



# Look, Listen, Move

## An Arts Integrated Tour

### Huntington Museum of Art

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The Huntington Museum of Art welcomes you and your students to **Look, Listen, Move**, our arts integrated tour. The tour program provides a comprehensive experience in the visual arts, music and dance focusing on the theme of rhythm. During the tour your students will be engaged in activities that illustrate rhythm from the unique perspective of the three disciplines. **LLM** addresses Visual Art, Music and Dance CSOs for West Virginia Schools. Students will also practice 21<sup>st</sup> Century Learning Skills such as problem solving, critical thinking, collaboration and communication.

Please look over the following materials and share them with your students. They will help to introduce the content of the tour program to your students and prepare them for their visit to the museum. We look forward to your visit!

#### West Virginia Content Standards and Objectives:

- VA.S.4.1 Media, Techniques and Processes
- VA.S.4.2 Elements of Art and Principles of Design
- VA.S.4.5 Reflections and Analysis
- VA.S.4.6 Multi-disciplinary Connections
- MU.S.GM3-5.1 Performing
- MU.S.GM3-5.2 Exploring
- MU.S.GM3-5.4 Relating
- D.S.1 Communication
- D.S.2 Movement, Elements and Skills
- D.S.4 Cultures and Historical Periods
- D.S.7 Connections with Other Disciplines

Please contact Cindy Dearborn at [cdearborn@hmoa.org](mailto:cdearborn@hmoa.org) with questions.



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**Look:** Rhythm is the movement created as your eyes follow the lines, shapes, colors, and textures (elements of art) that artists use to make their art. Artists combine and repeat the elements of art to make patterns. The patterns help to move your eyes throughout the art in a particular direction.

Can you identify the rhythm in the two sculptures?

What elements of art did the artist use to make the rhythm in their sculptures?

Do you see any patterns in the sculptures? Describe how they were made.



*The Huntington Museum of Art Tower* by Dale Chihuly. Given in honor of Dorothy Lewis Polan and Lake Polan, Jr. A gift of The Polan Family.

*The Real McCoy* by Patrick Dougherty. This site-specific sapling sculpture was built at HMA in 2002.

Want to learn more about these artists? Visit Dale Chihuly at <http://www.chihuly.com> and Patrick Dougherty at <http://www.stickwork.net>.



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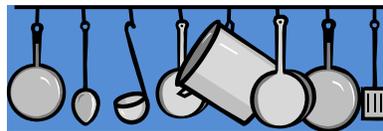
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**Listen:** If you listen for it, you can find rhythm just about anywhere: in a basketball being dribbled, raindrops falling, hands clapping. Rhythm is what makes music move and flow. Rhythm is made up of sounds and silences. These sounds and silences are put together to form patterns of sound, which are repeated to create rhythm. Rhythm has a steady beat, but it also may have many different kinds of beats. Some beats may be stronger or longer or shorter or softer than others. In a single piece of music, a composer can use many different rhythms.

Can you make rhythms with these objects?



How about these?



Or even these?



You are right, anything that makes sound can create a rhythm!

**Activity:** Go experiment with rhythm! Find a single item from your bookbag/desk (pencil, ruler eraser...). Divide into groups of 3-4. Using the object selected, each student in the group will make a sound with his/her object. Put the sounds and silences together to make a pattern. Repeat and make a rhythm!



*Opportunity Trap* by Harvey Littleton.

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**Move:** Your body has rhythm! When you dance, your body moves. Dancing requires you to move your arms and legs in strange and unusual ways. As you swing your arms, sway your hips, or shuffle your feet your body moves through space. When you repeat these movements, you are making patterns. These patterns create the rhythm in dance. Dancers often use music to accompany their movements.

Are you ready to move? Start with some simple moves such as marching, hopping, skipping, galloping, spinning, crawling and more. Name the moves as you show kids how to do them, so that they associate you calling out a direction with the action. Gradually start sequencing certain moves, such as jumping back and forth to do the Bunny Hop, or sliding from left to right to do the Electric Slide. Now you are ready for **8-4-2!**

The activity **8-4-2** is from *Rhythmic Activities and Dance* by John Bennett and Pamela Riemer. Learn more at <http://www.humankinetics.com/Home>.

*Activity: Get up and dance! Pick a dance movement and perform it eight times, everyone then makes a quarter-turn to the right and repeats the movement eight times. Repeat with a quarter-turn right (students are now facing the back of class), and have students do it again. When the students make one more quarter-turn to face the front, repeat all movements four times, and follow the preceding sequence. Then repeat the movements two times through the entire sequence: thus the name 8-4-2.*

