

Steve Zieverink: *12 + 12*
Dancing Drawings Oil Pastels

Post-Visit Lesson Plan
1st-3rd Grade
Music & Visual Arts



About the Artist and His Work:

Originally from the Cincinnati area, Steve Zieverink is a Chicago based artist and musician currently with the Byron Roche Gallery. He has been awarded several Ohio Arts Council Fellowships and a Cincinnati Project Grant for his kinetic sound sculpture installation work. In addition, he was commissioned to develop an interactive light and sound work for the Contemporary Arts Center. Zieverink's interest as an artist is vast and ranges from traditional painting to tactile, audio-visual subjects. As an artist he has blurred the boundaries between materials and disciplines, working with anything from glass, metal and latex to highlight the reoccurring theme of the relationship between color and sound.

Zieverink joined music and art in his artwork *12+12* which is exhibited at the Contemporary Art Center. This artwork combines twelve musical notes that can be played by pressing a button and twelve colored boxes that light up when a musical note is played. After seeing this work students often wonder in what other ways can music combine with art.

Objective:

- Students will learn how to use visual elements such as color and line to express audible sensation, such as music, by creating an abstract oil pastel drawing.
- Students will look at examples of artists who used abstract images to express art in order to inspire their own creations.

Materials:

- Oil pastels
- Heavy weight paper

Vocabulary:

Abstract **Oil pastel** **Line** **Color** **Emotion**

Anticipatory Set:

To link your CAC visit to the art project, start by asking your students the following questions.

- Can you see color and how it connects to musical notes?

- Have you seen Walt Disney's *Fantasia*? Have the ones who have seen it discuss how the music and images related.
- It might be useful to show the students segments of (specifically the sections where the conductor explains how the different music sounds look different).
- Tell the students that many artists in the last one hundred years have been interested in combining art and music. Show the students examples like Wassily Kandinsky's *Impression III (Concert)* or Daniel Vladimir Baranoff-Rossine's *Capriccio Musical (Circus)*.
- Ask students if they can describe the music listened to by the artists simply by observing the artist's picture. Guide the students to examine sound and line, color and sound and color and emotion of the music.

Procedure:

1. Pick three instrumental pieces of music (i.e. jazz, classical, world beat, or the music from *Fantasia*). Play these three songs and allow the students to choose which one they like the most.
2. Next have the students close their eyes and listen.
3. Ask them how the music makes them feel (Happy, nervous, scared, sleepy, etc.).
4. Explain to the students that they will use the pencils and pastels like a dancers legs, moving them to show how the music makes them feel. Because this is an abstract project students should avoid easily recognized imagery such as music notes.
5. Students should begin to draw lines with a pencil or pastel that dance across the page and express the sound of the music (for example: deep low sound= thick dark line or high quick notes = short punctured lines).
6. Have the students close their eyes and draw with a pencil as the music plays. After dancing the pencil across their page students should finish their work by coloring in large areas. Color should be used to express the mood the music makes the student feel.
7. Use the same music from the drawing exercise to have students write their own lyrics to the music incorporating color words ("I feel blue"). Tell them to try to keep the same beat and emotion of the song.

Closure:

As part of a group discussion ask the students:

- How did the music make you feel?
- How did your feelings translate onto paper?
- Why does everyone's drawings look different even though you all listened to the same music?

Assessment:

Have students describe their artwork using the vocabulary words. See if students are able to interpret the feelings of their peers through their art. Consider effort and participation.

National Standards:

- NA-VA.K-4.1 Students describe how different materials, techniques, and processes cause different responses. Students use different media, techniques, and processes to communicate ideas, experiences, and stories
- NA-VA.K-4.2 Students describe how different expressive features and organizational principles cause different responses. Students use visual structures and functions of art to communicate ideas
- NA-VA. K-4.3 Students select and use subject matter, symbols, and ideas to communicate meaning.
- NA-VA. K-4.6 Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.

Ohio State Standards:

- **Creative Expression and Communication**

Benchmarks: **A.** Demonstrates knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. **B.** Use the elements and principles of art as a means to express ideas, emotions and experiences. **C.** Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

- **Analyzing and Responding**

Benchmark: **A.** Identify and describe the visual features and characteristics in works of art.

- **Connections, Relationships and Applications**

Benchmark: **A.** Demonstrate the relationship the visual arts share with other art disciplines as meaningful forms of nonverbal communication.

For more information:

<http://www.unit2.us/team/team.htm>

<http://search.live.com/images/results.aspx?q=Music+abstract+art&form=QBIR#>

http://en.wikipedia.org/wiki/Fantasia_%28movie%29

http://www.schoenberg.at/4_exhibits/asc/Kandinsky/Konzert_e.htm#