

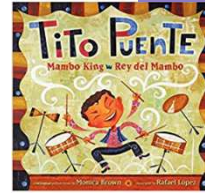
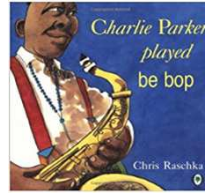
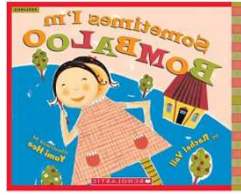
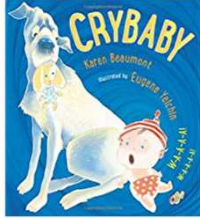


## Painting to Music



Art Studio

**Standards:**  
CA.MD.PS.1  
CA.VA.PS.1 - 5



### Materials:

- *Crybaby*
- *Sometimes I'm Bombaloo*
- *Tito Puente, Mambo King*
- *Charlie Parker Played Be Bop*
- paper
- paint brushes of different sizes
- tempera paint
- paint created by children in *Paint Mixing*
- sponges
- cotton balls
- CD player or computer with variety of music
- headphones

### Vocabulary:

- express
- music (-ian)
- emotions: joyful, excited, upset, etc.
- artist: a person who makes art

**Preparation:** Set up materials.

### Intro to Centers:

"In *Crybaby*, Baby's family played **music** to soothe him. What do you notice?"

"Let's listen to some **music** with our eyes closed. What **emotions**--like happy, sad, excited, or angry--do you feel when you hear the music? Why?"

"**Musicians** like Tito Puente and Charlie Parker used **music** to **express emotions**. Here are other **artists'** work that **express emotions** in paintings. What do you notice?"

"Today in the Art Studio, you can create paintings while listening to **music** for inspiration."

*Show illustrations.*  
*Children respond.*

*Play music.*  
*Children respond.*

*Show images.*  
*Children respond.*

**During Centers:**

Encourage children to paint to a variety of music, with all children listening to the same music, or using headphones for children to listen individually. Allow children to move/dance to the rhythm of the music as they paint. Refer to *Sometimes I'm Bombaloo* and discuss how the illustrator used color to express Katie Honors' feelings. Discuss how the illustrations in *Tito Puente, Mambo King* and *Charlie Parker Played Be Bop* are similar to or different from the music they played. Play music in other centers as inspiration. Encourage children to notice rhythmic patterns in music. Encourage children to use instruments made in *Bottle Shakers* to accompany music.

**Guiding Questions during Centers:**

- What emotion(s) does your painting communicate?
- How is your painting the same as or different from your friend's?
- How is painting to music the same as or different from painting without music?
- If you wanted to express the emotion of \_\_\_\_\_, what color(s) would you use? Why?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe any challenges they encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Invite children to create with different materials while listening to music, i.e., creating collages while listening to music.

Play familiar naptime music. Display paintings created in children's rest spots.