

# Wings of My Own

THE CLEVELAND ORCHESTRA

## LEARNING THROUGH MUSIC

### MATERIALS & SETUP

- **Book:** *Wings* by Christopher Myers
- **Music:** *Short Ride in a Fast Machine* by John Adams
- Collage materials:
  - glue & scissors
  - magazines, newspaper, feathers, cloth, markers, etc.
- *Wings of My Own* Worksheet

### CONNECTIONS TO OH STANDARDS

#### FINE ARTS



#### MUSIC

- **3RE** Communicate a response to music using dance, drama or visual art.
- **4RE** Connect concepts shared between music, other art forms and other curricular subjects.

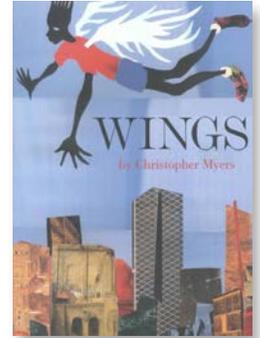
#### VISUAL ARTS

- **1PE** Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.
- **1PR** Demonstrate beginning skill and craftsmanship in the use of art materials and tools.

**Learning Objective:** Students will identify individual differences through reading, art, and music.

### ACTIVITY (25-30 minutes)

1. Read the story *Wings*.
2. Discuss with the class what made Ikarus Jackson different (wings, hair, shoes).
3. Introduce the art concept of collage. Define collage as a piece of art that uses many materials from different sources (e.g. magazines, books, photographs, nature, cloth, small objects, paints, markers, etc.) that are cutout and glued together to depict a story or idea. Like Ikarus, each collage is distinctive.
4. Re-examine *Wings'* illustrations and explore the different materials Christopher Myers used to create the collages (e.g. clothing, envelopes, wood, pictures, etc.).
5. Play the piece *Short Ride in a Fast Machine*. Identify instruments throughout the piece and their qualities that make them unique.
6. Discuss how each instrumental section is distinctive (percussion keeping a steady beat, clarinet/flute blowing quick notes, cello/bass playing low notes). Tell students like collage in art, composers can create a collage in music by combining different instruments.
7. Have the students create their own collages using a pair of wings from *Wings of My Own* Worksheet, connecting their artwork to the book and the music.
8. Students should share their collage and how *Wings* and *Short Ride in a Fast Machine* influenced their artwork.



### REFLECTION

1. Did the student identify what made Ikarus Jackson unique?
2. Did the student identify the unique qualities of different orchestral instruments in *Short Ride in a Fast Machine*?
3. Did the student demonstrate individuality in his/her collage?

