

## 3<sup>rd</sup> & 4<sup>th</sup> Grade Art Newsletter - 4<sup>th</sup> 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: Terraced Homes



#### *Art Standard 10*

*Develop a work of art based on observations of surroundings.*

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 created an art piece based on the terraced homes found on islands in both Italy and California. We perspective and space making sure to add a row of larger houses in the foreground, medium sized homes in the middle-ground, and smaller homes in the background.

### Project #2: Watermelons



#### *Art Standard 2 Essential Question*

*How do artists determine whether a particular direction in their work is effective?*

*Create personally satisfying artwork using a variety of artistic processes and materials.*

We compared the benefits of creating a collage versus drawing out a composition, then we used some of these strategies to create a collage similar to Frida Kahlo's "Viva la Vida, Watermelons". We learned about Kahlo's life from a book, and we viewed many of her famous self-portraits.

### Project #3: Three Little Birds



*Art Standard 1*  
*Elaborate on an imaginative idea.*

Students took the song “Three Little Birds” and turned it into a drawing. We drew a tree together, and we applied that wood grain drawing technique from our table tops in our watermelon collage! Students could choose any 3 birds, and add nests or other ideas to their work.

## Project #4: Fish Collage



*Art Standard 2*  
*Explore and invent art-making techniques and approaches.*

Students explored the world under the sea in a science video about conserving our reefs. Then we used texture and form to create an art piece based on what we observed underwater. We created actual texture by cutting out fish scales and fins out of paper. We added 3-dimensional parts by experimenting with rolling up paper to make seaweed and coral.

## Music Newsletter for 3<sup>rd</sup> and 4<sup>th</sup> Grade -

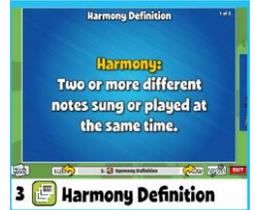
### 4<sup>th</sup> Quarter Mrs. Pridmore

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: Playing with Contrasting Dynamics

 <p>2 Recorder Shuffle (Animated Score)</p>	<p><i>Music Performing Standard 2</i> <i>a. Explore and demonstrate awareness of music contrasts such as high/low, loud/soft, and same/different in a variety of music</i></p> <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 played a piece on their recorders with loud and soft sections, and demonstrated different energy levels for different parts of the song.</p>
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#### Lesson #2: Harmony

 <p>3 Harmony Definition</p>	<p><i>Vocabulary word: Harmony- two or more different notes sung or played together at the same time</i></p> <p>Students explored the use of harmony to add interest to their musical compositions. Using Quaver's Creatives, we created simple melodies and added harmonies, then played a recorder song and chose a harmony part.</p>
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### Lesson #3: Chords

	<p><i>Vocabulary Word: Chords- 3 or more different notes sung or played together at the same time</i></p> <p><i>Music Performing Standard 5: Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities</i></p> <p>Students listened to a variety of chords and learned to hear the difference between major and minor chords. Major chords sound happy, minor chords sound sad. We explored changing popular songs to their opposite chord structure and saw how the mood was changed when switched from major or minor. Using the program Blob Opera, students created one minute pieces in 4 part chordal harmony.</p>
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### Lesson #4: Scoring (writing music) for Movies and Media

	<p><i>Music Creating Standard 3: Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities</i></p> <p>Students learned that foley artists create sound effects for movies and media while composers write soundtrack music. They chose a 30 second animation and worked with other students in breakout rooms to write background music using Quaver tools and create foley sound effects using objects around their house.</p>
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### Lesson #5: History of Soundtracks

	<p><i>Music Responding Standard 3: Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</i></p> <p>Students listened to selections from Wagner's Opera "Ring" trilogy. They learned to identify the "motif" for major characters, which is still a tool used in film today. We contrasted Wagner's music with music composed by John Williams for the Star Wars movies.</p>
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## Lesson #6: Scoring for News Stories



*Key Word: Imagine*

*Essential Question: How can musicians generate creative ideas?  
Music Creating Standard 2 b. With limited guidance, organize personal musical ideas using iconic notation and/or recording technology*

Students listened to short clips from imaginary news stories and selected or created appropriate background music to convey the mood and energy of each story. They then read their news stories and played the music for the class.