

Art Newsletter for Rooms 605 & 701 - 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: 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: 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 #3: 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 #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: 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.

Music Newsletter for Rooms 605 & 701 -

4th 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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