

Kindergarten 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. I10 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: Gnomes



Art Standard 10 Essential Question

How does making art attune people to their surroundings?

Students learned about the history of gnomes, which date back to German folklore from the 1800s. People believed that gnomes would help protect their homes and farms in the forest. I bought a garden gnome to protect Finney's school garden, and the hybrid students searched for it in the garden with Mrs. Haase.

Project #2: Laurel Burch Cats



Art Standard 7.2

Compare images that represent the same subject

Students compared Laurel Burch's expressive cat paintings to a realistic painting of a cat. We then used lines to create a large cat in the style of Laurel Burch. Next, we added shapes to create a pattern inside the cat. Finally, we used bold contrasting colors to complete the project.

Project #3: Pete the Cat



Art Standard 7.2

Compare images that represent the same subject.

Our kindergarteners needed a lot of support to compare the cats in the previous lesson, so we repeated the same learning intention with a new expressive cat subject – our beloved Pete the Cat. Students compared the cats without difficulty this time – their growth while remote makes me so happy! We used lines, shapes, and colors to make Pete the Cat stand out in the foreground of the drawing. The sidewalk and the park added a background to complete the project.

Project #4: Blue Dog



Art Standard 10:

Create art that tells a story about a life experience.

Students looked for context clues in the background of several different paintings of George Rodrigue's Blue Dog. Students came up with wonderful possible stories that were happening to Blue Dog. Then we did a directed drawing of Blue Dog. Finally, we designed our own backgrounds to tell our own story of what we wanted to happen to Blue Dog.

Project #5: Nests



Art Standard 2

Through experimentation build skills in various media and approaches to art making.

Students got to watch a video of a bird making her nest! I distributed special materials - string and model magic - so that we could experiment with creating real texture on our art! We created a nest with eggs, and we were allowed to find some leaves or sticks from nature to add to our texture.

Project #6: Surfboards



Art Standard 11

I can identify a purpose of an artwork.

Students discussed what kind of art has a purpose, and what kind of art is only made for display. We decided that a surfboard is definitely a work of art with a purpose, then we designed our own boards! We decorated a background, then glued on our boards as the foreground.

Kindergarten Music Newsletter - 4th Quarter Mrs. Pridmore

Thank you for being such a wonderful group of parents and students this school year! I have so enjoyed getting to know each and every one of you, even through a screen. I'm so excited to get to see all of you in person next year! Here is a little bit of what the students have learned this school year.

Lesson #1: Long & Short Sounds



Music Performing Standard 2

a. With guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, and same/different in a variety of music

Students explored a variety of long and short sounds by listening to recordings, producing sounds vocally, and playing sounds on instruments. Students then created short rhythm compositions using a long sound and short sound and performed their pieces for each other.

Lesson #2: Found Sounds- Playing Long & Short Sounds



Music Performing Standard 4

With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

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.

Lesson #3: Moving to Long and Short Sounds



Creating Dance Standard 1

a. Respond in movement to a variety of stimuli
b. Explore different ways to do basic locomotor and nonlocomotor movements by changing at least one of the elements of dance.

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.

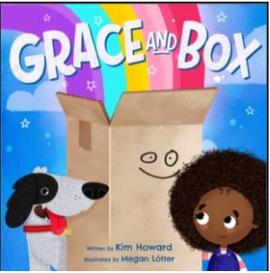
Lesson #4: Singing, Voices, and Timbre

	<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 high and low voices, single or many voices. We played voice detective and tried to guess whether the person singing was a grownup or a kid, by themselves, or part of a group. We took turns listening to each other's voices and noticed how each one is different, just like us!</p>
---	--

Lesson #5: Writing Music & Listening

	<p><i>Essential Question:</i> <i>How is sound organized to make music?</i></p> <p><i>Music Creating Standard 2 b. With guidance, organize personal musical ideas using iconic notation and/or recording technology</i></p> <p>Students went on a scavenger hunt around the house for four different sounds and shared them with each other. They then created their own music and played their compositions for the class. They created music notation to write them down so they could remember their pieces later.</p>
--	--

Lesson #6: Found Sounds- Box!

	<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>
---	---