

Title: "Sound & Self: Expressing Identity Through Shape and Movement" by Aliah Selah

Grade Level: 2nd Grade

Objectives: By the end of this lesson, students will be able to:

- Create an abstract mixed-media artwork inspired by music and personal expression
- Collaborate respectfully with a peer to reflect on creative choices
- Recognize and respond to rhythm, movement, and emotion in both music and visual form
- Demonstrate at least two intelligences beyond visual-spatial in their artistic process

Materials:

- 12x18" drawing paper or canvas board
- Acrylic or tempera paints
- Paintbrushes (various sizes), sponges, and texture tools
- Markers or oil pastels
- Music player and speakers
- Playlist of instrumental music with varied tempos and moods
- Standing easels or large clipboards for vertical work (optional)
- Wet wipes or aprons for cleanup

Vocabulary:

- **Abstract Art** – Art that does not attempt to represent reality but uses shapes, colors, forms, and gestural marks.
- **Rhythm** – A visual tempo or beat; often used in both music and art.
- **Texture** – The surface quality of an artwork, either actual or implied.

- **Motif** – A recurring element or design in an artwork.
- **Emotion in Art** – The feeling or mood an artwork expresses.

Activity and Procedures:

1. Warm-Up (5–7 minutes)

- Begin class by asking students to stand and gently stretch (and do simple Qigong movements) while ambient music plays.
- Invite students to “**draw in the air**” with their hands as they listen — tracing imaginary shapes that match the music’s rhythm and emotion. (*Bodily-Kinesthetic & Musical Intelligence*)

2. Mini-Discussion (5 minutes)

- Prompt: “How did the music affect the way you moved? Could those movements become a painting?”
- Introduce today’s activity: students will paint an abstract representation of their emotions and ideas as inspired by music.

3. Demonstration (5 minutes)

- Show examples of abstract expressionist works (e.g., Kandinsky, Alma Thomas).
- Demo how to use brushes or texture tools in ways that mimic different sounds or feelings.

4. Studio Creation Time (25–30 minutes)

- Students choose a song from the pre-curated playlist.
- While listening with the group, they begin painting on their paper/canvas using shapes, colors, and gestures inspired by the music.
- Encourage standing, movement, and working from the shoulder or whole body (not just the wrist).
(*Bodily-Kinesthetic Intelligence*) & (*Musical Intelligence*)

5. Partner Reflection (10 minutes)

- Pair students for a short art share: each explains their piece, the music they chose, and how it influenced their choices. (*Interpersonal Intelligence*)
- Provide sentence starters on the board:
 - “I chose this shape because...”
 - “This color represents...”
 - “The music made me feel...”

6. Wrap-Up & Clean-Up (5–8 minutes)

- Group discussion: “What did you learn about expressing feelings through music and color?”
- Optional: Students write one sentence on an index card about how they felt during the process.

Assessment:

- **Process Observation:** Did the student engage with the music and try to reflect rhythm/emotion through their brushstrokes or color choices?
- **Partner Reflection:** Was the student able to articulate their choices and listen to a peer?
- **Final Artwork:** Evidence of effort, abstraction, and exploration of non-representational form
- **Exit Card or Participation in Discussion:** A brief reflection on their process

Incorporated Multiple Intelligences (not including visual-spatial):

- **Musical:** Listening to and being inspired by instrumental music
- **Bodily-Kinesthetic:** Painting through movement; using whole-body gestures
- **Interpersonal:** Peer collaboration and art reflection conversations

Supporting Students with Special Needs:

By engaging **multiple senses and intelligences**, this lesson supports diverse learners in ways that go beyond traditional verbal or visual approaches. **Students with ADHD or sensory**

processing needs may benefit from the movement-based creation and music-driven environment, while **students with language challenges** can express emotion nonverbally through color and form. Peer reflection strengthens **social-emotional learning**, while choice in materials and music supports **autonomy and personal connection**—key for both engagement and accessibility.