



MUSIC & ART: A Trip to the Museum

Age Range: Middle School

Learning Objective: Students will compare and contrast elements in both visual art and music in this virtual field trip to an art museum.

Note to Teachers: The video, listening examples, and images may be enjoyed by all ages; however, the content is most developmentally appropriate for middle school and high school ages.

ENGAGE students

SHOW. Write the following five words on a white board or screen for students to see:

- Color/Timbre
- Rhythm
- Form
- Style
- Texture

SAY. "Here are five terms that are used to describe both pieces of music and works of art. Together with a partner or small group, discuss each word and see if you can define it in terms of both music and art. Make an educated guess if you are uncertain."

DEFINE. After students discuss, briefly explain each word in the context of art and music.

- **Color/Timbre** (*TAM-ber*)
In art: the visual perception of a certain quality
In music: the unique sound of an object, whether it be an instrument or a voice
- **Rhythm**
In art: the principle of design that suggests movement; often achieved through repeating visual patterns
In music: the duration of sound in time; often occurs in patterns
- **Form**
In art: an element that describes shape
In music: the structure or organization of a piece of music
- **Style**
In art: distinctive visual characteristics that make it possible to group works of art into categories of similarity or difference
In music: distinctive sound characteristics that make it possible to group musical work in categories of similarity or difference
- **Texture**
In art: perceived surface quality in art
In music: how various elements (melody, rhythm, harmony, instrumentation) combine to create an overall sound quality



A Trip to the Museum, cont.

EXPLORE sounds

WATCH. Watch [this Class Notes video](#) about what music shares with art. (7 min.)

EXTEND learning

Choose one or more activities to extend learning.

REFLECT. Guide students to apply the five vocabulary terms to specific music/art pairings. Each linked piece of art goes with a piece of music. As you show each artwork and play each piece, invite students to take notes about what they see and hear, using the vocabulary words that describe different elements of art and music. A grid like the ones below might help students organize their thoughts. ([The printable charts](#) attached to this lesson include two blank charts for students to try other music/art pairings!)

A [self-portrait by artist Frida Kahlo](#) pairs with *Toccata for Percussion* by composer Carlos Chavez (audio embedded in website version of lesson).

This sculpture by [Yoshitomo Nara, titled *Light My Fire*](#), goes with the main theme from the *Princess Mononoke* soundtrack by Joe Hisaishi (audio embedded in website version of lesson).

DESCRIBE. Ask students, "What's your favorite style of art? What's your favorite style of music? Try describing your preferences using the terms you learned today."