



Lesson: Relating Artists and Artistic Movements

STANDARDS: California

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Historical Research, Evidence and Point of View

1. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Social Studies: The History of Music

Motivation: Ask students to make a list of examples of times when they have seen one type of fine art influence another type. For example, how has hip-hop music influenced graffiti? How have movies influenced hip-hop? Encourage students to find specific examples from their daily lives.

Group Activity: Watch *About Debussy* under the *Poisson D'Or* e-presentation in *At the Piano with Alan Gampel*. Ask students what they know about the time period during which Debussy lived. Then watch *About Poisson D'Or* and *Alan's Performance*. Ask students to find elements of impressionist painting in Debussy's piece. What else probably influenced Debussy's music? How could you find out?



Independent Activity: Students should review the historical time periods and geographic areas they have studied so far during the year. Ask students to pick a work of art or a piece of music from a specific time period and region. (A list could be provided a head of time. Alternatively, teachers could regard choosing a piece of artwork a part of the research process.) Have students generate hypotheses about the influences on this work. Remind students to consider geographical, social, economic, and cultural factors. Encourage students to relate the work to the life of the artist or composer that produced the work, and to relate the work to larger artistic movements occurring at the time. Have students create multimedia presentations in which they use images and music to support their hypotheses.

Evaluation: Ask students to write short reflections about the process they went through. How did they make their original hypotheses? How did their hypotheses change over time? What challenges did they face in their research? How did they overcome these challenges? How would they approach a project like this in the future? What would they do differently and what would they keep the same?