



**Overview:** *Students create a painting or a drawing by analyzing lyrics from a song.*

**Theme:** Historical Figures

**Grade Level:** 2<sup>nd</sup> – 5<sup>th</sup>

**Concept:** Relationships

**Time needed for lesson:** 45 minutes

**Objective:** Students will use visual art as a vehicle to study literature and music that was popularized by the historical jazz musician; Louis Armstrong.

**Preparation for lesson:** Students should be introduced to the life and music of Louis Armstrong through books, CD's, films, research on the internet, etc.

**Lesson Activities:**

1. Play *What A Wonderful World* sung by Louis Armstrong for the class. Ask them to listen to it again with their eyes closed.
2. Discuss with the class: How did you feel when listening to this song? Did you understand the lyrics? Were you just listening to the melody?
3. Write the 4 stanzas of lyrics on the board or on an overhead projector.
4. Listen to the song again while reading the lyrics. Listen to the song twice if necessary.
5. Discuss with them if they felt differently about the song. Did it make sense to them? What did you notice?
6. Pass out materials to the class that you feel is most appropriate: Colored markers, tempera or watercolor paints, watercolor crayons or oil pastels with the appropriate papers, water, brushes, etc.
7. Ask the students to choose a stanza from the song that they relate to and transfer their feelings via paints, markers, etc. to the paper. (Play the song while they are working.)
8. Upon completion of their project, ask if anyone would like to share their experience of this assignment.

**Extension of the lesson:** Create a gallery in the classroom or hallway and conduct a gallery walk. Ask the students to take notes about the drawings that attract them the most. What attracted you to this painting?

**Materials needed:** Biographical information about Louis Armstrong: Books, posters, CD's, etc., art supplies: paints, brushes, crayons, markers, papers, etc.

**Vocabulary:** Louis Armstrong, jazz, trumpet, cornet, lyrics, stanza, interpretation, sacred.

### **Benchmarks**

#### *Social Studies:*

Understands people, places and environments

- Explains what it means to communicate and describes some of the ways it is done.

Understands time, continuity, and change (History)

- Identifies examples of interesting Americans through exposure to biographies of important people of the past.

#### *Language Arts:*

Demonstrates competence in reading for critical analysis and evaluation

- Draws conclusions and makes predictions and comparisons based on what is read.

#### *Visual Art:*

Visual Art Expression - The students will observe, select and utilize a variety of ideas and subject matter in creating original works of visual art.

- Use a variety of subjects, basic media and techniques in making original art including drawing, painting, weaving, sculpture and ceramics.

#### *Music:*

Music Appreciation - The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

- Discuss likes and dislikes of music of different styles.

**Whole Child**

*Thinking/Cognition:*

Students have to choose a stanza they relate to most. They are challenged to comprehend the lyrics, analyze the information and apply that in a visual art form.



*Feelings/Emotions:* How does this song make you feel?

Students transfer emotions to visual art.

*Doing/Physical:* Students are drawing, painting, etc.

*Creating/Intuition:* Students are creating their vision of how they interpret the lyrics and the music.

**Teacher Assessment**

Was student involved in classroom discussion? \_\_\_\_\_

Was student willing to listen to the music? \_\_\_\_\_

Which art materials did student choose to interpret music?

\_\_\_\_\_

Did student volunteer to talk about his/her artwork? \_\_\_\_\_

**Student Assessment**

I enjoyed this lesson because \_\_\_\_\_

What I learned about Louis Armstrong was

\_\_\_\_\_

The song, *What A Wonderful World*, made me feel \_\_\_\_\_

\_\_\_\_\_

I chose \_\_\_\_\_ to make my art piece

because \_\_\_\_\_

## *What A Wonderful World*

*written by: George David Weiss & George Douglas  
sung by: Louis Armstrong*

I see trees of green, red roses too  
I see them bloom for me and you  
And I think to myself what a wonderful world.

I see skies of blue and clouds of white  
The bright blessed day, the dark sacred night  
And I think to myself what a wonderful world.

The colors of the rainbow so pretty in the sky  
Are also on the faces of people going by  
I see friends shaking hands saying how do you do  
They're really saying I love you.

I hear babies crying, I watch them grow  
They'll learn much more than I'll ever know  
And I think to myself what a wonderful world  
Yes I think to myself what a wonderful world.

