

## Art Newsletter for Rooms 701 & 702 - 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

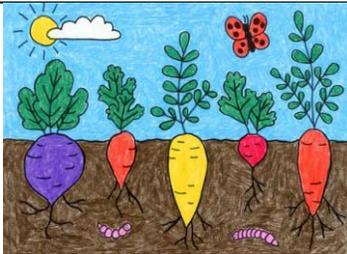


*Art Standard 10*

*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: 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: Blue Dog



*Art Standard 10:*

*Create art the 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 #4: 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 #5: 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 #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.

## Music Newsletter for Rooms 701 & 702 -

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

Thank you for being such a wonderful group of parents and students this school year! 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

	<p><i>Music Performing Standard 2</i> <i>a. With 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 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</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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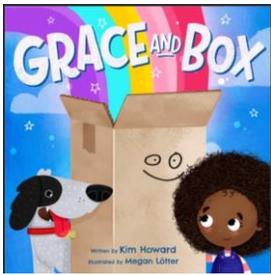
## Lesson #4: Singing, Voices, and Timbre

	<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>
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## Lesson #5: Writing Music & Listening

	<p><i>Essential Question: 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>
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## 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>
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