
> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

The **Finding Our Families, Finding Ourselves** exhibit has a running theme of how music connects us to and reminds us of our past and people in our family.

STANDARDS:

- Students write clear and coherent sentences and paragraphs that develop a central idea.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 2.0)
- Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
(California Content Standards for Visual and Performing Arts, Grades 3-6, Standard 1.0)
- Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
(California Content Standards for Visual and Performing Arts, Grades 3-6, Standard 2.0)
- Students distinguish and describe representational, abstract, and nonrepresentational works of art.
(California Content Standards for Visual and Performing Arts, Grade 3, Standard 3.3)
- Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
(California Content Standards for Visual and Performing Arts, Grade 4, Standard 4.0)
- Students write a poem or story inspired by their own works of art.
(California Content Standards for Visual and Performing Arts, Grade 3, Standard 5.2)

ASSESSMENT:

- Students experiment with colors and define which colors represent certain emotions.
- Students listen to a teacher-chosen piece of music, draw a representation of what they heard, and then write a reflection.
- Students choose a piece of music, or a particular style of music, that evokes a memory about a member of their family.
- Students write a paragraph or essay about that memory and reflect on why the music evokes this memory.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Give each student a color wheel and a box of crayons with primary and secondary colors.
2. Demonstrate to students how the color wheel goes in the following order: red, orange, yellow, green, blue, and purple. Have the students color in their color wheel. Explain that red, yellow, and blue are primary colors and that when you combine them they create secondary colors (orange, green, and purple). This can also be demonstrated by watercolors or paint.
3. Brainstorm (either as a class or in small groups) what emotions are evoked by or associated with each of the six colors. (Ex. Red = anger, frustration, etc) Have the students create their own list of what each of the six colors represent to them.
4. Choose a piece of classical music to play for the students. Give each student an 11 x 14 piece of paper and a choice of artistic materials. Each student should have materials at his/her desk before the music begins to play.
5. Set up a tranquil atmosphere in the classroom. Turn off the lights. No one should talk during the rest of the activity, except for the teacher, who will give short directions. Try to minimize outside interruptions.
6. Have the students close their eyes or put their head down while listening to the music. Play the piece of music, for the first time, without the students doing anything but listening.
7. After the piece ends, instruct the students that the next time they listen to the piece, they should draw or paint a representation of emotions that are evoked while listening to the piece. Explain that they should use lines, shapes, and textures rather than drawing/painting a scene. Also, briefly remind the students how colors represent certain emotions.
8. Play the piece for a second time and have the students create an artistic representation. After the piece ends, give the students about 10 more minutes to complete their art. After 10 minutes, instruct the students to turn over their 11 x 14 paper and for the third playing of the piece the students will write a reflection. The reflection can be a memory evoked, a poem about emotions evoked, etc.
9. Play the piece for a third time and the students will write a reflection. Allow the students extra time after the third playing to complete their reflection, if necessary.
10. As a debriefing activity, have the students sit in a group and share their art and poetry/reflections with the rest of the class.
11. For homework, ask the students to choose a piece of music, or a style of music, that evokes a memory about someone in their family. Then, have them write a paragraph or essay about that memory and why the music reminds them of this person.

EXTENSIONS:

- Students can research music from different cultures around the world, discuss their elements, and create artistic representations of a musical piece.
- Students can discuss components of music (i.e. minor/major scales, instruments, etc) and the ways in which they evoke certain emotions when listened to.

TIME ELEMENT:

One day for art activity
One day to one week for paragraph or essay, depending on the writing process used in class.

MATERIALS/RESOURCES:

- 1 Blank Color Wheel for each student
- Crayons, markers, paint, chalk pastels
- CD of classical music
- 11 x 14 paper



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