

The Music Tree



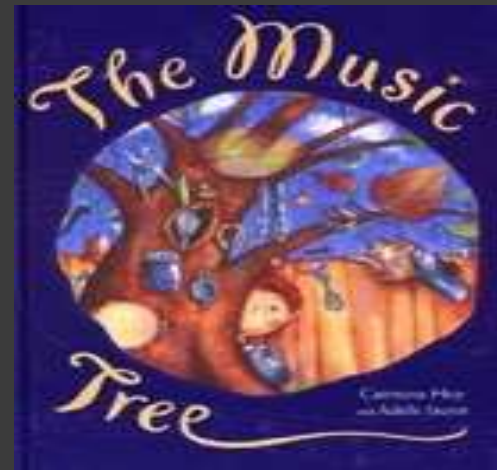
A LEARNING
JOURNEY WITH RS
by
Lisa South



SEPTEMBER 2013

RS Learning Journey Workshop

- Welcome
- Aims for Integrated Arts Project
- Documentation
- Creative Arts Experiences
- Celebration of Learning
- Conclusion



The real talent we need to make the arts come alive for children is something that most of us possess: an enthusiasm for the arts.

Mary Renck Jalongo

WELCOME TO RS LEARNING JOURNEY...2013



In the beginning...July 2013

In week 3 of this term, I read the story [The Music Tree](#) by Catriona Hoy to my class(RS). During Piazza Play later in the day, Sienna, Yasmin, and Miki began the Learning Journey we are sharing with you today...*The Music Tree by RS.*

The girl's discussion and dramatic play also evoked curiosity in their peers...What would it be like to have a music tree? What would it look like? Where would this tree be? Could we create our own Music Tree? What materials could we use? Who would be Involved?

The children's enthusiasm, conversations and dramatic play inspired me to design an Integrated Arts Project based on the children's strong interest in the children's Book, *The Music Tree* (Hoy & Jaunn, 2006).

The Music Tree

Aim: To implement an integrated arts project inspired by children's strong interest in the children's book The Music Tree (Hoy & Jaunn, 2006)

Learning Outcomes: PYP Arts Scope and Sequence

- Create artwork in response to a variety of stimuli
- Identify the materials and processes used in the creation of an artwork
- Engage with, and enjoy a variety of visual arts experiences
- Select tools, materials and processes for specific purposes
- Express opinions about an artwork
- Engage in imaginative play using a range of stimuli
- Use stimulus materials to extend and enhance body movements such as streamers, scarves, props and costumes
- Participate in performing and creating music both individually and collectively
- Use vocal sounds, rhythms and instruments to express feelings or ideas
- Make personal connections to artworks

Documentation



Classroom Displays



Creative Work Displayed



Photographs/Video

Documentation is like offering children a mirror, providing visible traces of their thinking, their understanding and their interpretation of their world. (Schiller, 2000)

- Anecdotal Records
- Photographs
- Drawings
- Paintings
- Video
- Learning Stories

Creative Arts Experiences



As children work with materials, they are learning about themselves and their role using the physical properties of their world.

Curtis and Carter, 2003



Tuning In...Observational Drawings

Our classroom has a wonderful view of our outdoor learning environment.

Initially, the children identified a beautiful tree directly outside of our classroom as the perfect “Music Tree” for our project. We discussed the shapes we could see...the lines...the direction of the branches:

“It’s like a Y”..Pierce

“It is swirly and curly!”...Lily

The children began their drawings inside – looking out of the window. We then moved outside and continued our observational drawings.

One of the great strengths of drawing lies in its ability to immediately reflect back to the person drawing the ideas that are revealed. (Brooks, 2003)



Curls and Swirls by Lily



Lily: I liked drawing the swirls I can see in the tree. The straight parts in the tree are the branches. I did the Y shape in the tree first. That made it easier to start. My name ends with a Y. Drawing makes me feel happy. I like being outside in the sun.



What Does this mean?

Lily is confident drawing her observations and sharing her ideas. The detail in her drawings demonstrates a deep understanding of the world around her.

Possibilities...

Lily would like to do a painting of the tree, using her drawing as a guide.

Eloise drawing hooks!



Eloise:

There are lots of shapes on the tree. The tree has little hooks on it. The tree has a straight line joining at the bottom and the branches are a bit twisty.

I liked drawing outside because I could see the swirls and the hooks in the tree better.

I like colouring in, so I want to do that next!

Parent Voice:

Eloise has been drawing and colouring in from a very young age. She watched her big brother draw and has always had a long attention span – she will sit and draw for hours! She is beginning to do more observational drawing of objects around our home. I love watching her concentration and seeing the enjoyment she is getting from developing her skills.

PAINTING WITH STICKS AND LEAVES



Aims:

- Create artwork in response to a variety of stimuli
- Engage with, and enjoy a variety of visual arts experiences

Aim: Identify the materials and processes used in the creation of an artwork



I asked the student's "Do you think it's still Art if you don't use paint, pencils and other man-made art materials?" Why? Why not?

Lily: This is art because the colours make it look pretty.

Eloise: You don't need paint or pencils because you can use natural materials to make art.

Owen: This is art as well because it is nature art. You don't need paint and pencils because we used special things from the secret garden.

Isaac: We worked together and made circles with the leaves and sticks. We didn't need paint to make the circle picture.

ANDY GOLDSWORTHY INSPIRATION...

Central Idea: Nature provides artists with valuable tools and materials

Students collected sticks, leaves, stones and other materials from their natural environment and in small groups arranged them to make a nature collage that is inspired by the work of Andy Goldsworthy.



NATURE COLLAGE

After completion the students compared their work to Goldsworthy, identifying similarities and differences, and reflected on the effectiveness of using materials in nature to create art.



WEAVING WITH NATURAL MATERIALS

AIM: SELECT TOOLS, MATERIALS AND PROCESSES FOR SPECIFIC PURPOSES

Yasmin:

It was a bit tricky doing the weaving. We made a lot of loops. I liked doing it with Sienna because it was fun and we could help each other. I could smell the leaves and flowers when we made the loops and tied them together.

WORKING WITH CLAY

Clay speaks to a basic need in all of us to touch the earth and play in its life-giving soil....Clay and children belong together! (Kosta 1999)



The children were encouraged to describe what clay feels like to them.

Xanthia: It feels a tiny bit soft.

What happens when you add water? It gets squishy!

We compared wet/dry, smooth/cracked, stiff and soft.



As a class, we looked at different forms of abstract art on the internet. Yasmin and Sienna chose this abstract painting of a tree in blossom to use as inspiration for our next piece of artwork.

At the time, some of the trees in our playground were also beginning to blossom – they made this connection and applied their observations to their drawings and paintings.

ABSTRACT BLOSSOM

AIM: CREATE ARTWORK IN RESPONSE TO A VARIETY OF STIMULI





Blossoms by Yasmin

BLOSSOM TREE BY YASMIN



Wax or crayon resist: This technique, which relies on the fact that oil resists water, creates visual magic. (Kolbe, 2005)



RAINBOW LORIKEETS...

As we walk over the bridge to the Upper Primary, we have been stopping to watch the beautiful Rainbow Lorikeets playing in the trees. I took this photo of the birds and the following day the students drew pictures of two birds in a tree, and painted using water colours. Sienna suggested adding feathers and glitter...."they will be more beautiful and real if we put on feathers".



Displaying Children's Work ..



When children see their work, including written form of their thoughts, ideas and words, displayed with care and respect, their self-esteem can soar to great heights.

(Schiller, 2000)

Watching Upper Primary Students Perform...



The children enjoyed listening to the Upper Primary Music Students perform. The students focused on playing loud/soft..fast/slow.... rhythmic patterns. Their enthusiasm and confidence playing demonstrated a love for music and performing – wonderful inspiration for RS!



The class made individual musical instruments using recycled materials...shakers/triangles/drums!

Yasmin: It is fun making different sounds with the shaker....I like the rattling sound my shaker makes.



Aim: Use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes... **VIDEO**



Isla's Rainbow Dancing

Aim: Use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes



I shared a fun lesson of music, dance and movement with Isla and the other children in RS. Isla looked so happy and confident moving to the music...waving the streamer up high/down low...in front..behind...wonderful enthusiasm.

What it means....Isla is confident moving her body to music. She followed the routine of the lyrics, and moved spontaneously to the rhythm of the music.

Possibilities ...Isla asked to make some individual streamers for dancing within the classroom. " We could also use the streamers when we dance around the Music Tree".



Wilder (Schiller, 2000) cites Exiner and Hinkley developed a reverence and respect for dance as a truly transformative and enlightening experience for a child.



MAKING THE MUSIC TREE

Aims:

- Identify the materials and processes used in the creation of an artwork
- Engage with, and enjoy a variety of visual arts experiences



RS Music Tree



By creating a Music Tree collaboratively, the children will be involved in a self-expressive experience that draws richly on their imagination.





The Orchestra!



Dancing...Moving..



Singing....

The Music Tree Celebration!

The children will develop a deep understanding that music can be created by using a variety of environmental and human-made sound sources; and that movement and dance are a natural part of musical play (Wright, 2003).





MUSIC TREE CELEBRATION BY RS... **VIDEO**

Aim: Participate in performing and creating music both individually and collectively

Conclusion

The children in RS have made this project extraordinary. Their imagination, outstanding observational skills, and enthusiasm towards The Music Tree, have culminated in a Learning Journey that we are all proud of.

Together, we have explored a variety of Creative Arts Experiences. We have shared ideas, discussed observations, and enriched our creative skills and attitudes.

Thank you to all of the children in RS for sharing this experience and being such creative and open-minded inquirers.

Children need significant experiences in order to build on prior knowledge, and opportunities to collaborate with others in order to make meaning of their world. In an aesthetic environment children's learning and forms of expression are honoured, valued and respected (Schiller, 2000).



References

Brooks, M. (2003). 'Unpacking young children's drawing' in *Unpacking Meaning Conference Proceedings*, Macquarie University, Sydney, September 2003, pp. 1-14

Curtis, D & Carter, M (2003). *Designs for Living and Learning*. St. Paul, Redleafpress.

Kolbe, U. (2005). *It's not a bird yet: the drama of drawing*. Bryron Bay, Peppinot Press.

Kosta, J. (1999). 'Clay for little fingers'. *Young Children*, vol.54, no.2, pp.18-22

Schiller, W. (2000). *Thinking through the arts*. London, Routledge.

Wright, S. (2003). Music. *The Arts, young children, and learning*. Boston