

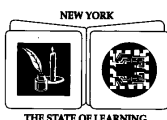
The Arts



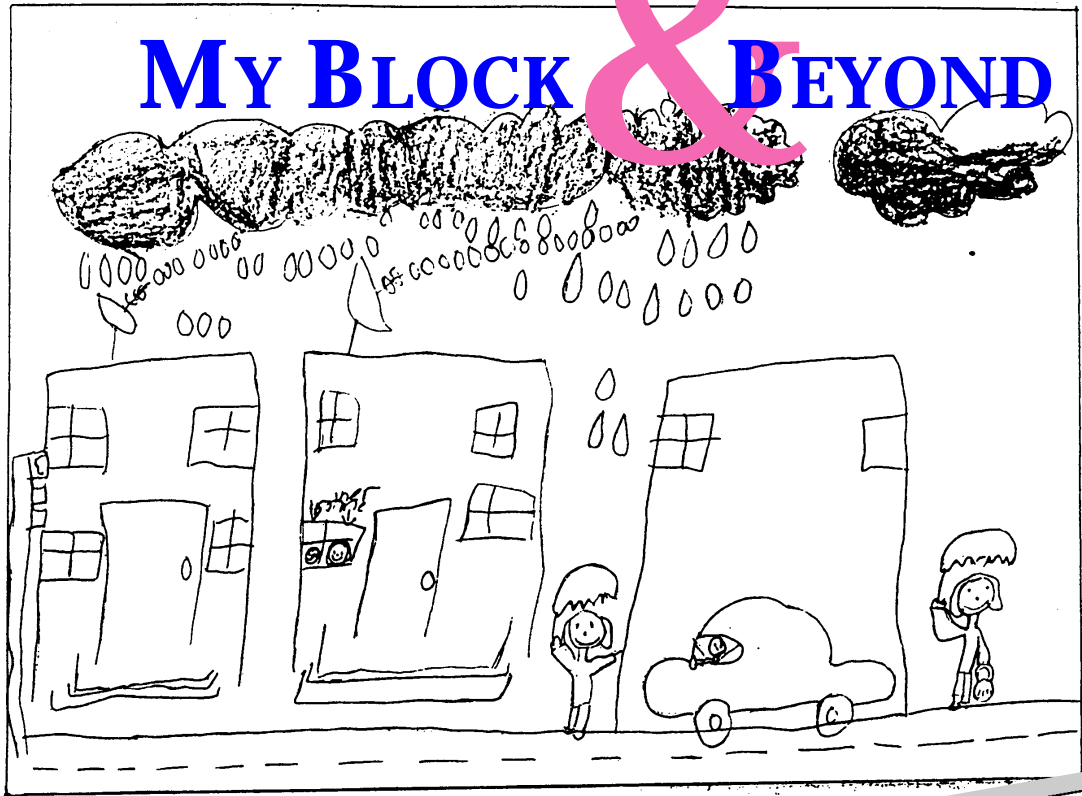
PART II.3

My Block and Beyond	2
Making A Rainstick	8

NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Arts Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



Standards & Performance Indicators



ARTS 1

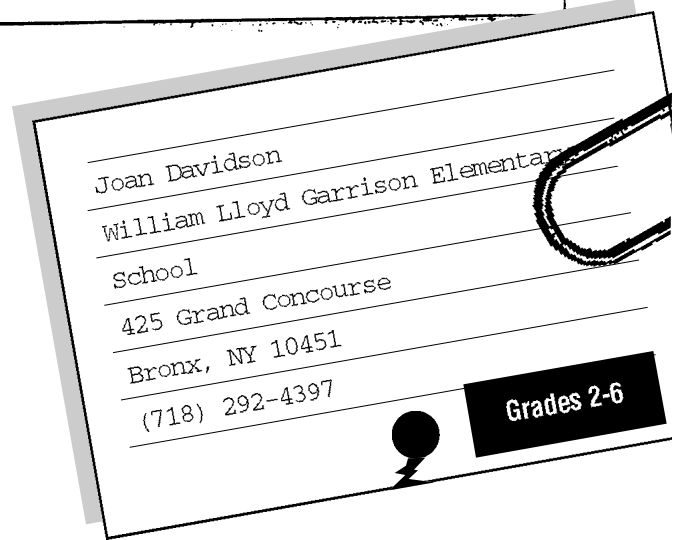
- ▲ develop ideas
- ▲ reveal/understand medium
- ▲ identify/use experiences

ARTS 2

- ▲ understand mediums
- ▲ develop skills
- ▲ know cultural institutions
- ▲ art professionals

ARTS 3

- ▲ explain reflections
- ▲ explain visual qualities



This is an interdisciplinary learning unit in which students create a series of narrative drawings in conjunction with writing, based on observation and memory of what happens in their community or on their block.

This unit was completed during a 40-minute class session, once a week, for 3 months.

Tell Us What The Teacher Does

Develop problems to be solved for the day, such as what is happening on the students' block or how they can make it clear what people are doing.

Present art work for study or read a passage from a story and discuss how the details add to the picture or story.

Identify vocabulary and discuss when words can be used.

Ask questions to encourage students to become aware of the characters and setting in a picture or a story. Formulate questions to elicit a wide range of responses and understanding including cause and effect, emotions displayed, obstacles people have to overcome, etc.

Help identify starting points for new pictures.

Encourage students to work together.

Encourage everyone to read and revise written work.

Select students to form writing or art conference groups.

Develop ground rules for group work.

Develop reflective questionnaires to be used at the conclusion of the series.

Initiate whole class critiques, as necessary, to encourage students to clarify their thinking and come up with new ideas for working.

Hold individual interviews with students.

Present the work based on students' suggestions.

Tell Us What The Students Do

Create a drawing based on the theme "What is happening on my block".

Review and add words to the vocabulary list such as gesture, reflect, analyze, setting, plot etc.

Write a description of what is happening in the picture.

Write a description of what they see in a peer's drawing.

As a class, analyze several drawings and writings to clarify the difference between descriptive statements and a story.

Analyze ways the visual and written language is used by artists, authors, and their peers.

Create a new drawing or

Teacher
revise the first drawing to show one or more actions or a problem that is happening on the block.

Write a story using their second or revised drawing to include an obstacle to be overcome or a problem to be solved.

In small groups, exchange ideas and ask questions about the others' work.

Analyze resource material such as newspaper articles, reproductions of art work, stories, and books.

Write a third draft based on additional resources and conversations with peers and parents.

Work with partners to complete the reflective questionnaire based on their completed series.

Decide how to present their work.

Art reproduction, such as works by Romare Bearden, Jacob Lawrence, Ben Shahn and Edward Hopper are examined as well as story passages from "Felita" by Nicholoso Mohr.

Additional Help As Needed

Cluster art teachers can make use of other places beyond the classroom for students to work.

Have the students examine resources for ideas.

Challenge those able to illustrate a children's book.

Build on student's discovery and identify positive changes in their work.



ASSESSMENT

Evidence of student progress includes the drawings and writing, daily comments and student interaction, responses to reflective questionnaire, interviews, and observing students at work.

SCORING RUBRIC for DRAWING in CONJUNCTION WITH WRITING (Grade 3) SCALE 1 - 4 (being the highest)

DIMENSIONS	DESCRIPTORS (1) COMPETENT	(2) PROFICIENT	(3) DISTINGUISHED	(4) ABOVE SCALE
DRAWING in RELATION to WRITING <u>drawing content</u> <u>form articulation</u> <u>space articulation</u> <u>organization</u> <u>expressive language</u> <u>technique</u>	<ul style="list-style-type: none"> -Drawing infers movement rather than shows the action described in the writing. -Figures are composed of parts. Structures, objects and figures are symbolic forms having few details -Environment is suggested by a base line(s) on which figures and objects stand and exist in a horizontal and vertical plane. -Drawing has a unifying rhythm as a result of repetition of spacing and forms -Parts can be exaggerated or eliminated for expressive purposes. -Mechanics make it somewhat difficult to clarify the drawing. 	<ul style="list-style-type: none"> -Emotional content developed in the drawing whether or not it is included in the writing. Drawing shows minimal setting described in the writing. Relationship between people is evident. Main idea of drawing is somewhat consistent with writing. -Body parts suggest movement in a vertical - horizontal plane. -Base line is evident. Figures and structures overlap the line slightly. -Picture is unified. -Inventive ways are used to suggest space and time to reveal emotional content. Parts are exaggerated or eliminated for expressive purposes. Functional and decorative details are visible. -Mechanics make it somewhat difficult to clarify the idea. 	<ul style="list-style-type: none"> -Drawing shows literal and emotional content. The main idea of drawing is consistent with writing. Relationships between people are clear. - Figures and setting are differentiated . Body parts are fused by a common more differentiated contour. Movement in the figure involves the trunk and limbs. -Diagonal lines are used to suggest depth. -Picture is unified -Overall picture is very expressive. -Technical skill contributes to the clarity of the idea 	<ul style="list-style-type: none"> -Drawing is true to nature and/or is expressive. It reveals a point of view that is significant to the expression of the subject, mood or idea. A variety of techniques or one technique is used well to interpret the theme.

SCORING RUBRIC for DRAWING in CONJUNCTION WITH WRITING (Grade 3) SCALE 1 - 4 (being the highest)

WRITING in RELATION to DRAWING <u>writing content</u> <u>sentence structure</u> <u>organization</u> <u>expressive language</u> <u>conventions</u>	<p>Writing tells what is happening in the drawing. Simple sentences are used with minimal emotional content. Ideas are presented in a sequence but overall coherence is tentative. Mechanics make it difficult for students to develop writing.</p>	<p>Writing is based on the characters in the drawing and includes additional ideas. Emotional content is evident. Actions are described by using some complex sentences. Overall coherence is apparent. Mechanics make it somewhat difficult for student to develop writing.</p>	<p>Main idea of the writing is developed from the interactions of the characters in the setting shown in the drawing. Some sense of voice and sentence variety. Emotional content is developed. Ideas are presented in a clear order and logical sequence. Overall cohesion is evident. Mechanics do not interfere with the development of the story.</p>	<p>Writing develops an engaging story based on the interactions of the characters in the setting shown in the drawing.</p>
---	---	--	---	--

REFLECTIONS

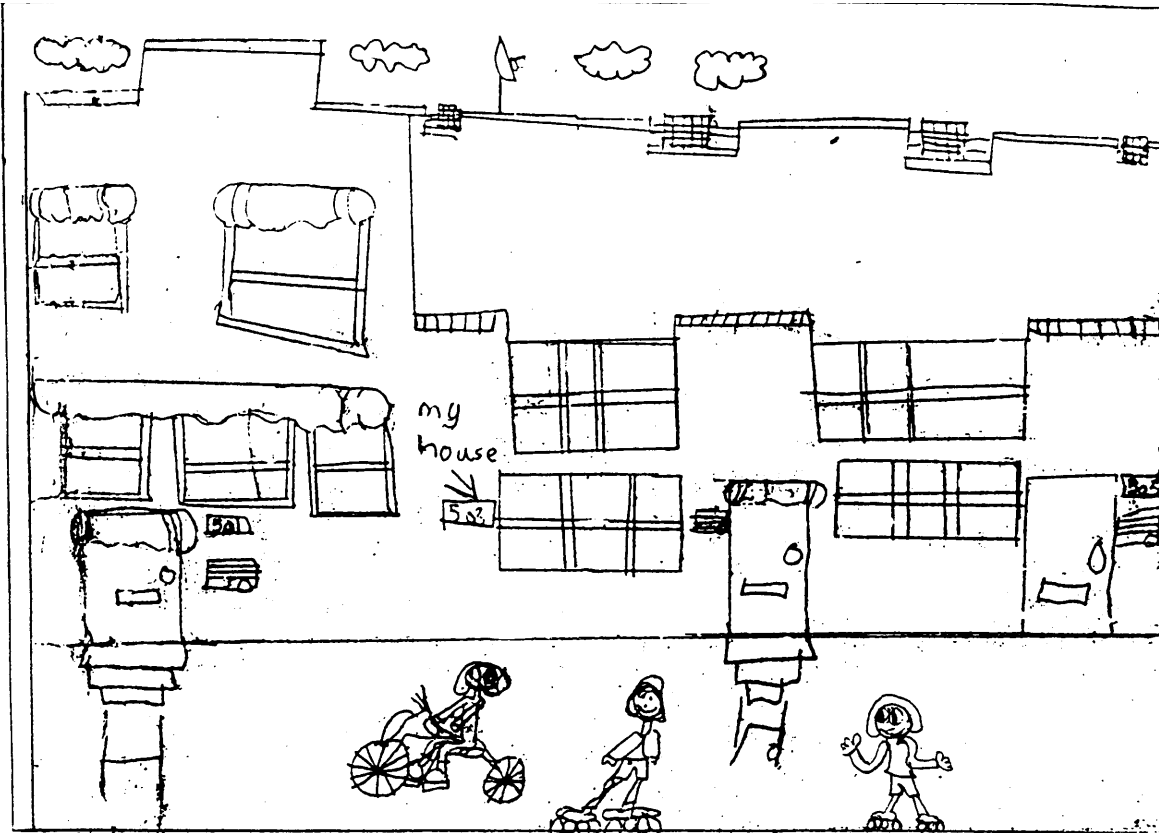
This activity requires time for the art teacher to plan with the classroom teacher and to identify resources.

The computer can be an important tool for students. They approach their work seriously when they are reading their work in a printed format and they are eager to continue drawing and writing.

The process of drawing in conjunction with writing can be utilized as early as grade 2 and through high school, in any discipline.

Other themes might be "My Town" or "A Town Gathering."

REFLECTION:
REFLECTION:



MY BLOCK

My block is a nice place to live in. It's not separate buildings. The private houses are small, but the top house has a lot of space. A lot of people live here.

My friends live on my block. Their names are Richard and Jessica and they like to play together. Sometimes we roller blade or ride our bike.

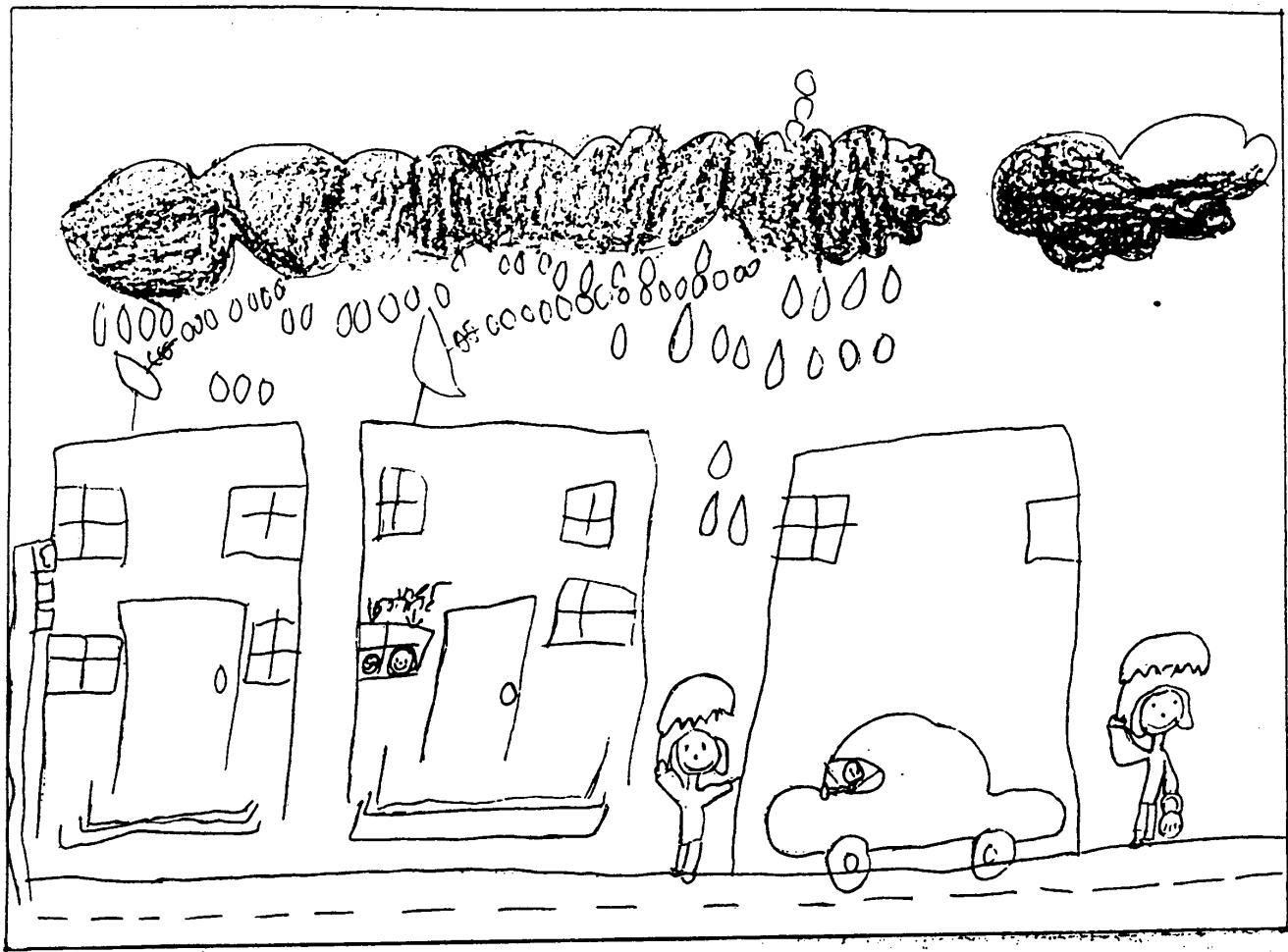
At first I didn't know how to ride my bike, but in the summer of 1995 my father taught me how to ride. One day he was teaching me and I kept jumping off the bike because I was scared to run into something or fall off the bike. I continued riding but I was always afraid.

One especially warm day, after I had been practicing with my Dad for almost a whole summer, my Dad, after work, took me bike riding as usual. He said "I'm about to let you go" and I said, "No, don't let me go, don't let me go!" But he still let me go and I rode in the basketball court. When I went in the basketball court I saw people playing basketball. They moved out of the way because they did not want to get hit. My dad followed me and yelled, "Watch out Carisse, you're about to hit the gate!". I just missed the gate and went to a wide open space where bikes could ride. My Dad was proud of me because I rode a bike by myself. Then we went back home.

Student Work:

Reducing the series of drawings allows for single pages of work to display pictures and writing.

Student writing is typed to give the process an important look.



MY BLOCK

In my block I see drug dealers sometimes.
I like the rain a lot.
Me and my brother are looking out the window.
We see a little girl in the rain with an umbrella
And another lady with a bag.

***Both drawing and writing experiences
are facilitated by the art teacher.***

Teacher

***The visual learners who were having difficulties
with their work became “stars” of the class.***

Teacher

Student Work:

Spelling errors and punctuation are corrected after the students read and approve the changes.

The rubric developed for this work was completed based on the student work and developmental graphic and writing characteristics.

MY BLOCK

My block is a nice place to live in. It's not separate buildings. The private houses are small, but the top house has a lot of space. A lot of people live here.

My friends live on my block. Their names are Richard and Jessica and they like to play together. Sometimes we roller blade or ride our bike.

At first I didn't know how to ride my bike, but in the summer of 1995 my father taught me how to ride. One day he was teaching me and I kept jumping off the bike because I was scared to run into something or fall off the bike. I continued riding but I was always afraid.

One especially warm day, after I had been practicing with my Dad for almost a whole summer, my Dad, after work, took me bike riding as usual. He said "I'm about to let you go" and I said, "No, don't let me go, don't let me go!" But he still let me go and I rode in the basketball court. My dad followed me and yelled, "Watch out Carisse, you're about to hit the gate!". I just missed the gate and went to a wide open space where bikes could ride. (When I went in the basketball court I saw people playing basketball. They moved out of the way because they did not want to get hit.)

End? My dad was proud of me because I rode a bike by my self. And then we went back home.

Teacher's note:

Student writing added to typed writing demonstrates how student's expanded their ideas based on their drawing and/or questions posed by their peers or the teacher.

Typed written work was done from student writing. Spelling may have been corrected but little else was changed.

Making A Rainstick

INTERMEDIATE

Standards & Performance Indicators



▲ sing/play



▲ understanding cultural dimensions

The rainstick is a tube-shaped rattle which produces sound imitating rainfall. Originally, many sound-producing instruments, such as a rainstick served ritual or magical purposes. Today, rainsticks may be used as instruments for entertainment or a story.

Resources

- round postal tubes
- flathead nails
- masking tape
- "fill"—seeds, pebbles, rice, dried beans, dried macaroni, beads



Making rainsticks is a very popular project with grades 4-8. I currently use this unit for grade 7 but have used it for other grades successfully in the past.

Teacher

The teacher will:

- read about rain sticks
- demonstrate how to make rain sticks
- review *Documentation of Procedures* form with the students.

The students will:

- answer questions on the rainstick ditto
- bring materials to create rainsticks
- complete *Documentation of Procedures* form while making their rainstick
- hammer many nails into postal tubes
- experiment with various amounts of small objects inside to create different sounds
- seal the tube at each end with tape
- cover the tube
- demonstrate tubes
- complete evaluation of lesson.

Other curricular areas that may be integrated with this lesson include:

- social studies studies of the countries and climate (rainfall)
- science science of sound
- technology use of hammer & nails
- visual arts designing covers for the rainsticks

To: 7th grade General Music Students and Parents
From: Mrs. Walz - Music Teacher
Re: Rainsticks

On January 13 and 14, the 7th grade music students will be making rainsticks in Music Classes. This is a activity which students enjoy. They learn about an instrument found in different cultures throughout the world as well as how different sounds are created. I will have materials available to make 2 rainsticks per class - students can work in large groups. However, many students prefer to make their own instrument. If you would like to make your own, you will need the following materials:

- A round postal (mailing) tube - stores which carry paper supplies (such as Paper Cutter) often carry them.
- A hammer (please tape your name on it)
- A box of flat head nails - slightly shorter than the diameter of the tube.
- Masking tape
- "Fill"-seeds, pebbles, rice, dried beans, dried macaroni, or beads, etc.
- Material to decorate the outside of the tube - such as wrapping paper, newspaper, adhesive backed cloth (JoAnn Fabric carries this), contact paper, wall paper, etc.

Please have all materials in class on January 13.

Assessment

THE RAINSTICK

The rainstick is a tube shaped rattle which produces sound imitating rainfall. Originally, many sound producing instruments, such as rainsticks, served ritual or magical purposes. Today, rainsticks may be used as instruments for entertainment or as toys.

Some musicologists (people who study the origins of music and instruments) believe the rainstick belonged to the earliest cultures and evolved in different parts of the world at the same time. Others believe it was created in Africa and introduced to people in South America by African slaves who came to the Americas on ships.

Rainsticks have been found in Northern China made from bamboo, in South American rain forests made of palm, and in West Africa made from cacti. People in different countries use the rainstick in different ways. For some it is a traditional instrument associated with bringing on rainfall, and for others it is used as a percussion instrument.

We have known through legends, riddles, and customs that people understood the importance of rain. The lack of rain could cause drought or death. In parts of Western Africa, the village leader was called the Rainmaker. If there was a good harvest and plenty of rain, the villagers gave the leader gifts. If not, the Rainmaker was held responsible and might be insulted or harmed. Since people's lives were connected with wet and dry weather, it is not surprising that an instrument was created which sounded like rainfall.

The sound of the rainstick imitates the sound of rain when it falls in the rain forest. The materials inside the rainstick tap against each other, the sides of the stick, and the pegs that go through the stick. The sound of rain falling on leaves and the ground is created.

The particular sound of the rainstick depends on the material the stick is made of, the length of the stick, the diameter of the tube, the size of the objects inside the tube, and how the internal pegs are positioned. Also, the way the rainstick is played affects the sound. If the stick is shaken, it makes a very different sound than if it is held at a small angle or at a large angle. The angle the stick is held at, the size of the material inside the stick, and the size of the tube determines the duration of the sound. (The "duration of the sound" is the length of time that the sound is heard.)

People of all ages and traditions may be attracted to the rainstick because of its pleasing simple sound. It also provides a connection with different cultures and unfamiliar environments.

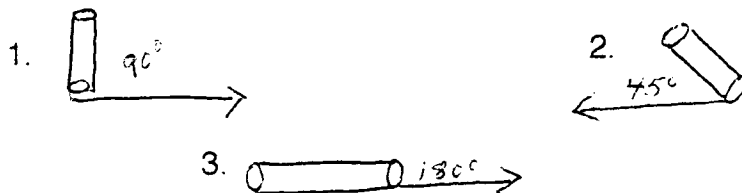
PLEASE ANSWER ALL OF THE FOLLOWING QUESTIONS:

1. Name three areas of the world where rainsticks have been found.
2. What are three materials rainsticks have been made from in various parts of the world?
3. How does the rainstick imitate the sound of rainfall?
 - 1.
 - 2.
 - 3.
4. In parts of Western Africa, the village leader was called the _____
5. What is a musicologist?
6. Why is it not surprising that the rainstick was created?
7. What are two uses for the rainstick?
8. Why do you think people of today are interested in rainsticks?
9. The duration of sound made by the rainstick is determined by:
 - 1.
 - 2.
 - 3.
10. What is meant by the "duration of sound?"

DOCUMENTATION OF PROCEDURE

Please complete while making your rainstick:

1. What size is your postal tube? length _____
diameter _____
2. What length nails did you use? _____
3. What material(s) did you choose to place inside your rainstick?
4. Does the material inside your rainstick fall freely when it is turned upside down?
5. With what did you cover your rainstick?
6. How would you describe the sound of your rainstick? (circle one)
 - 1) A gentle mist
 - 2) Sprinkling
 - 3) Light rainfall
 - 4) Rain shower
 - 5) Steady driving rain
 - 6) Torrential rain
 - 7) Other (please describe) _____
7. At what angle does your rainstick have the longest duration:



8. Time the duration of sound of your rainstick when held at the angle chosen in number 7: _____ seconds.
9. Did you work with a partner or team? _____ If yes, please list their names:

10. Did you find this lesson to be: (circle one)
 1. Awesome!
 2. Very interesting
 3. Good
 4. OK
 5. Boring.....

EVALUATION OF RAINSTICK UNIT

	Rainstick Ditto	Documentation of Procedure	Teacher Evaluation of Rainstick
Distinguished 4	10 correct answers	Student answers #1-10 fully, legibly, with detail	Student has shown exceptional creativity. Objective achieved Procedure followed correctly. Stick well-constructed and neatly done.
Proficient 3	9 correct answers	9 legible, detailed answers	Stick well-constructed and neatly done. Procedure followed correctly. Objective achieved.
Competent 2	8 correct answers	8 legible, detailed answers	Procedure followed correctly. Shows some attempt to achieve objective. (Material falls freely, may sometimes stick.) Rainstick is constructed
Basic 1	7 correct answers	7 legible, detailed answers.	Objective not achieved. (Material does not fall freely.) Not well-constructed. Procedure not followed.
Not Scorable 0	6 or fewer correct answers	6 or fewer legible, detailed answers.	Objective not achieved. No product available or workable.