

## TEACHER LESSON GUIDE

### LITERACY, ART, and MUSIC INTEGRATION:

Novel - *Bud, Not Buddy*, by Christopher Curtis Paul  
Connection to the theme of jazz music which is central to the book's narrative.

[USE ACCOMPANYING SLIDESHOW](#)



### GRADE:

5th & 6th grade

### MATERIALS:

Several pieces of paper per student, pencils, color pencils, markers, paint, brushes, water jars, and paper towels

### LESSON OBJECTIVE:

Create an improvisational drawing inspired by jazz music. Practice creating a composition using variations in line, shape, color, and texture. Expose students to abstract expressionism and encourage students to experiment with mark-making, gestural movement, and abstract thinking.

### LONG-TERM LEARNING GOAL:

Provide students an alternative to realism. Students at this age often feel they are “not good” at art due to frustration and disappointment with their realistic art-making attempts.

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### INTRODUCTION:

- Discuss the concept of improvisation in jazz music.
- Listen to a jazz recording.
- Ask students to describe some of the qualities they hear in the music.

### ARTIST EXAMPLES:

Discuss abstract expressionist artists who use improvisational and expressive techniques in their artwork.

*Discussion Prompts:*

- What do you notice about the shapes in the artists' work?
- What do you notice about the colors?
- What do you notice about the composition, or the way the work is arranged?

### PRACTICE:

Have students practice making marks on paper. Practice making a variety of different marks - lines, weight, shapes, texture, and color using musical reference prompts.

*Drawing Prompts:*

- Draw a mark that represents loudness
  - Draw a mark that represents a drumbeat
  - Draw a mark that represents twinkling high pitched piano keys
  - Etc.
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### CREATIVE CHALLENGE:

Listen to a live jazz recording and have students create drawings that visually reflect what they are hearing in the music.

### DISCUSSION & SHARING:

Ask students to share their experiences and explain some of the marks they made in their drawings. Can they remember what the music sounded like when they were making certain marks?