

Responding to Music

This is a great way to approach mark-making as it opens up a whole different way of working that may appeal to those children who are a little nervous about doing things 'wrong'. There can be no right or wrong when it is all down to personal interpretation.

Materials

Cartridge paper

Choice of mark-making tools e.g. chalks, pens, pastels, pencils etc

Oil pastels

Watercolour paint or Brusho® colour

Paintbrushes

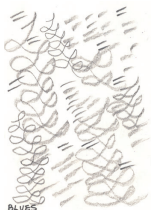
A variety of music clips;

You can find a variety of music clips on PowerPoint - go to 'Insert' and choose music and sounds. These can be a little short so you could also try an internet search for free music clips.

Try www.brainybetty.com/soundsforpowerpoint.htm

Method

- Fold the paper into sections and number them. The number of sections is dependent on the age of the children and how long you want to spend on this.
- Play the music to the children.
- Play the clip again, this time asking the children to move their arm and make marks in the air in response to the music.
- Ask the children to choose a mark-making tool. Play the clip a third time as the children record the movement they make on the paper.
- Repeat this process with the remaining clips.
- Place all the work on tables so that they can look at what other children have done. Encourage the children to make positive comments on each others' work, perhaps finding some marks they think express the music particularly well.
- After a brief discussion ask the children to choose one section they like best and work those marks again on a separate piece of paper using oil pastels. Paint a wash of watercolour paint or Brusho® colour over the top to produce a vibrant resist.



Taking it Further

Work collaboratively on a very long piece of paper as the music is playing. Use a range of media, overlapping and overlaying the marks to fill all the space. Use vibrant colours to represent lively music and softer shades for more lyrical music. Finish off with watercolour paint or Brusho® colour brushed across the whole piece to fill in all the gaps and bring the piece together.

Activities based on personal response can be very liberating for those children who lack confidence. It gives them an opportunity to explore the process without worrying about making the work look 'right'. It also brings a different sense into play which may suit kinaesthetic learners.