

AU & ASSOCIATES EDUCATION SOLUTIONS
IXCHEL BENNETT
JULY 2016

ON YOUR PLACEMAT ANSWER
THE FOLLOWING QUESTIONS ON
YOUR OWN:

SEE WITH YOUR EARS,
HEAR WITH YOUR EYES

Goal: To build teachers' and students' confidence to
have creative risks and provide opportunities for making
and use concepts and terminology specific to visual
arts and music.

1. Select the colour reproduction of visual images.
2. Select photo of music.
3. Create your class communication.

INSTRUCTIONS

1. As the music is playing, select each image with
your placement.
2. Place your hand on each and listen for better
three elements.
3. With each image and record your thoughts in the
journal.
4. Once the music is completed, place each image in the
journal and record your thoughts with the notes.
5. Place the your discussion with the notes in
your journal.
6. Share your thoughts with the group.

Agenda

1. Agenda
2. Learning Goals
3. Research on Interactive Arts and Vocabulary
Development
4. Reflection Activity: "Fill in the blanks"
5. Solo/Group Activity: "See with Your Ears,
Hear with Your Eyes"
6. Pairs Activity: "Continue with Experience
and Build Vocabulary"
7. Questions and Answers

Learning Goals

1. Reflect on why integrate the arts into the
curriculum.
2. Reflect on vocabulary development.
3. Experience building vocabulary
through the arts: visual art,
music, drama and dance.



A PICTURE PAINTS A THOUSAND WORDS:
BUILDING VOCABULARY THROUGH ARTS

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INSTRUCTIONS

1. As the music is playing, select each image with
your placement.
2. Place your hand on each and listen for better
three elements.
3. Visit each image and record your thoughts on the
placement.
4. Once the music is completed, place each image in the
spot that most closely corresponds with the music.
5. Place the your discussion on what you learned
your placement.
6. Share your thoughts with the group.

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**A picture will be far
more descriptive of
something than
words can ever be.**

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LEARNING THROUGH THE ARTS...



GALLERY WALK OF QUOTES FROM THE ARTICLES:

1. Cultivating Student Engagement Through Interactive Art Strategies

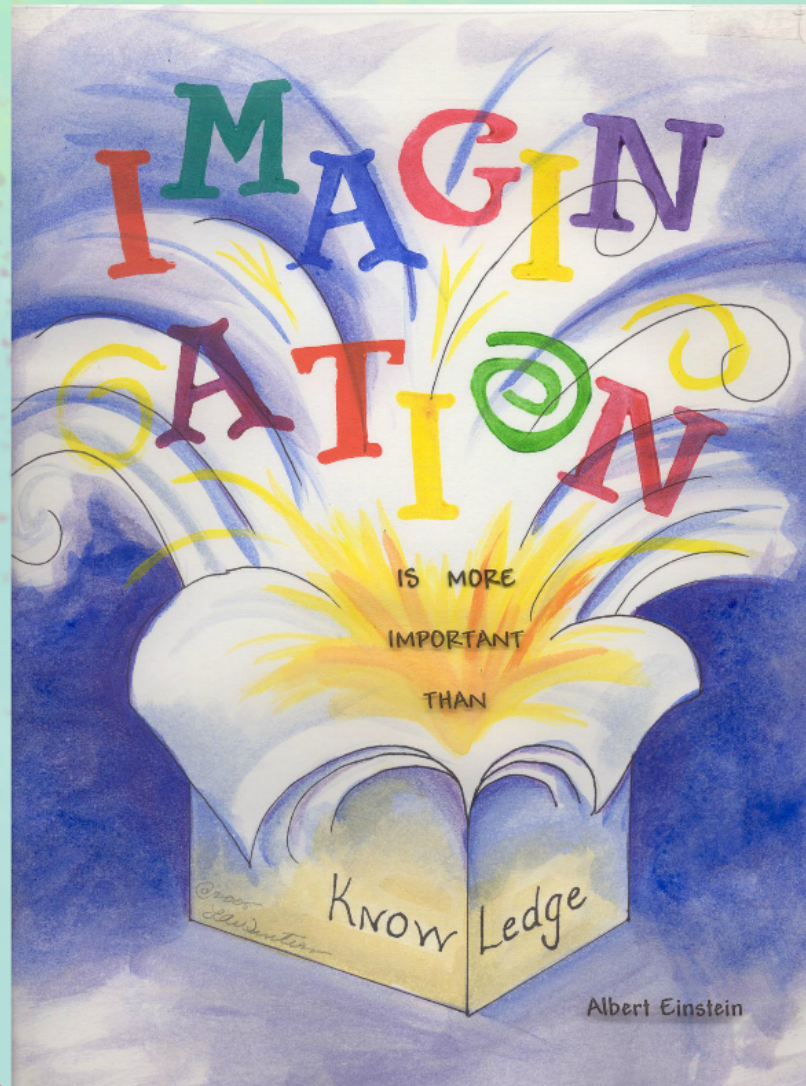
2. A World of Words: Enhancing Vocabulary Development for English Language Learners



Risk-taking



Growth of imagination



Think outside the
box



Multiple solutions





PERCEPTION



Concentr



AWARENESS

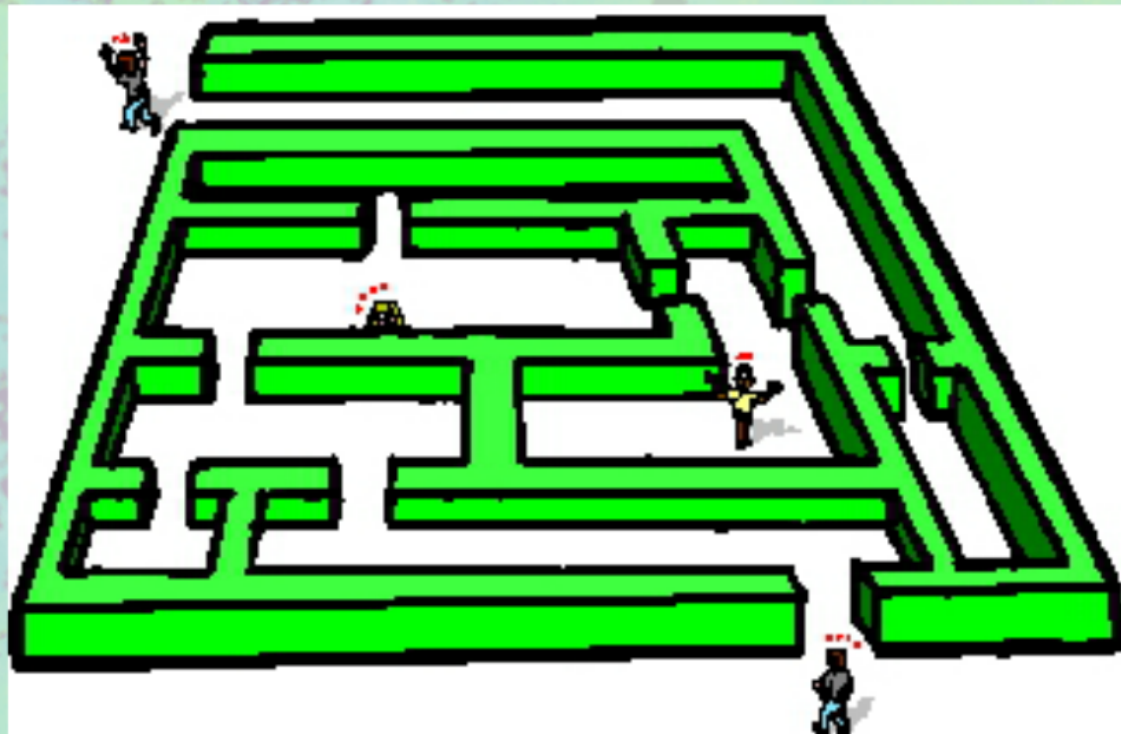
Concentration



Problem



Problem-solving ability



Confidence

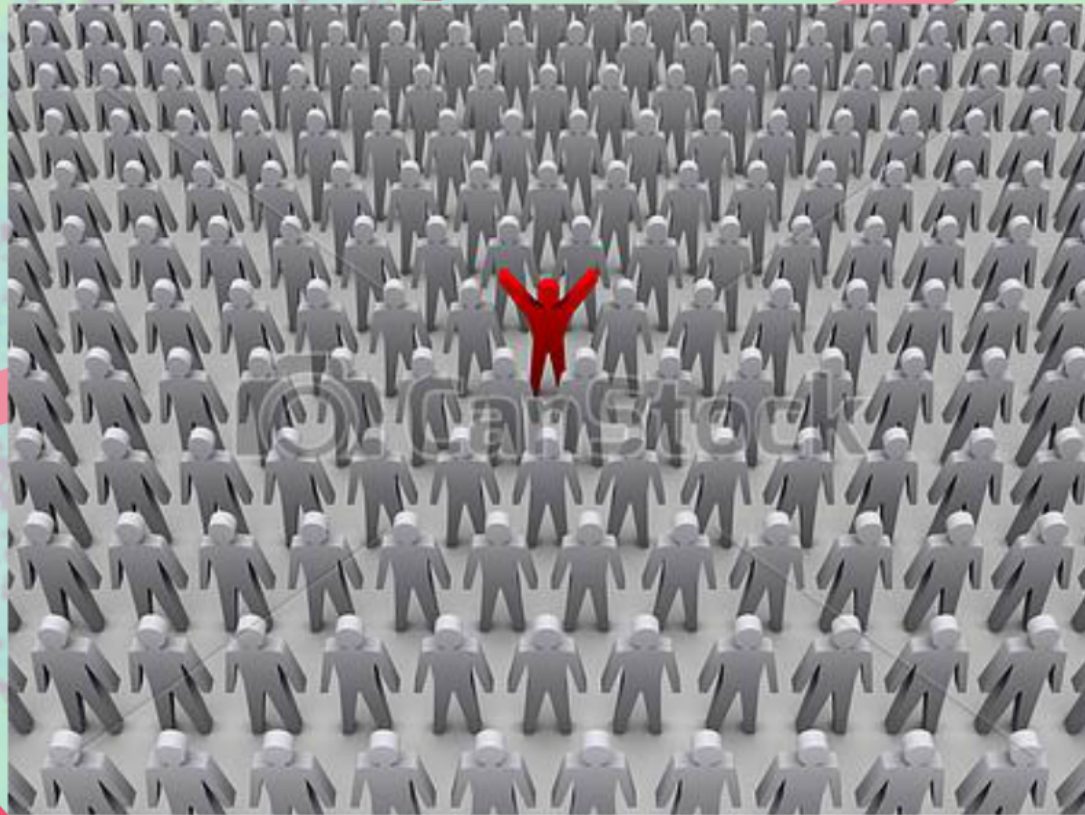


M

Motivation



Uniqueness

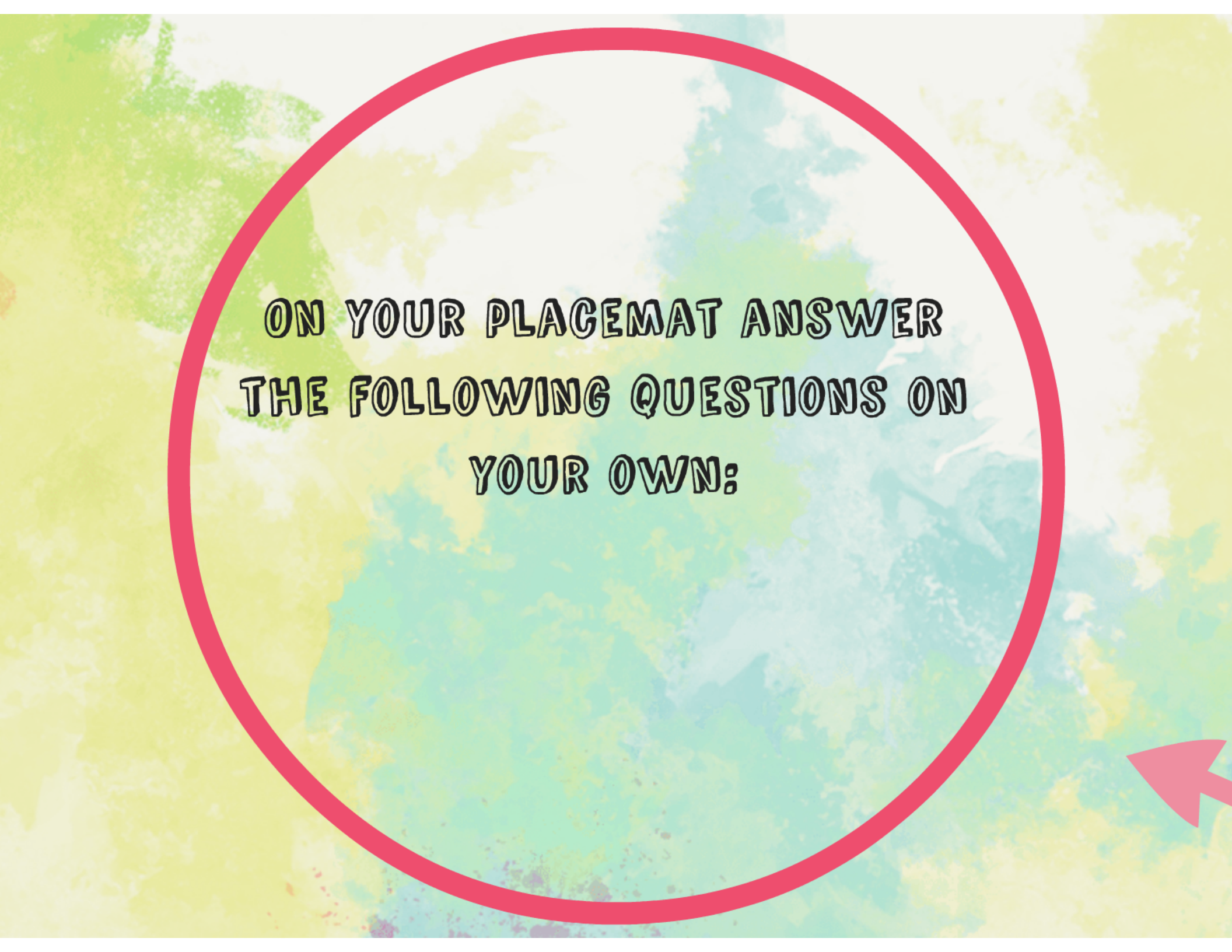


GALLERY WALK OF QUOTES FROM THE ARTICLES:

1. Cultivating Student Engagement Through
Interactive Art Strategies

2. A World of Words: Enhancing Vocabulary
Development for English Language
Learners





**ON YOUR PLACEMAT ANSWER
THE FOLLOWING QUESTIONS ON
YOUR OWN:**

SEE WITH YOUR EARS, HEAR WITH YOUR EYES

Goal: to build teachers' and students' confidence to take creative risks and provide opportunities to explore and use concepts and terminology specific to visual arts and music

1. Select six colour reproductions of visual images.



2. Select piece of music.



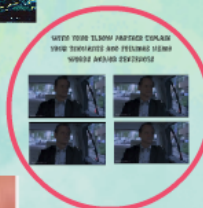
3. Create your classroom carousel.



INSTRUCTIONS

1. As the music is playing, visit each image with your placement.
2. From your handout look and listen for two or three elements.
3. Visit each image and record you thoughts on your placemat.
4. Once the music is completed stand beside the image you feel most strongly connected with the music.
5. Peer-to-peer discussion on what you wrote on your placemat.
6. Share your thoughts with the group.

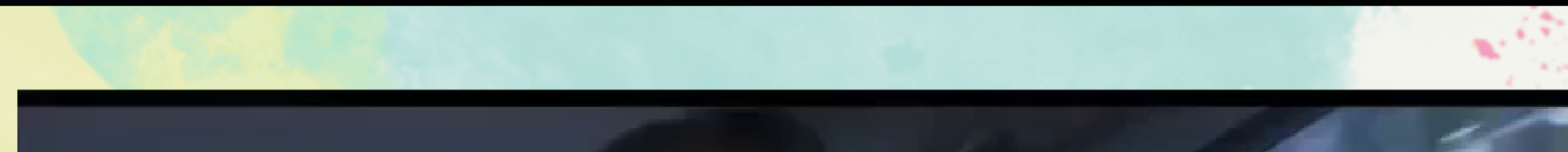
PAIRS ACTIVITY: "CONTINUE WITH EXPERIENCE AND BUILD VOCABULARY"



WITH YOUR ELBOW PARTNER EXPLAIN
YOUR THOUGHTS AND FEELINGS USING
WORDS AND/OR SENTENCES









MOVIECLIPS.COM

MOVIECLIPS.COM



MOVIECLIPS.COM

MOVIECLIPS.COM

NEXT STEPS:

Art: To invite students to select their own music and create a visual work of art to accompany.

Written:

Why did you choose that piece of music?

What thoughts and feelings did you go through the process?

Explain your piece of work.



NEXT, NEXT STEPS:



Seeing music

- provide a different visual image each day and ask students to consider what the image sounds like:
 - discuss with a partner
 - write in your journal

- challenge students to extend their thinking about existing songs



Hearing Art

