Title/Description of Lesson
Guitar Lesson: Connecting Visual Art to Music & Science

An amplifier can be attached to the back of the guitar to create more of an “electric guitar” sound.

Grade Level:
Third Grade

Lesson Links
Objectives/Outcomes
Materials and Resources
Vocabulary
Procedures
Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards for Integrated Subject
Other Resources

Objectives/Outcomes (Return to Links)
Students shall design a 3-dimensional guitar that can be used in coordination with their lessons on the parts of a guitar in music and how sound is made in science.

Materials and Resources (Return to Links)
Approx. 9” x 12” foamboard (1 per student)
Permanent markers black & in colors
Rubber bands, assorted sizes 3-4 per guitar
Dixie cups for sound hole, swizzle sticks (or similar) for bottom
Glue gun & glue for attaching cups and sticks
Various art styles for students to consider in design
Cutter for use by teacher
Samples
**Vocabulary**  (Return to Links)

**Abstract:** In which the subject matter is stated in a brief, simplified manner. Little or no attempt is made to represent object realistically, and objects are often simplified or distorted.

**Organic:** Refers to shapes or forms having irregular edges or to surfaces or objects resembling things existing in nature.

**Rhythm:** Intentional, regular repetition of lines and shapes to achieve a specific repetitious effect or pattern.

**Procedures**  (Return to Links)

Students create a guitar image...teacher may provide a 2 ½” wide x 6” long piece for students to trace for the neck piece. Body may be any shape, but be able to accommodate the stick at the bottom. Students should trace the cup to determine where the sound hole will be.

Students may color with markers, being sure to add lines for frets and guides. Teacher cuts out the hole and guitar using cutter, glues on cups and sticks. Students add bands, but if the neck piece collapses (tended to happen with less expensive, less dense type boards), then use strong tape to attach a separate neck piece to the back for support.

**Criteria for Assessing Student Learning**  (Return to Links)

Does the piece contain all the parts required to be able to create sound?

Is the design concepts added neatly applied?

Can students use vocabulary unique to the arts to describe details in their work?

Can students, once they have gone through lessons in music and science (sound) able to communicate back how this guitar works?

**California Standards in Visual & Performing Arts**  (Return to Links)

**ARTISTIC PERCEPTION:**
1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space and value.

**CREATIVE EXPRESSION:**
2.6 Create an original work of art, emphasizing rhythm and movement, using a selected printing process.
California Standards for Integrated Subject  

**PHYSICAL SCIENCES:**
1.d. Students know that energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current and by moving objects.

**Other Resources**

Other examples of student work: