



Academic Resource for Teachers & Students

JIMMI TORO
08.31.17 - 11.26.17

6-8



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lesson overview

lesson plan

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

lesson objectives

- To explore artistic influences.
- To apply the elements and principles of design.
- To learn that sound is made from vibrations.
- To interpret the emotion and qualities of a piece of music.

core curriculum tie-ins

Kindergarden through Fifth Grades:
Social Studies and Visual Art.

lesson overview

On the A.R.T.S. tour, students will learn about the work of Jimmi Toro and the exhibit *"Kindle a Light"*. Students will learn about artists that are inspired by sound and explore visualizing music. They will then create their own drawing in direct response to a piece of music.

length of class

One to Three Class Sessions.

supplies

- Images of artwork by Jimmi Toro (with the use of a projector or color prints).
- Musical Instruments.
- Speaker
- Posterboard.
- Pencils.
- Colored Pencils.
- Markers.



JIMMI TORO - SEPERATION

core curriculum tie-ins

6st grade Science

Standard 6

Students will understand properties and behavior of heat, light, and sound.

Objective 3

Describe the production of sound in terms of vibration of objects that create vibrations in other materials.

- h. Describe how sound is made from vibration and moves in all directions from the source in waves. .
- k. Make a musical instrument and report on how it produces sound.

6th grade Music

Standard 6.M.P.2:

Make interpretive decisions, with guidance, regarding the use of musical elements to express ideas and emotions.

Standard 6.M.P.8:

Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.

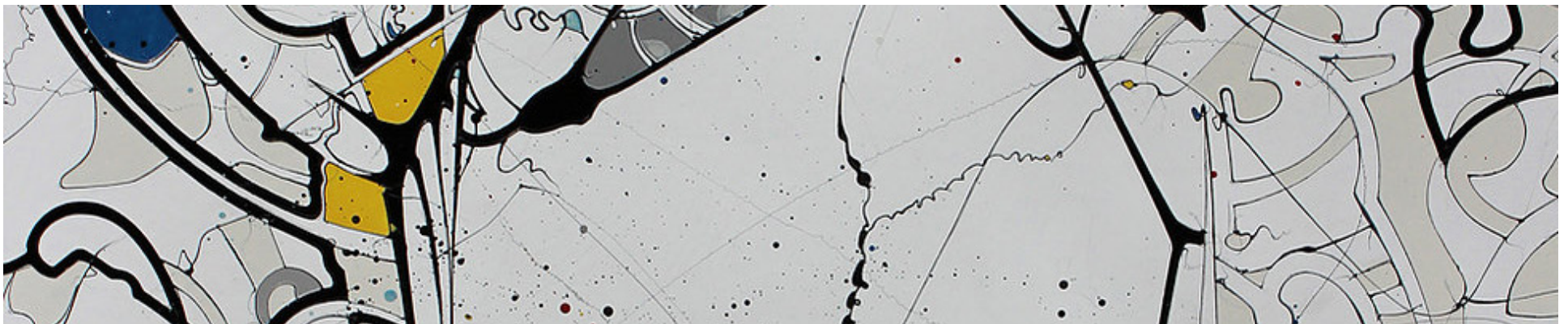
Standard 6.M.R.4:

Describe feelings or imagery conveyed by a music selection.

6th grade Visual Art

Standard 6.V.CR.6:

Reflect on whether personal artwork conveys the intended meaning, and revise accordingly.



JIMMI TORO - DETAIL

ABOUT

Jimmi Toro : Kindle A Light

Jimmi Toro's new multi-media exhibition is inspired by Carl Jung's observation that, "As far as we can discern, the sole purpose of human existence is to kindle a light in the darkness of mere being." Toro is a Salt Lake City-based painter, singer-songwriter, multi-instrumentalist and music producer. In *Kindle a Light*, he brings together all of these creative pursuits to present an immersive experience for the viewer. Music, art and video combine to examine humanity in its many forms. Through an evocative use of color and line, and sound and movement, his work speaks to the deep connections that bind us all.

Kindle a Light will also feature artwork by students in the Kimball's Young Artists' Academy, who worked closely with Toro in Fall 2016.



JIMMI TORO - SOUL



JIMMI TORO - LOVE BELIEVE IT



JIMMI TORO - SEPERATION III

lesson plan

1. Jimmi Toro is a multi-disciplinary artist. He creates paintings, music and videos. Ask students if they can see musical influences in his portraits (suggest: movement, the energy of the drip, the technique or color versus literal symbols of music). Jimmi Toro says he works from a “variety of inspiration evident in colors, textures, patterns and movement and all sounds audio.” He then “explore(s) it, interpret(s) it and capture(s) it.”

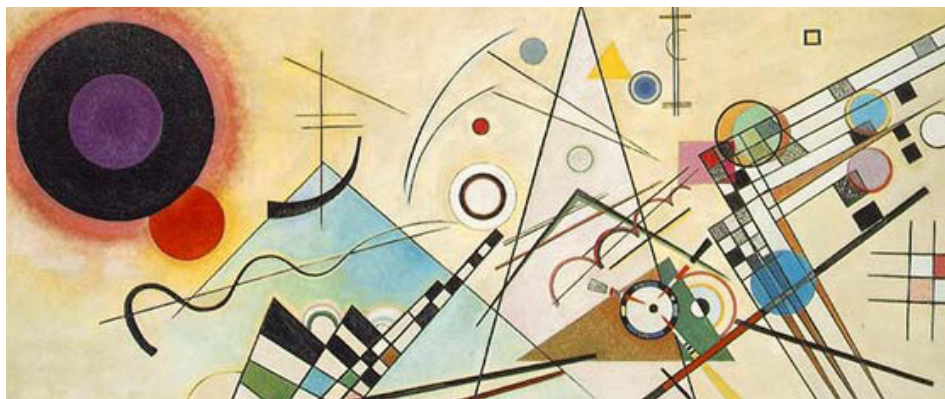
2. Share with students that many artists from the past have found inspiration from music to express themselves visually. The early modernist in the 1900 used music as a tool to break free from representation (having to make things look realistic). Music inspired

artists to experiment with lines, shapes and colors in their compositions. Wassily Kandinsky wrote “Color is the keyboard, the eyes are the harmonies, the soul is the piano with many strings. The artist is the hand that plays, touching one key or another, to cause vibrations in the soul.” He experimented with nontraditional color combinations and abstract shapes while listening to music. He wanted his art to ‘vibrate’ just like sound.

3. Show students a few paintings by Wassily Kandinsky. Ask students if they think the art ‘vibrates’ and what it means for a painting to ‘vibrate.’ List on a white board any similarities between these paintings and Jimmi Toro’s paintings. Discuss how Wassily Kandinski

used line, color, shape, form, value, space and texture. Have students describe the kind of music they think inspired him. Next, explore the principles of design (see resources below) and have students look for repetition, movement and emphasis in the artwork.

4. Wassily Kandinski talks about vibrations. Ask students: what is sound? How does sound go from an instrument to our ears? Record student ideas on a white board. To further the exploration, make sounds with several different instruments. For example, ring a bell or strike a triangle, xylophone, or drum. Ask students if they can see these instruments vibrating. Explain the



WASSILY KANDINSKY - COMPOSITION VIII (1923)



WASSILY KANDINSKIY - YELLOW RED BLUE

lesson plan continued

relationship between sound and vibrations with a demonstration. Place a ruler on the edge of a desk, so that about eight inches of it hangs over the side. Secure the four inches that remain on the desk with one hand. With your other hand, whack the end of the ruler that is hanging off of the desk. The ruler will vibrate up and down and produce a low sound.

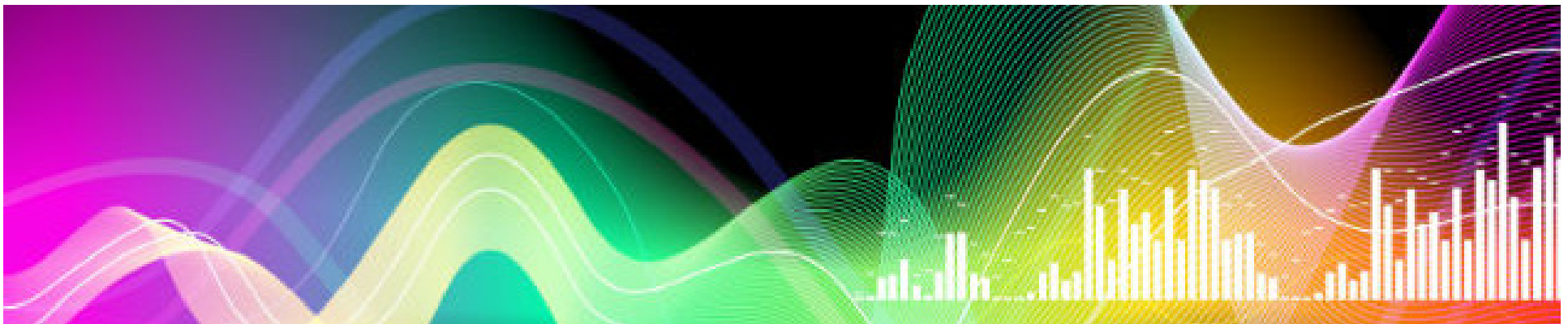
5. Explain that sound is a type of energy made by vibrations. When any object vibrates, it causes movement in the air particles. These particles bump into the particles close to them, which makes them vibrate also causing them to bump into more air particles. This movement, called

sound waves, keeps going until they run out of energy. If your ear is within range of the vibrations, you hear the sound. When the vibrations are fast, you hear a high note. When the vibrations are slow, it creates a low note. Make diagrams of sound waves. Explain that this is why illustrations of sound look like waves.

6. Did you know some people can see sound? (Use resources below to explore this further).

7. Students will now have the opportunity to interpret a piece of music. Choose a piece of music, and have students describe feelings or imagery that they associate with the

sounds. Using the elements and principles of design, create a list of qualities in the music. Then while listening to the music students can visualize these qualities to create a drawing. (Optional listen to a variety of sounds other than traditional music).



vocabulary

Composition – Composition is the way in which something is put together or arranged, the combination of parts or elements that make up something.

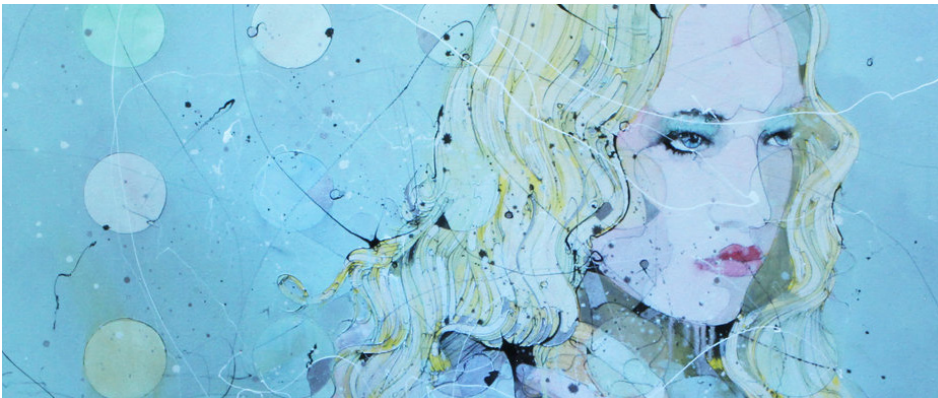
Inspiration – Inspiration is the process of being mentally stimulated to do or feel something, especially to do something creative.

Modernism – Modernism is a movement in the arts that aims to break with classical and traditional forms.

Multi-Disciplinary – A multi-disciplinary artist combines several academic disciplines or professional specializations in an approach to a topic or problem.

Particles – A particle is a minute portion of matter.

Vibration – A vibration is rapid rhythmic a movement back and forth.



JIMMI TORO – SUMMERTIME SADNESS



JIMMI TORO – POISE

resources

Sound and Science:

<http://www.audiology-worldnews.com/mar-ket2/1962-app-to-turn-music-into-vibrations-and-visualizations-for-hearing-impaired>

https://indiana.pbslearningmedia.org/resource/phy03.sci.phys.how-move.lp_sound/sound-vibrations/#.WWUd2zzOZO8o

<http://www.sciencemag.org/news/2014/03/computer-program-allows-blind-see-sound>

http://www.sciencekidsathome.com/science_topics/what_is_sound.html

Music and Art:

<https://www.theguardian.com/artanddesign/2006/jun/24/art.art>

<http://magazine.art21.org/2010/12/07/music-and-art/#.WWUbG9Pyu8p>

<http://www.artnews.com/2013/11/14/now-hear-this-sound-art-has-arrived/>

https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf

<https://artlessonsforkids.me/2011/03/09/what-does-sound-look-like/>

<https://creativemornings.com/talks/christoph-de-boeck>

