

1st & 2nd Grade Art Newsletter - 4th Quarter Mrs. Clemetson

Here is a snapshot of what your children have learned this quarter in art class! What a strange year it has been, but your children have shown perseverance and great strength. I have seen some extremely creative artwork this year - even without access to the art room. I am so impressed by my amazing students – thank you for all your support.

Project #1: Apartment Buildings

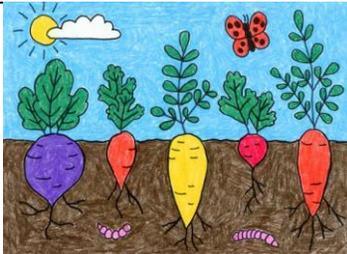


Art Standard 10

Create works of art about events in home, school, or community life.

Students looked at slides of different kinds of homes people live in all around the world! We are grateful our homes have running water and flushing toilets! We used repetition to create the same sized windows over and over in our design. We added an element of form to our work by making the windows open and close in a pop up style! Then we creatively added some silly people and animals in each apartment.

Project #2: Above and Below the Garden



Art Standard 10

Create works of art about events in home, school, or community life.

*Science Standard LS1.A Structure and Function
Parts of a plant.*

For this project we focused on life at school in our beautiful school garden! We watched a nature video about the parts of a plant and how plants grow, then we drew from the unrealistic perspective of being able to see above and below the soil in a garden!

Project #3: Lisa Congdon Bird Collage

Oliver Monday 9:08 AM



Art Standard 3 Essential Question

How do artists grow and become accomplished in artforms?

Students were able to watch this contemporary illustrator describe how she works in her sketchbook to create ideas for her future art projects. We discussed how she did not think of herself as an artist when she was young – she was not the best artist in the class in school! But she developed a passion and made it her career anyway! We created a bird collage based on one of her beautiful illustrations.

Project #4: Sun Collage



Art Standard 7.1

Select and describe works of art that illustrate daily life experiences of one's self and others.

Students watched a science video and used observation and investigation to find facts about how important our sun is to our solar system! Then we cut circles and created many equal triangles out of one long rectangle. After we glued our collage using radial symmetry, we decorated the sun with warm colors and the background with cool colors.

Project #5: Van Gogh Sunflowers



Art Standard 6

Identify the roles and responsibilities of people who work in and visit museums.

Students got to take a virtual tour of the Van Gogh art museum in Holland. We discussed who takes care of the art there, and why that art is so valuable. Then we followed a directed drawing to create our own sunflowers as Vincent Van Gogh painted so many times in his life!

Music Newsletter for 1st and 2nd Grade -

4th Quarter Mrs. Pridmore

Thank you for being such a wonderful group of parents and students this school year! We have made it to the end of another exciting year of growing together. Here is a little bit of what the students have learned this school year.

Lesson #1: Soft and Loud Sounds

	<p><i>Music Performing Standard 2</i> <i>a. With limited guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, and same/different in a variety of music</i></p> <p>Students explored a variety of soft and loud sounds by listening to recordings, producing sounds vocally, and playing sounds on instruments. Students then created short rhythm compositions using a loud sound and soft sound and performed their pieces for each other</p>
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Lesson #2: Found Sounds- Playing Long & Short Sounds

	<p><i>Music Performing Standard 4</i> <i>With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</i></p> <p>Students sorted common percussion instruments into long sound, short sound, or both categories on a venn diagram. Students then created appropriate sounds for a story, choosing whether to play a long or a short sound to create different moods.</p>
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Lesson #3: Moving to Long and Short Sounds

	<p><i>Creating Dance Standard 1</i> <i>a. Respond in movement to a variety of stimuli</i> <i>b. Explore different ways to do basic locomotor and nonlocomotor movements by changing at least one of the elements of dance.</i></p> <p>Students practiced expressing long and short sounds through both sound and movement. They responded with creative movement to recordings, to vocal improvisation by classmates, and to their own improvisations. They then made their own rhythms to share with each other.</p>
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Lesson #4: Instruments, Voices, and Timbre

 <p>The screenshot shows a digital interface for an activity titled "Same or Different?". It features four icons in a 2x2 grid: a violin (labeled "Violin"), a trumpet (labeled "Trumpet"), a clarinet (labeled "Clarinet"), and an electric guitar (labeled "Electric guitar"). Below the icons is a question mark icon and the text "Same or Different?".</p>	<p><i>Key Vocabulary: timbre: Tone color or tone quality that distinguishes one sound source, instrument, or voice from another.</i></p> <p><i>Listening: How can musicians identify the timbre of a singer, instrument, or other sound?</i></p> <p>Students listened to the difference between instruments made of wood or metal and talked about “warm” musical sounds from wood instruments vs “cool” sounds from metal. This has to do with the size of the vibrations they produce.</p>
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Lesson #5: Writing Music & Listening

 <p>The screenshot shows a digital interface for an activity titled "Jumpin' Jacks Ostinato". It features a virtual instrument with a keyboard and a screen displaying musical notation with notes labeled 'c' and 'f'. Below the instrument is a play button and the text "Jumpin' Jacks Ostinato".</p>	<p><i>Essential Question: How is sound organized to make music?</i></p> <p><i>Music Creating Standard 2 b. With limited guidance, organize personal musical ideas using iconic notation and/or recording technology</i></p> <p>Students wrote short ostinato accompaniment for a song they enjoy singing and dancing to using the virtual instruments in our music curriculum.</p>
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Lesson #6: Found Sounds- Box!

 <p>The book cover for "Grace and a Box" features a colorful background with a rainbow and stars. A girl named Grace is shown next to a large cardboard box that has a face drawn on it. A dog is also visible next to the box.</p>	<p><i>Key Word: Imagine</i></p> <p><i>Essential Question: How can musicians generate creative ideas?</i></p> <p>Students thought of all the ways one could use a box to make different sounds. How would we classify a box in the instrument families? Describe the timbre? We then shared a rhythm and a story about Grace, who plays in a giant box after her family gets a new refrigerator. Students noticed the different adventures Grace went on in her box and thought of the adventures they might have over the summer.</p>
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