

Scenario Title: Art & Music - Creating an exhibition (NCCA, Ireland)

Scenario Overview:

It is envisaged that the collaborative project outlined in detail below will involve collaboration between the music and art students from two separate classes.

All students (in groups of 3 art + 3 music) will research what they need to do in order to organise and mount an exhibition of their own unique responses to a theme that the teacher will set them or agreed between teacher and students. This will realise about 6 –7 pieces of work in both art and music.

The art students will create a collaborative piece(s) of work and the music students will collaborate to compose an original soundtrack that will reflect this work. Both separate groups of art and music students will collaborate during the process in order to ensure they are all working towards a common goal.








Finally, all students will be involved in mounting the exhibition of these works in art and sound, where the displayed artworks can be viewed and the music for each one can be experienced. As a person views each student-created artistic piece, they will be offered to hear a piece of student-created music to accompany the art work and enhance the overall experience.








All students are involved in a reflective exercise throughout the process.

Methods of assessment: By the teacher, self-assessment and peer-assessment.

NOTE:

It is possible to "flip" this activity by having music students develop original soundtracks in their groups which the art students will then respond to.








							
Learning Activities	Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	Developing or practising	Interviewing/ Feedback	Revising	Performing and presenting
Time (weeks)	1	2-3	1	4-5	1	2	1
Goal (learning outcomes, match to specification)	To enhance learning through collaboration amongst students. To curate an art exhibition on a theme with accompanying soundtrack(s).	To find information on curating an exhibition; Investigate art on the chosen theme; Investigate music on the chosen theme;	Plan the content and presentation of the artworks for exhibition purposes; Plans the music that will support the 6/7 pieces of art that will be produced. Teacher and students discuss and agree criteria for assessment.	Students generate artworks from their initial ideas; Students design the format for the exhibition presentation; Students present their art and music at the exhibition.	Ask artists and musicians outside the school context for advice on creating artworks, composing a soundtrack and putting on an exhibition; Experience the arts and artists in real settings.	After considering the feedback of the prototype artwork and any observations/discussions with the artist or musician, the students will decide on any necessary amendments to their work.	Organise the exhibition presentation; Exhibition will be interactive where music will be played at each artwork to enhance the overall artistic experience.








							
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Description (of each learning activity)	<p>Share teacher and student experiences of exhibitions.</p> <p>Decide on the theme to be explored (e.g. Nature, Homelessness)</p> <p>Decide on the student groupings (suggest groups of 3) and the roles within the groups.</p> <p>Decide on the format that the art work and the music will be presented in.</p>	<p>Find examples of art relating to the chosen theme;</p> <p>Music students explore music that matches the chosen theme;</p> <p>Art and Music students come together to discuss and consider matching their findings;</p> <p>Make a virtual art exhibition of some art works; Music students explore matching some music to these art works.</p>	<p>Using the same theme, art students decide in groups of 3 the mode of artistic presentation (e.g. painting, digital, photography etc.):</p> <p>3 music students are paired with 3 art students and they start to plan the music to match the art work (could be music from outdoors, real or virtual instruments;</p> <p>MIDI, instruments, songs from their music library)</p> <p>Create a storyboard of the art and the music</p>	<p>Art students complete the first version of their artwork;</p> <p>Music students complete the first version of their accompanying composition;</p> <p>Both sets of students come together to combine the music and artworks;</p> <p>Students will make a recording of the music and art work combined;</p> <p>Students plan for the format and the approach that will be taken for final presentation.</p>	<p>Students go to an art exhibition in the local community to interview/discuss with artists or curators the considerations in preparing for an exhibition;</p> <p>Students will go to a local composer/performance and explore how musicians and composers prepare for the writing process; Students prepare set of questions or interview protocol for meeting with artist/composer.</p> <p>Students will record these interviews and</p>	<p>Evaluate the current artistic and musical creations;</p> <p>Determine the edits or improvements that will be needed before the final presentation</p> <p>Refine and complete the artworks and music according to the agreed timeline.</p>	<p>Plan and execute the necessary steps in putting on an exhibition (venue, invitees, time, lighting, sound, guest speakers, live transmission /recording);</p> <p>Agree the various roles needed at the exhibition;</p> <p>Prepare the environment for all types of visitors: wheelchair access, facilities etc.</p>








							
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refer to them during the process.

Learning Environment/s (the physical or virtual setting(s) in which learning takes place)	<ul style="list-style-type: none"> Classroom Galleries Google Art Project Performance spaces Online music services 	<ul style="list-style-type: none"> Classroom Online music libraries Online Art hubs Museums Galleries 	<ul style="list-style-type: none"> Classroom Home Online 	<ul style="list-style-type: none"> Classroom Home Virtual sharing spaces such as Skype, Lync Mobile Phones Video software Art and Music creating, mixing and editing software 	<ul style="list-style-type: none"> Galleries Museums Concert Halls Music Venues Home Classroom Online 	<ul style="list-style-type: none"> School Home Online 	<ul style="list-style-type: none"> At school as a public event, outside-school location but can be online too;
Digital Technologies and Tools	<ul style="list-style-type: none"> Google Art Project Mind Maps (for sharing brainstorming and thinking) Virtual Orchestras Music/Art apps 	<ul style="list-style-type: none"> Google Art Project Communication Tools to share ideas across the disciplines Padlet 	<ul style="list-style-type: none"> Mind mapping tools Music composition software tools Mobile recorder Music storage apps 	<ul style="list-style-type: none"> Garageband Ableton Skype Audio recorders Speakers iMovie Range of Adobe 	<ul style="list-style-type: none"> Audio Recorder Video Recorder Mobile Phone Pen and paper 	<ul style="list-style-type: none"> Music composing and recording software tools; Art software packages Other technologies needed for the 	<ul style="list-style-type: none"> Camera Lights Sound Digital tools that were used to create the artistic and the music artifacts.

Learning Activities	 dream	 explore	 map	 make	 ask	 re-make	 show
	<ul style="list-style-type: none"> • Padlet and other collaborative online tools. 	<ul style="list-style-type: none"> • iTunes and similar music players 	<ul style="list-style-type: none"> • Range of Adobe software (Photoshop) • Art Apps on mobile and tablet devices • Other free art software 	<ul style="list-style-type: none"> • software (Photoshop) • Art Apps on mobile and tablet devices • Other free art software 		<ul style="list-style-type: none"> • musical/artistic creation. 	
Roles (teacher, students, parents, experts, etc.)	<p>Teacher: Guides the students to online music and art sites. Sparks the imagination of the students Facilitates debate and discussion</p> <p>Student: Considers the themes that could be chosen;</p>	<p>Teacher: Advises on locations of art and music artefacts; Monitors student interaction in groups;</p> <p>Student: Collaborate within subject specific domain and the other artistic discipline; Researcher;</p>	<p>Teacher: Support students in negotiating virtual worlds; Offer advice on art forms to support the theme;</p> <p>Student: Work on imagining and creating music and works of art; Consider how the music and art</p>	<p>Teacher: Technical support as needed; Monitor progress of groups and keep students on agreed timeline;</p> <p>Student: Students create their music compositions; They create their works of art;</p>	<p>Teacher: Provide contact to relevant organisations; Organise schools visit to venues; Assists in interview preparation.</p> <p>Student: Interviewer; Researcher: Data Collector</p>	<p>Teacher: Advise Support Mentor Observe</p> <p>Student: Complete the final product; Prepare the location for the final presentation; Consider the time, place, invites and</p>	<p>Teacher: Supporter Advocate Adviser Mentor</p> <p>Student: Leader; Guide for visitors; Expert on their work on display; Owner of the work</p>

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Collaboration (team work) Individual Work (personalisation)	Discusses and shares with others;	Defends their ideas.	complement each other.	Students stay in communication as they progress towards the end of their first version.	Managing the Information <u>Expert/s:</u> Assists students with their questions	logistics for the culminating exhibition of the student artefacts of music and art.	Collaboration on the day is needed to ensure that all the individual elements in presenting an exhibition come together; Share responsibility.
Agree the groups and the roles within the groups; Theme for the collaborative work is chosen; Art and Music students share their initial ideas; Decide the format of the presentation	Share findings within their subject area in real time and virtually; Collaborate to match the music with the piece of art; Collaborate to add the music to art work and share online;	Art and Music students work together to agree concepts; Music group start planning their joint score; Art groups start planning their joint artistic work;	Each member of the team completes their tasks; The Art and Music groups are in regular contact to ensure they are sharing a common goal and staying on task;	Students collaborate in collating all feedback to support the work of the final phase; Students collate their findings and compile a report for the rest the whole team.	Students collaborate to complete the final products; Music and Art students work together to take the 6/7 artefacts and decide on the order they will be displayed in.	Collaboration on the day is needed to ensure that all the individual elements in presenting an exhibition come together; Share responsibility.	

							
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Reflection (reflecting upon one's learning and reporting activity status and progress)	Students consider their role and contribution to the brainstorm sessions; Students consider steps to take in future debate and discussion to become effective contributors;	Students reflect on their role and contribution to the group effort; Students consider the concepts of process and product generation	Students reflect on their role and contribution to the group endeavor; They consider if they are prepared to move to the next phase. Students keep a record of their reflections in a portfolio or learning diary.	Students reflect on their roles and responsibilities; Students reflect on areas of conflict and uncertainty that may have arisen at this phase; Students reflect on how best to proceed to the final presentation;	Students reflect on their engagement with the artist or musician; Students reflect on the life and career of being an artist or musician.	Students reflect on whether the remaking has added to the understanding of the artistic and musical process;	Students reflect on the reactions to their artistic creations; They reflect on their commitment, artistic learning, impact on future collaborative and future artistic endeavours
Assessment (type, instruments)	Teacher will offer feedback to group members based on observation; Students seek feedback from other peers.	Teacher will offer feedback on the final artefacts; Students will seek peer feedback on the same; Teacher will offer advice on what steps to take for the next phase;	Feedback will be offered through peer or teacher feedback on the ideas generated and suggestions offered for improving or amending the project design;	Feedback will be provided on this first version of the artifact and this can come via teachers, peers or other experts available to the school; Feedback will allow students prepare	Feedback is offered by peers or teachers on the interview process undertaken by the student; The expert that was interviewed by the student is asked for feedback on the interaction	Students will be assessed on this second version according to an agreed set of success criteria or features of quality; This feedback will be a combination	Self-assessment based on the reflection above and filled in through a reflection diary or blog or other mechanism; Peer assessment where art and music students

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		Students seek feedback from other sectors of the school community, such as other teachers, experts and parents.	Art and Music students will offer each other feedback on the task design based on agreed criteria.	for the next phase and will allow them consider what they may need to ask other experts	between the student and the expert.	of self, peer and teacher feedback; The feedback should incorporate the concept of process as well as the product.	offer feedback to each other; Teacher assessment based on observation of the level of collaborative activity and the development in collaborative skills.

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Resources:

Music:

<http://www.philharmonia.co.uk/explore/instruments>
<http://www.sfskids.org/classic/templates/home.asp?pageid=1>
<http://www.dsokids.com/listen/by-instrument/.aspx>
<https://www.scoilnet.ie/primary/theme-pages/music-in-the-classroom/>
<http://freemusicarchive.org/>
<http://www.bensound.com/royalty-free-music/2>
<http://www.apple.com/mac/garageband/>
<https://www.ableton.com/>
<https://musescore.org/>
<http://scorecloud.com/>
<https://www.noteflight.com/login>

Art:

<http://www.openculture.com/>
<http://www.openculture.com/category/art>
<https://www.gimp.org/>
<https://www.blender.org/>
<https://www.google.com/culturalinstitute/beta/project/art-project>
https://www.scoilnet.ie/search/?fq=school_level%3A2&q=art
https://www.scoilnet.ie/search/?fq=school_level%3A1&q=art
<https://sketch.io/sketchpad/>
<http://www.nationalgallery.ie/>
<http://www.imma.ie/en/index.htm>
<http://www.adobe.com/ie/>
<https://www.instagram.com>
<http://www.creativeblog.com/digital-art/art-on-the-ipad-1232669>

General:

<https://padlet.com/>
<https://www.skype.com/en/>
<https://www.yammer.com>
<https://www.goconqr.com/en/mind-maps/>