

## Awaken the Creative Genius using Dance, Poetry, and Visual Art as Inspiration for Music Making

Presented by  
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CASMEC  
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### The National Endowment for the Arts Mission Statement



“to strengthen the creative capacity of our  
communities by providing all Americans with  
diverse opportunities for arts participation.”

<https://www.arts.gov/sites/default/files/NEA-Strategic-Plan-FY2018-2022.pdf>

## The National Core Arts Standards & The California Arts Standards for Music



The National Standards (2014) and the PK-8 California Arts Standards for Music (2018) include 4 Anchors:

- Creating
- Performing
- Responding
- Connecting

<https://www.nationalartsstandards.org/>

<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

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## Effective Teachers



Effective teachers & lessons include singing, rhythm work, movement, listening, variety of tools/materials, variety of strategies, good classroom management, writing prompts, speech chants/ poems, and a variety of genre (Mozart to YMCA).

Delaney (2011). Elementary General Music Teachers' Reflections on Instruction. *Update 29(2)* 41-9.

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## Similarities



	Music	Movement	Visual art	Literature/ Poetry
Rhythm	Patterns of tones	Organization of patterns in time	Similar visual patterns	-Pattern of words -Inflection of voice
Contour	Shape of the melody	Shape of the body	Visual shapes	
Color	Sounds of voices or instruments = tone color	Mood or emotion evoked by movement	Hue or pigment	-Timbre-Sounds of Voice/Instruments & Consonants/ Vowels
Harmony	Blending of sounds	Blending of motions	Blending of colors	-Blending
Form	Different sections of music	Arrangement of movements or dance steps	Volume and mass or three-dimensional aspects of objects	-Narrative, Haiku, Limerick, Free Verse, Lyrical
Balance	All sounds heard	All movements visible	All shapes and colors visible	-Similar to form-repeated lines, refrain, ebb and flow
Texture	Thickness or thinness of sounds	Number of dancers	Surface quality of artwork	-Metaphor, imagery, meter, rhyme

Bohannon & McDowell (2010). Art, Music, and Movement Connections for Elementary Education  
[fep.com](http://fep.com) Teacher Candidates. *General Music Today* 24(1) 27-31.

## Beginning the Creative Process



In Music we want to 'do first' then discuss. The same can be said for the Creative Process.

Teacher-centered & Student-centered Instruction

Imitation

Exploration & Discovery

Collaboration in Pairs, Small Groups

Do a Whole-Group Example before Small Group  
 (Sometimes this depends on the Learning Outcome)

[fep.com](http://fep.com)

**Ask Questions to evoke thought  
Why? How? What if?**



Utilize Props/ Objects/ Manipulatives

Recognize Student Work-  
Share, Display, Perform, Record,  
Analyze, & Evaluate!

[fep.com](http://fep.com)

**Movement & Dance**



“Students actively involved in creative dance have the opportunity to learn, engage in and examine dance concepts either through teacher led direction, small group collaboration or independent improvisations.”

Wiens (2015) Music, Movement, and the brain. *Canadian Music Educator*,  
Fall 34-37.

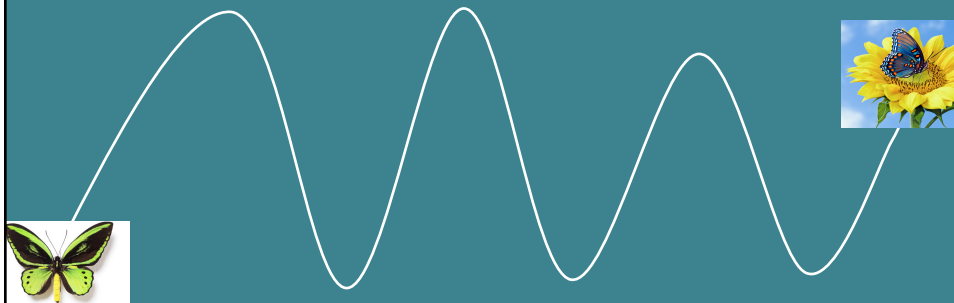
[fep.com](http://fep.com)

# Discovering & Creating Shapes



- Vocal Exploration
- Stretchy Band
- Melodic Contour/Rhythm/Form
- Improvisation & Composition
- Play it on the xylophone(s)

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**Kangaroo from *Carnival of the Animals***  
Listening Map

Making Music Fun  
www.makingmusicfun.net


This arrangement copyright © 2013 www.makingmusicfun.net



## Movement & Form




Choreographed Dances- Many reflect the Form of a piece of Music  
Cultural Dances



Free Movement- Vocabulary that elicits Action!

jump	run	skip	hop	walk
crawl	bend	sway	swing	shake
twist	gallop	leap	roll	twirl
kick	tip-toe	stamp	grab	punch
pull	push	wiggle	catch	throw
dig	wave	climb	wink	clap
yawn	blink	shuffle	creep	march
turn	ride	swim	dive	skate
dance	jog	stomp		



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## Music & Poetry

### Glowing Fireflies

Glowing, glowing in the night,  
 Fireflies shine a yellow light.  
 I wish I may, I wish I might  
 See some fireflies tonight!  
 —*Meish Goldish*

### Dentist and the Crocodile by Roald Dahl

The crocodile, with cunning smile, sat in the dentist's chair.  
 He said, "Right here and everywhere my teeth require repair."  
 The dentist's face was turning white. He quivered, quaked and shook.  
 He muttered, "I suppose I'm going to have to take a look."  
 "I want you," Crocodile declared, "to do the back ones first.  
 The molars at the very back are easily the worst."  
 He opened wide his massive jaws. It was a fearsome sight—  
 At least three hundred pointed teeth, all sharp and shining white.  
 The dentist kept himself well clear. He stood two yards away.

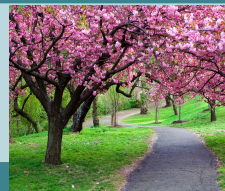
He chose the longest probe he had to search out the decay.  
 "I said to do the back ones first!" the Crocodile called out.  
 "You're much too far away, dear sir, to see what you're about.  
 To do the back ones properly you've got to put your head  
Deep down inside my great big mouth," the grinning Crocky said.  
 The poor old dentist wrung his hands and, weeping in despair,  
 He cried, "No no! I see them all extremely well from here!"  
 Just then, in burst a lady, in her hands a golden chain.  
 She cried, "Oh Croc, you naughty boy, you're playing tricks again!"  
 "Watch out!" the dentist shrieked and started climbing up the wall.  
 "He's after me! He's after you! He's going to eat us all!"  
 "Don't be a twit," the lady said, and flashed a gorgeous smile.  
 "He's harmless. He's my little pet, my lovely crocodile."

**\*Explore a range of instruments to depict the underlined text.**

**\*Add actors to depict the characters.**

## Haiku

**Haiku Small Group Directions:**  
You have 10 minutes to complete this task!



Choose a Theme

Write your Haiku

Write a melodic ostinato using notes from the pentatonic scale  
(pentatonic scale uses do, re, mi, so, la & F, G, A, C, D in F pentatonic)

Play the ostinato on a pitched instrument (Choose 1 person to play)

Add other non-pitched percussion to enhance your Haiku.

Perform for the class! (Each member should say the Haiku)

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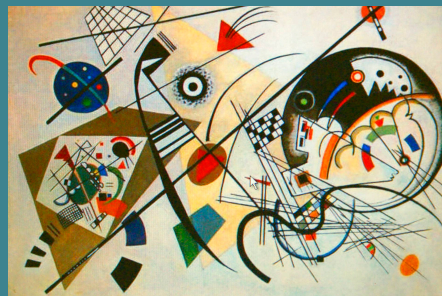
## Visual Art



Identify Shapes, Movement, Patterns- How do they sound/ look?



Improvisation No. 31



Transverse Line 1923

fapt.com





GEORGIA O'KEEFE  
*From the Lake* 1924

**Prompt Questions:**

What colors do you see? Light/Dark?

How did the painter move the brush?  
Smooth, jagged, interrupted lines?

What do you think is happening in this scene?

What sounds might you hear if you were in that scene?

What might be happening on the other side of this scene?

Mood? Feeling?

How could you depict the scene in music? Movement?



Claude Monet- *The Garden at Sainte-Adresse*

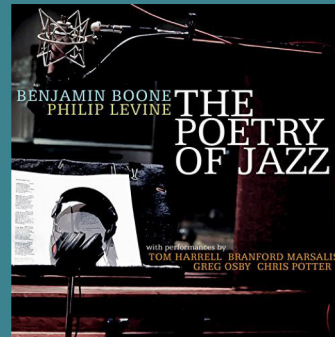
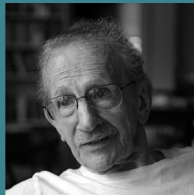
## Bring Living Composers & Poetry in the Classroom



Benjamin Boone & U.S. Poet Laureate, Philip Levine album '*The Poetry of Jazz*'.

<https://vimeo.com/90331127>

<https://www.kvpr.org/post/jazz-artist-benjamin-boone-celebrates-poetry-philip-levine-new-album>



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## Find Moments to include the Creative Process



Plant the seeds- Teacher as guide, students as guide,  
large group, small group

Ask Questions that make students THINK!  
What if? How else? What next?  
Why did..?

Explore in movement, poetry, visual art

Allow students to take Risks, Evaluate &  
Refine their work!

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## References



Bohannon & McDowell (2010). Art, Music, and Movement Connections for Elementary Education Teacher Candidates. *General Music Today* 24(1) 27-31.

Benjamin Boone & Philip Levine (2018). The Poetry of Jazz. *Origin Records*.

California Arts Standards for Music

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