

Europeana Learning Scenario

Title

Encounter of body and music

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Abstract

The main thread of LS is the experience of performance imbued with music in which artists use the body as a subject. The videos downloaded from the YouTube platform have been reformatted using various ICT tools. The reconstruction of the work of art into a sound performance as a musical part also involves the movement of the students and creates a new meaning for the painting. They will pass on their experience of color on a work of art taken from Europeana's resources to composing a work of music. They will express their own emotions and reactions to a performance that blends Arts and Music. Listening to music will encourage students to create a video inspired by a One-minute sculpture. They imagine what could be hiding behind all these different sounds. In creating a performance, they share different ideas in collaboration that encourages creative thinking. Conceptualism through their own works encourages students to think critically in how the body becomes a subject.

Keywords

Performance, music, emotion, movement, colors

Table of summary

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Subject	Art and Music
Topic	The body as a subject
Age of students	15-18
Preparation time	20 minutes
Teaching time	60 minutes
Online teaching material	<p>You tube https://bit.ly/2W00sGM Chrome Music Lab https://musiclab.chromeexperiments.com/Song-Maker/ Ted ed lesson https://ed.ted.com/on/Rkijx2l8 Edpuzzle https://bit.ly/2WQfn2Z Flipgrid https://flipgrid.com/</p>

Offline teaching material		
Europeana resources used	<i>V. van Gogh, Zvezdana noć</i> <i>V. Vasarely, Dirac</i> <i>E. Munch, The Scream</i> <i>Piet Mondrian, Kompozicio</i> <i>Henri Matisse, Ikarus</i> <i>Henry de Toulouse-Lautrec</i>	https://bit.ly/2JisEJX https://bit.ly/2wKj9QP https://bit.ly/3aC8pmc https://bit.ly/2ydvzkF https://bit.ly/3buoFGb https://bit.ly/2xs8aMb

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Integration into the curriculum

This topic is part of the Croatian curriculum for Grade 1 of high school, in which students process the human body in the arts. It connects the body as a subject in the context of art and music.

Aim of the lesson

The purpose of this lesson is to explore the relationship between artistic activity and everyday life activities, and to understand the close connection between painting and sculpture with music. Through music, they discover what function and meaning the performance has. Developing students' ability to experience works of art and music enrich their emotional lives.

Outcome of the lesson

The student expresses himself creatively by connecting the given art and music form. The student explains the choice of means and procedures in the conceptual art performance and interpretes their idea. The student expresses a reasoned opinion on the various forms of use of the body in contemporary art. The student connects music with other arts.

Trends

Mobile learning: use the power of technology to create learning processes

Collaborative learning: student will work in group

Visual Search and Learning

21st century skills

Learning and innovation skills: creativity and innovation.

Critical Thinking: analyzing skills and finding solutions to improve the idea.

Creativity: Thinking outside the box and developing unique ideas.

Collaboration: Working with others and developing teamwork with respect

ICT and Media Literacy: using digital tools and YouTube videos to expand knowledge

Activities

Name of activity	Procedure	Time
Listening and imagining	<p>The teacher plays an audio recording of John Cage's Water Walk but does not display the image but only the sound. https://bit.ly/2W00sGM</p> <p>Students listen and take notes about the sounds they hear. They then answer the questions in conversation with the teacher. What sounds did you hear? Are these sounds art?</p> <p>Then teacher shown another video of John Cage's Water Walk https://bit.ly/2W00sGM (this time featuring picture and sound). After watching the video, the teacher asks questions.</p> <p>How do you experience the sounds you heard now? What is this event like? How do you recognize performance? What is used in performance? Why does the video make you laugh?</p>	10 min
Who is Marina ?	<p>Students open the video Marina Abramovic feat Jay Z "Picasso Baby". A video lesson created in TED-Ed will help students find out who Marina is. https://ed.ted.com/on/Rkijx2l8</p>	7 min
Compose music based on artwork	<p>Students are divided into 6 groups.</p> <p>Each group has one artwork from Europeana.</p> <ol style="list-style-type: none"> 1. V.van Gogh, <i>Nuit Etoile</i> https://bit.ly/2wKj9QP 2. V. Vasarely, <i>Dirac</i> https://bit.ly/2JisEJX 3. E. Munch, <i>The Scream</i> https://bit.ly/3aC8pmc 4. Piet Mondrian , <i>Kompozicio</i> https://bit.ly/2ydvzkF 5. Henri Matisse, <i>Ikarus</i> https://bit.ly/3buoFGb 6. Henry de Toulouse-Lautrec https://bit.ly/2xs8aMb <p>Students reconstruct the artwork into a sound performance. They create it by turning every color they see in the artwork into a composition.</p> <p>They use the Chrome music Lab app https://musiclab.chromeexperiments.com/Song-Maker/</p>	15 min
The inspiration for the	<p>Students watch a video of a one-minute sculpture by Erwin Wurm in the music video of the band Red Hot Chili Peppers "Can't Stop" on Edpuzzle. Questions have been added to the existing video that students will answer.</p>	5 min

Name of activity	Procedure	Time
music video	https://bit.ly/2WQfn2Z	
One-minute sculpture	<p>Students are divided into 4 groups. They choose the music and record a one-minute sculpture. The venue and the props depend on their idea. They use a mobile phone to record the video.</p> <p>They send the video to a teacher in Flipgrid https://flipgrid.com/ with comments using the guidelines.</p> <p>Why did you choose this particular music to perform a one-minute sculpture? How did you feel when performing? Are you sending any message? What did you use other than your body ?</p>	20 min
Voting	<p>Vote on the performance of a one-minute sculpture in a survey done using Google.forms https://bit.ly/3dBVeUp</p> <p>In the survey, they rate each performance by a score from 1 to 5.</p>	3 min

Assessment

Peer assesment – Performance voting is conducted.

Google.forms <https://bit.ly/3dBVeUp>

***** AFTER IMPLEMENTATION *****

Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

Teacher’s remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

About the Europeana DSI-4 project

[Europeana](#) is Europe’s digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe’s museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

