	Elements of a composition will give clues to the identity of a piece.	A i, ii, iii B i, ii C i, ii D i, ii, iii	Communication Reflection Transfer	Listening to blues and finding the form, use of lyrics, chord structure, writing an original blues composition
Artist to Artist	Communication	Audience Narrative	Identities and Relationships	Artists communicate their identities with an audience through Artistic narrative	Ai,ii,iii Bi.ii Ci,ii,iii Di,ii,iii	Communication Research Thinking	Looking at the lives of various artists Research of artist's life Create a diorama/meeting space for two famous artists to meet (using famous artist paper dolls) Write a script for the two artists when they meet

High Life Drumming	Identity	Genre	Personal and Cultural Expression	Many musical genres and their offshoots are the product of a constant melding and reformation of cultural influences both foreign and domestic.	A i, ii, iii B i, ii C i, ii, iii D i,ii, iii	Communication Thinking	<p>High Life Drumming and its cultural contexts</p> <p>Rhythm complements Musical Space</p> <p>Develop more sophisticated technique on instruments such as rattles and bells. Include new instruments such as frame drum and talking drum.</p> <p>Work with independence of part while stressing interdependence of parts in the more complex Ensemble 2.</p> <p>Extend abilities to sing and play as natural behaviors.</p> <p>Teach geography and culture of West Coast Africa – particularly Ghana.</p> <p>Integrate large-body movement with hand clapping patterns in a circle.</p>
Elements of Music	Identity	Composition Structure	Globalization and sustainability	Identifying the elements of music supports understanding of the commonality, diversity and interconnectedness of all musics through the study of its components and structure	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii	Research Communication Reflection	<p>Reading music</p> <p>Identifying and labeling elements seen in written music</p> <p>Identifying and labeling elements heard in recorded music</p>

Years Two/Three, Grades 7 and 8 (units on rotation)

Unit Name	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content
Migrations (Music)	Identity	Innovation Interpretation	Personal and Cultural Expression	Musicians interpret the past to innovatively reflect the present	A. i,ii,ii i B. i,ii C. i,ii,ii i D. i,ii,ii i	Research Communication and Thinking	Listening to music examples Researching indigenous music Presenting research Evaluating presentations Creating and Performing their own arrangements
Bookmaking	communication	presentation narrative	personal and cultural expression	Artists/illustrators communicate stories by presenting an artistic narrative.	A i,iii B i,ii C i,ii,iii D i,ii,iii	Communication Social Thinking	Look at various illustrators (Sendak,Carle,Suess, etc.) Create their own artwork "Eric Carle style" Create their own book and share it
Learn to play a musical instrument	communication	Expression	Identities and relationships; physical,	Developing skills in nonverbal communication	A i, ii, iii B i, ii C i,ii,iii	Self-management (affective and reflection skills)	Instrument knowledge - history,

			psychological and social development	allows us to express ourselves and to build relationships with others	D i,ii,iii	Communication	development, design Practical instrument skills - holding, posture, sound production, breathing, fingering, performing Strategies for learning an instrument-scores, tutorial videos, peer teaching
Festival of Trees	Aesthetics	Audience Composition	Identities and Relationships	Identifying ourselves to an audience through aesthetic composition strengthens our relationship in the community	A i,ii,iii C i,ii,iii	Social(ii. Collaboration) Self-Management (iii, Organization)	-Information on Festival of Trees Via guest speaker and online resources - Planning different themed trees to benefit the Org. Collaborating, Decorating and delivering to trees to the site
Supersize It	Change	Interpretation Bounaries	Personal and Cultural Expression	By changing the boundaries of size we can reinterpret an everyday object that is important both personally and culturally.	B i,ii D i,ii,iii	Social (ii,Collaboration) Thinking (ix,critical thinking and x,transfer)	After looking at larger than life sculptures such as those of Claes Oldenburg, the students will chose everyday objects to "supersize".

							<p>They may break into groups</p> <ul style="list-style-type: none"> -Create a design -shopping list -create large sculpture -display sculpture
Shoebox Gallery	Identity	Narrative Genre	Personal and cultural expression	<i>An Artist's identity can be narrated by their personal expression of their genre</i>	<p>A i,ii,iii</p> <p>C i,ii,iii</p>	<p>research using informational and media literacy creatively think and transfer</p>	<p>To create a shoebox gallery the students may use:</p> <p>Multiple books in the art room</p> <ul style="list-style-type: none"> -getting to know ...books -Taschen artist books -usborne art encyclopedias <p>Past art lessons</p> <p>Different artist websites</p> <p>I have a collection of old artist calendars for the to collect art and information from</p> <p>There are many different fabrics or clay available to create a decor</p>