

5th & 6th 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: Canal Houses



Art Standard 10

Apply conceptual vocabularies of art to view surroundings in new ways through art making

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 talked about the architectural designs of building with various materials. Then we created our own canal houses that look like the neighborhoods in Amsterdam.

Project #2: Cinco de Mayo Folk Birds and Turtles



Art Standard 11

Through observation, infer information about time, place, and culture in which a work of art was created.

Students viewed several pieces of folk art from Mexico, and were asked to identify the region from which the art came. We talked about how their own life experiences led them to the correct answer. Students had a choice of animals to create in a Mexican Folk style. We are using their creations as a model for painting some benches in the garden!

Project #3: Jar Biomes



Art Standard 2.3

Design systems that meet the identified needs of an animal.

We looked at a wide variety of ecosystems and which animals live there. Students chose an animal and drew it in an appropriate habitat. We added visual interest by making the habitat appear in a symmetrical jar with some additional designs to add interest to our art.

Project #4: Guitars



Art Standard 2.1

Demonstrate openness in trying new ideas and approaches to making works of art or design.

Students looked at a variety of guitar designs, and created their own unique guitars. We used symmetry to draw half of a guitar and cut it out to make a full guitar, then revise and adjust as needed.

Project #5: End of Year Slideshow



Art Standard 5 Essential Question

How does assessing choices for presentation affect its meaning to the viewer.

Each year I present a slideshow of some of the best art - including favorite art pieces selected by my students. I have photos of our students in art class that I have been gathering since they were in kindergarten. The way the slideshow is organized by grade level allows students to relive their art class experiences throughout their years at Finney.

Music Newsletter for 5th and 6th 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: 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.