

# Teacher Guide and Resources

## Topic | Music

### Recommended for 6th-8th grade

#### Questions? Contact [tours@camh.org](mailto:tours@camh.org)

CAMH's Education Team is available for synchronous meeting opportunities - we are here to work with you and create unique programs. We would love to see what your students are creating and talk to them about artists we have met and share our favorite works of art.

#### Look and Respond Video Overview

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- Students will be able to use close looking to compare and contrast two artworks previously displayed at Contemporary Arts Museum Houston.
- The Look and Respond Video is designed to guide your students through examining two artist's works - Nari Ward's "Amazing Grace" from the exhibition *Nari Ward: We the People* and collages by Robert Hodge from the exhibition *Slowed and Thrown: Records of a City through Mutated Lenses*.
- The artist Nari Ward was born in St. Andrew, Jamaica and moved to New York, New York as a child.
- *Amazing Grace* (1993) is a large installation—first created in a deserted Harlem firehouse that is now the artist's studio. The work includes approximately 280 abandoned strollers, encompassed by a pathway made of flattened fire hoses. A recording of the song "Amazing Grace" accompanies the work and fills the space.
- Ward collects humble and discarded materials from his neighborhood, Harlem, and repurposes them in surprising ways.
- *Slowed and Thrown: Records of the City Through Mutated Lenses* is a two-part interdisciplinary exhibition orbiting around the legacy of the late Houston legend DJ Screw. Until his death in 2000, DJ Screw distorted songs by musical artists, creating "chopped and screwed" versions of the original by slowing tempo, reducing pitch, chopping lyrics, and layering freestyles by Houston-based rappers. Known for his signature stretched sound, he also displayed deft skill evident in his transitions, sampling choices, and beat juggling.
- The material possibilities offered by vinyl records and cassette tapes propelled DJ Screw.
- Robert Hodge is a native Houstonian multidisciplinary artist whose practice explores themes of history, commemoration, and a strong connection to music.
- Hodge layers the covers of vinyl records sometimes cutting out words. This collage method is similar to how DJs layer sounds and songs.
- Without the sound of music, Hodge creates musical artworks with choice lyrics and images of musicians from their vinyl record covers.
- Through the topic of music, students will be able to create conclusions about the artists and their work, while making connections to music in their own life.
- Students will pause the video to respond to on-screen questions.



Nari Ward. *Amazing Grace*, 1993. Baby strollers, fire hose, and audio. Private collection.

## Key Questions

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- How does the musical element of an installation change the experience of viewing the artwork? How does it make you feel?
- How have visual artists been inspired by music? What examples can you find through history?
- How can a specific place influence an artwork? What are some examples of works inspired by a city or place?
- How do you feel looking at and being around discarded objects you might find on the street? How do those objects change once they come into the museum?
- What places are defined by a specific musical genre?

## Curriculum Connections

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**Visual Art** | Choose a favorite song or musician. Inspired by either their lyrics, technique, or life—create a visual artwork.

**Music** | How have certain genres of music come to be associated with different cities or regions? Choose a region and a matching genre of music. Do some research on the history of the association. Who are their key musical figures?

**History** | Research a contemporary figure that has had a large influence in your city. This could be an artistic, political, or historical impact. Why did you choose this person? Are they well-known beyond your city? How have they made a difference? Share this information with your classmates and learn about other local figures.



Robert Hodge. *Don't Play US for weak*, 2020. Mixed media collage on reclaimed paper. Courtesy the artist and David Shelton Gallery, Houston, Texas.

## Additional CAMH Resources on the theme of Music

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*Nari Ward: We the People*

[Talk | Nari Ward](#)

[Art at Noon | David Leslie, Executive Director at the Rothko Chapel](#)

[Teacher Guide for \*Nari Ward: We the People\*](#)

[Art Guide for \*Nari Ward: We the People\*](#)

*Slowed and Thrown: Records of the City Through Mutated Lenses*

[In Conversation | Artist Robert Hodge](#)

[CAMH Interview | Big Bubb and Will Lean at Screwed Up Records and Tapes](#)

[Teacher Guide for \*Slowed and Thrown: Records of the City Through Mutated Lenses\*](#)

*Steven Evans: If I Can't Dance, It's Not My Revolution*

Exhibition Trailer: [Steven Evans: If I can't dance, it's not my revolution!](#)

[A Conversation on Music | Author and Critic Vince Aletti with Artist Steven Evans Spotify Playlist | \*If I Can't Dance, It's Not My Revolution\*](#)

[Teacher Guide for \*Steven Evans: If I can't dance, it's not my revolution!\*](#)

[Art Guide for \*Steven Evans: If I can't dance, it's not my revolution!\*](#)

*Cheryl Donagen: GRLZ + VEILS*

[Musiqa Audio Tour | Cheryl Donagen: GRLZ + VEILS](#)

[Performance | Transitory Sound and Movement Collective | Abstractions in the Key of Yellow](#)

[Teacher Guide for \*Cheryl Donagen: GRLZ + VEILS\*](#)

[Art Guide for \*Cheryl Donagen: GIRLS + VEILS\*](#)

*Jennie C. Jones: Compilation*

[Exhibition Walkthrough with Artist Jennie C. Jones and Valerie Cassel Oliver](#)

[Jason Moran: Jazz, Minimalism, and Abstraction](#)

[Performance | Maria Chavez](#)

[Performance | Teen Council Music Fest](#)

**TEKS: Music 6th-8th**

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Art.1.1.A.	Art.1.4.C.	Art.2.4.B.	Art.3.2.C.
Art.1.1.B.	Art.1.4.D.	Art.2.4.D.	Art.3.3.B.
Art.1.1.C.	Art.2.1.A.	Art.2.4.E.	Art.3.3.C.
Art.1.1.D.	Art.2.1.B.	Art.3.1.A.	Art.3.4.A.
Art.1.2.B.	Art.2.1.C.	Art.3.1.B.	Art.3.4.B.
Art.1.2.C.	Art.2.2.B.	Art.3.1.C.	Art.3.4.C.
Art.1.3.B.	Art.2.2.C.	Art.3.1.D.	Art.3.4.D.
Art.1.4.A.	Art.2.3.B.	Art.3.2.A.	
Art.1.4.B.	Art.2.4.A.	Art.3.2.B.	

**§ 117.202. Art, Middle School 1**

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**(c) Knowledge and skills.**

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

- (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
- (B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
- (C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately; and
- (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (B) apply the art-making process to solve problems and generate design solutions; and
- (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is

expected to:

(B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) create written or oral responses to artwork using appropriate art vocabulary;

(B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and

(E) understand and demonstrate proper exhibition etiquette.

### **§117.203. Art, Middle School 2**

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(b) Knowledge and skills.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

(A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;

(B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;

(C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;

(B) apply the art-making process to solve problems and generate design solutions;

(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media; and

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is

expected to:

- (B) analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- (C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture; and

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
- (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
- (E) demonstrate an understanding of and apply proper exhibition etiquette.

### **§117.203. Art, Middle School 3**

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(b) Knowledge and skills.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

- (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;
- (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
- (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and
- (D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
- (B) apply the art-making process to solve problems and generate design solutions;
- (C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) analyze ways in which global, contemporary, historical, and political issues have influenced art;
- (C) evaluate the relationships that exist among a society's art, music, theatre, and dance; and

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
- (B) analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- (C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
- (D) understand and demonstrate proper exhibition etiquette.