

Educate. Inspire. Connect.

ARTS-INTEGRATION LESSONS



The Girl Who Heard the Music

WRITTEN BY **MARNI FOGELSON**

ILLUSTRATED BY **MAHANI TEAVE MARTA
ÁLVAREZ MIGUÉNS**

Who is Arts for Learning WNY?

Formerly Young Audiences of Western New York, Arts for Learning WNY is the leading arts education organization in Western New York seeking innovative ways to integrate the arts into learning. For more than 60 years, Arts for Learning has empowered teachers to inspire young people through meaningful creative experiences, seamlessly integrating the arts into the classroom.

WHAT IS ARTS INTEGRATION?

Arts integration is an approach to teaching where the arts (e.g., music, dance, drama, or visual arts) are woven into lessons from other subject areas such as math, science, language arts, or social studies. The goal is for students to learn both the art form and the academic content at the same time.

WHY IT WORKS!

Arts integration is a powerful educational tool because it unlocks how kids naturally learn. This type of instruction utilizes the whole brain and hands-on experiences connect academic content to real-life. It supports different learning styles, bolsters relationship-building skills, and naturally boosts motivation.

How to Use this Arts Integration Kit

THE ARTS ARE ALL AROUND US and everyday moments can become creative adventures when we pause to look, listen, and imagine together.

Whether you are dancing in the kitchen, drawing your favorite story characters, or acting out scenes from a book, you are using the power of the arts to make learning stick in joyful, meaningful ways.

This guide is designed to help you and your family dive deeper into the story, beyond just reading the words on the page. With this book, the suggested art supplies, and a little imagination, you will explore the characters, setting, and themes in a whole new way.

You do not need to be a trained artist or teacher – just be willing to play, create, and explore. Along the way, you will support your child's learning, build memories, and maybe even discover your inner artist!



Visit our website to explore more arts-integration ideas!



Visual Arts

In this story, the students and teachers at the school also grow a community garden. Let's grow our own herbs and create drawings as the plant grows.

SUPPLIES NEEDED

- ▶ **The Girl Who Heard the Music book**
- ▶ **Planter Kit**
- ▶ **Water**
- ▶ **Growth Chart Templates**
- ▶ **Markers/Crayons/Colored Pencils**

INSTRUCTIONS

1. Turn to the part of the story where the school grows a garden.

Discuss why the school may have decided to plant a vegetable garden. How might this help the community?

2. Review the different stages in a plant's life cycle:

Seed > Germination > Maturity > Harvest

3. Use the **Growth Chart Prediction Template** to draw what you think each stage of growth will look like.

4. **Plant your own seed, just like the students in the book!** Follow the instructions in the planter kit to plant your thyme seeds.

5. **Draw the first stage of plant growth** (seed) in the Growth Chart Observation Template.

6. **Water the pot frequently and keep in full sun.** The thyme should germinate in 14-28 days. Document the second stage in your observation chart.

7. **Continue to care for your thyme plant.** A mature thyme plant has many gray-green leaves and may grow tiny purple or pink flowers. Draw this in your observation chart.

8. After 4-6 weeks your thyme will be ready to harvest!

Draw this final stage in your observation chart.

VOCABULARY

Seed – A small, hard part of a plant that can grow into a new plant.

Germination – The process when a seed starts to grow into a small plant or seedling.

Mature Plant – A fully grown plant that is big and healthy, ready to make its own seeds.

Harvest – The act of picking fruits, vegetables, or herbs after they have grown.

Observation – Looking closely at something to see what is happening or how it has changed.

Prediction – A guess about what will happen next based on what you already know.

Botanical Illustration – A detailed scientific drawing of a plant focusing on accurate color, form, and details.

EXTENSION ACTIVITIES

Measure the growth of your thyme. You can use these measurements to draw more accurate representations in your growth chart.

Create a garden journal. Include weekly drawings and measurements of your plant as it grows.

Prepare a meal using your harvested thyme plant for seasoning!

Dance

In this story, the characters experience many emotions. Let's use our bodies and expressions to create a sequence that tells the story.

SUPPLIES NEEDED

- ▶ *The Girl Who Heard the Music* book
 - ▶ **Dance Scarves** (optional)
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INSTRUCTIONS

1. Discuss the different emotions you felt while reading the story.

Were you angry or sad when the litter was all over the island? Were you excited to see the music school completed? What other emotions did you feel?

2. Practice expressing emotions using your face and body.

You may use dance scarves if you would like. Consider how space and speed affect your movements. For example, stretching your arms out might express excitement, while crouching might show sadness.

3. Create a sequence of movements based on the emotions you felt in the story. Can you include different levels in your sequence? Maybe you jump for joy or sit to show sadness.

4. Repeat your dance sequence at least twice to form a pattern.

5. Perform your dance for family or friends. Can they guess the emotions you are expressing?

VOCABULARY

Emotion – The feeling you have (e.g., happiness, sadness, anger).

Expression – Showing how you feel through your face and body movements.

Level – The height at which you move your body (high, medium, low).

Space – The area you move in; it can be big or small.

Movement – The way you move your body (e.g., running, twisting, jumping).

Sequence – A series of movements that follow each other in a certain order.

Pattern – A repeated sequence of movements.

EXTENSION ACTIVITY

Play Freeze Dance! Have an adult help you play music and dance around the room to express the emotion you are feeling. When your adult stops the music, they will shout out an emotion. Freeze your body in an expression of that emotion. Remember, you can use space and level to enhance your expression!

Music

In this story, Mahani is inspired by the music all around her. Let's make musical instruments and create a soundscape inspired by the story.

SUPPLIES NEEDED

- ▶ **The Girl Who Heard the Music book**
- ▶ **2-4 Recycled bottles**
- ▶ **Various items around the house to fill the cans.** (i.e. small rocks, beads, buttons, rice, beans, pieces of foil etc.)

INSTRUCTIONS

- 1. Discuss how Mahani Teave was inspired by music and the environment** to build a school using recycled materials.
- 2. Collect 2–4 bottles and fill them with one material each (e.g., rice, rocks, buttons).** Ensure each bottle is sealed tightly.
- 3. Shake the bottles at different speeds.** How does the pitch change? Do different materials sound different at the same speed?
- 4. Re-read the story thinking about the different pitches you created with your recycled musical instruments.** Mahani explores the soundscape of her island home throughout the story. How can your instruments add to the peaceful ocean waves at the start of the story? Will you use a high or low frequency to represent this sound? How will you create a different soundscape to represent the students singing, dancing, and playing instruments at the newly constructed school?

VOCABULARY

Pitch – How high or low a sound is (e.g., a bird's song is high, a drumbeat is low).

Vibration – When an object shakes or moves very quickly it creates a sound.

Frequency – How fast something vibrates, which affects the pitch.

Soundscape – A mix of sounds in one place (e.g., birds, wind, cars, children laughing).

Musical Composition – A piece of music made up of different sounds and rhythms.

EXTENSION ACTIVITIES

Continue to get creative! Use paper, glue, markers and more to decorate your new musical instruments.

Experiment with different volumes of the same material in each bottle. Fill one bottle all the way full, another halfway full and a third a quarter of the way full. Shake the bottles at the same frequency and listen for differences in pitch. Can you create a new musical composition with different pitch and frequency using the same filler?

Visit a local public space. Listen closely and identify the different elements of the soundscape you hear. You can do this at school, a park, the library, a museum, anywhere in the community!

In the Community

In this story, Mahani changes her whole community through music and activism. Let's clean up our own community and used recycled materials to create works of art.

SUPPLIES NEEDED

- ▶ **The Girl Who Heard the Music book**
- ▶ **Gloves**
- ▶ **2 Garbage Bags** (one for trash and one for recycling)

INSTRUCTIONS

1. Discuss how Mahani Teave noticed litter in her community and chose to take action. Work with an adult to come up with a plan to clean up a public space community that often has trash. It could be your favorite playground or park, or even the sidewalks around your home.

2. Identify a nearby public space that could use a clean-up. Work with an adult to plan your project.

3. Follow these safety tips:

- Always stay with an adult
- Wear gloves.
- Only pick up safe trash such as paper or plastic.
- Avoid sharp or dangerous objects.
- Stay away from roads and traffic.
- Wear close-toe shoes like sneakers to protect your feet.
- Wash hands thoroughly after the clean-up.

4. As you clean, look for items you can reuse in an art project.

5. Clean and repurpose your selected items to make something creative. Try making a sculpture, instrument, or mobile! What else can you create?

VOCABULARY

Recycle – Turn old things into new things to avoid waste.

Reduce – To use less of something so we create less waste.

Reuse – To use something again instead of throwing it away.

Litter – Trash that is left on the ground instead of being put in a trash can.

Volunteer – A person who helps others without being paid.

Public Space – A place that everyone can use, like a park or playground.

EXTENSION ACTIVITIES

Organize your community to participate in the clean-up. Get your whole family, friends, and neighbors to join in keeping public spaces clean.

Explore some artistic approaches to recycled creations.

You can find examples of recycled sculptures at the Buffalo Zoo and by local Buffalo based artist Chantal Calato.

Education ▶ For over 60 years, we have been the leading arts education organization in Western New York seeking innovative, equitable, and inclusive ways to integrate arts into learning.

Inspiration ▶ We are committed to empowering local artists to teach and inspire young people and educators through new and meaningful creative arts experiences.

Connection ▶ By serving as a reliable connector between artists and organizations and providing high-quality education, we seamlessly fill a need to integrate arts into the classroom.



2495 Main Street
Suite 443
Buffalo, NY 14214
artsforlearningwny.org



Affiliated with the national Young Audiences Arts for Learning