STUDIO FIELDNOTES / ARTS INTEGRATION / K–2

Music in Repeated Marks

Research and sources · K–2 · 45–55 minutes × 2–4 sessions

Context for this inquiry

Create a rhythmic sequence and translate units into line and color marks

Teach with relevant originals

Use primary artworks, museum biographies, documentary sources or student-conducted observation. The collection cover is an original editorial graphic, not a reproduction of the artist’s work.

Starting sources

National Core Arts Standards

https://www.nationalartsstandards.org/customize-handbook?discipline=Visual+Arts

National Core Arts Standards grade progression

https://www.nationalartsstandards.org/content/visual-arts-high-school-student-work

National Council of Teachers of Mathematics

https://www.nctm.org/

Looking questions

What do you literally observe? Which design decisions are evident? What is uncertain or missing from this source? What does a second source change?

Source critique

For an artist study, identify the artist, date and medium of each original work before discussing influence. For arts integration, record the data or primary text behind the artwork and test its accuracy.

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Connection back to the studio

Return to Can we see the structure of a repeated sound? Use source evidence to justify a new artistic response: Visual rhythm strip for a short original clapping pattern.