

Fine Arts Lessons- Grades 1, 3, & 6

*A Note about Fine Arts: Our family is involved with drama, dance, piano and guitar lessons. We have found that these lessons cover certain standards so we do not create lesson plans specifically for those standards, though we have tried to include as many as possible here. Many lesson plans cover multiple standards and you can adjust to the needs of your family. A great way to add to dance and music is to find YouTube tutorials that interest your child and work together to master them. Singing in church (primary program) also covers most of the music standards. The best thing we have found to do for drama is allow your child to write and put on their own play, which we have included here.

Lesson #1

Drama Class: Follow Me

Ask your child if they've ever been to a play or watched a live show. Explain that, like in movies, these productions have people called actors who pretend to be characters and act out the play. The characters you see on stage are not who these people really are, but they use their bodies, their voices, their facial expressions, and their mannerisms to make you believe that they are just like their characters. Tell your child that today we are going to practice being actors. Acting is about more than saying the words. It includes movement, too. Watch the video [here](#) and play the game Follow Me with your child. First, make up your own sequence of 5-10 actions. Include movement and facial expressions and ask your child to follow you. Then, let your child make up their own sequence as you follow them. Repeat the game a few times, exploring the different aspects of acting as you do.

Standards taught:

1st Grade: 1.T.CR.1, 1.T.CR.5, 1.T.P.2, 1.T.P.3, 1.T.P.4, 1.T.R.3

3rd Grade: 3.T.CR.1, 3.T.CR.5, 3.T.P.2, 3.T.P.3, 3.T.P.4, 3.T.P.6, 3.T.R.3

6th Grade: 6.T.R.6, 6.CR.T.1, 6.T.CR.5, 6.T.P.3, 6.T.P.4, 6.T.P.6

Lesson #2

Drama Class: Facial Expressions

Explain to your child that actors use facial expressions to convey different emotions and feelings as they act. They copy real-life feelings to show what their characters is thinking or feeling. Play the warm up game along with this [video](#) with your child, pausing after each example and pointing out the different parts of the face that are used to convey each reaction to a different candy. Point out the way the actor's mouth, nose, and eyebrows move. Then, practice the emotions in this [video](#). As you work, ask your child to identify times when they have felt these emotions. Explain that actors often try to remember experiencing certain feelings in their own lives to help them understand what their character is feeling throughout the play or movie. Finally, play the eyebrow game with your child by taking turns acting out an emotion or feeling while covering the bottom two-thirds of your face with a paper or cloth while the other person tries to guess your emotion. Point out that eyebrows are a good way to tell what someone is feeling.

Standards taught:

1st Grade: 1.T.CR.1, 1.T.CR.5, 1.T.P.3, 1.T.P.4, 1.T.P.6, 1.T.R.3, 1.T.CO.1

3rd Grade: 3.T.CR.1, 3.T.CR.3, 3.T.P.1, 3.T.P.3, 3.T.P.4, 3.T.P.6, 3.T.R.3, 3.T.CO.1

6th Grade: 6.T.CR.1, 6.T.CR.5, 6.T.P.4, 6.T.P.6, 6.T.R.1, 6.T.R.2, 6.T.R.6, 6.T.R.7

Lesson #3

Drama Class: Getting into Character and Acting the Whole Time

Briefly review the previous two lessons with your child. Explain that the process of pretending to be someone else during a dramatic work is called getting into character. Actors take time to figure out how their characters would react, what they would feel, and how they would think in different situations. They stay in character the whole time they are performing on stage or on camera, always pretending to be their character. Tell your child that we are going to play a game to help us understand how to be in character. Print and cut out the card page below and mix these cards up in a bowl or hat so that your child cannot see the words on them. This is a great game to play with friends or family members. Take turns choosing cards out of the bowl and acting as that character. Encourage your child to walk, talk, move, and make facial expressions that match that character. Ask them to consider what their character might want to do, say, or think. Is their character loud or quiet? Is their voice steady or shaky? Are they afraid or excited? Do they speak clearly or do they mumble? Do they move quickly or slowly? Stand tall or hunch over? Are they kind or mean? As they act, everyone else will try to guess what they are. Continue until you have gone through all the cards together.

Next, ask your child to choose their favorite character from the cards. If you are playing with friends, each child should choose a different character. If it's just you and your child, you should choose a character different than your child's. Tell your child that you are both going to act in character for three minutes. Explain that when you are on stage, even when you aren't talking, you have to pretend to be your character all the time. Remind your child that they may use movement and facial expressions, even if it isn't their turn to talk and that they should react to other characters as their own character would. Set a timer for three minutes and begin a conversation in your own character, encouraging your child to respond in their character. Encourage your child to make notes about how you or they could change their performance to make it even more believable.

Standards taught:

1st Grade: 1.T.CR.1, 1.T.CR.4, 1.T.CR.5, 1.T.P.1, 1.T.P.2, 1.T.P.3, 1.T.P.4, 1.T.P.5, 1.T.P.6, 1.T.P.9, 1.T.R.3, 1.T.R.4, 1.T.CO.2

3rd Grade: 3.T.CR.1, 3.T.CR.4, 3.T.CR.5, 3.T.P.1, 3.T.P.2, 3.T.P.3, 3.T.P.4, 3.T.P.5, 3.T.P.6, 3.T.P.9, 3.T.R.2, 3.T.R.3, 3.T.R.4

6th Grade: 6.T.CR.1, 6.T.CR.4, 6.T.CR.5, 6.T.P.1, 6.T.P.3, 6.T.P.4, 6.T.P.5, 6.T.P.6, 6.T.R.4, 6.T.R.5, 6.T.R.6, 6.T.R.7

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| ASTRONAUT | COWBOY | DANCER |
| PRINCE/PRINCESS | HUNTER | EVIL VILLAIN |
| BAKER | SEAGULL | HUNGRY KID |
| LION | GRANDPARENT | MOM/DAD |
| FAIRY | YOUR FAVORITE MOVIE CHARACTER | A SLEEPY PUPPY |
| AN EXCITED CHICKEN | A WITCH | SUPERHERO |
| PIRATE | GEORGE WASHINGTON | SOLDIER |
| POLICE OFFICER | ABRAHAM LINCOLN | SCIENTIST |

Lesson #4

Drama Class: Cues, Stage Directions, and Blocking

Review the previous lesson with your child, briefly discussing getting into and staying in character. Point out that once you are in character, it is important that you listen and watch the other characters all the time, waiting for your turn to move or speak. While on stage, you should always talk, react, and move like your character. You should also be listening to the others on stage for your cues.

Cues are triggers in the movement or words of another character that tell you when to say or do something on stage. For example, knowing it is your turn to speak right after hearing a line from another character, knowing you need to move across the stage when a prop falls, or knowing you need to laugh after watching another actor pretends to trip on stage. Act out the following with your child, pointing out that the first line is a cue for the second actor:

Princess (*standing center stage*): Oh, I wish my prince would come!

Prince (*walks on stage to center*): Here I am princess!

Dog barks loudly at cat, starting to chase

Cat hisses and runs away

Chair falls. All jump and gasp, looking frightened.

Point out that it is important to always be listening and watching for your cues so that your character can react in time to make it believable to your audience.

Blocking: Watch this [video](#) before the lesson. Use masking tape to make stage grid used in the video on your floor. Use stuffed animals as an audience. Then, play this game with your child: Ask your child to stand in one of the squares on the grid and stay inside of that square. Then, ask them to do the following without moving from their square: dance, skip, twirl, hop, reach something on the other side of the grid. Point out that, in real life, we move our bodies around. We walk, jump, dance, roll, and move to do different things. Just like in real life, characters need to be able to move, too. Often, the script will use special terms to tell actors where to move to when they hear their cue. This allows every character to be exactly where they need to for each part of the play. Watch the video with your child, pausing after each square on the grid is explained. Ask your child to move to each square as it is discussed and answer any questions your child may have. Point out that most of the time, your body should be facing the audience as you move and stand, no matter where on the stage you are. This

way, the audience can see and hear you better. There are exceptions to this rule. For example, you may have to turn to look at another character, move backwards, or focus on an action behind you. Stage directions will help you know when and how to move. Leave the grid on the floor and practice blocking in the next few lessons.

Standards taught:

1st Grade: 1.T.CR.5, 1.T.P.3, 1.T.P.4, 1.T.P.8, 1.T.R.3

3rd Grade: 3.T.CR.5, 3.T.P.3, 3.T.P.4, 3.T.P.8, 3.T.R.3

6th Grade: 6.T.CR.5, 6.T.P.1, 6.T.P.3, 6.T.P.4, 6.T.P.8

Lesson #5

Drama Class: Improve Practice

Using your blocking grid, practice improve by playing the following game with your child. Print and cut out the following cards prior to beginning the lesson. This is a great time to invite friends and family members to play along. Remind your child of what they've learned about staying in character and facing the audience.

Explain to your child that improve is a kind of acting where there is no script. Sometimes you get a character. Sometimes you get a situation. Sometimes you get both. Then, you have to make up the blocking, gestures, and words for your assignment and act it out. Tell your child that they will be acting with one (you), two, or more friends and they need to stay in character as they play. Allow your child to stay in the scene as long as they can and then ask them to name the stage area they are in at the end of each scene.

Standards taught:

1st Grade: 1. T.CR.1, 1.T.CR.3, 1.T.CR.4, 1.T.CR.5, 1.T.P.1, 1.T.P.2, 1.T.P.3, 1.T.P.4, 1.T.P.5, 1.T.P.6, 1.T.P.8, 1.T.P.9, 1.T.R.2, 1.T.R.3, 1.T.CO.1, 1.T.CO.2

3rd Grade: 3.T.CR.1, 3.T.CR.3, 3.T.CR.4, 3.T.CR.5, 3.T.P.1, 3.T.P.2, 3.T.P.3, 3.T.P.4, 3.T.P.5, 3.T.P.6, 3.T.P.8, 3.T.P.9, 3.T.R.2, 3.T.R.3, 3.T.CO.1, 3.T.CO.2

6th Grade: 6.T.CR.1, 6.T.CR.3, 6.T.CR.4, 6.T.CR.5, 6.T.CR.6, 6.T.P.1, 6.T.P.2, 6.T.P.3, 6.T.P.4, 6.T.P.5, 6.T.P.6, 6.T.P.8, 6.T.P.9, 6.T.R.2, 6.T.R.6, 6.T.R.7

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| Characters: Alien, Alligator, Tiger Situation: Alligator has a toothache | Characters: Fairy, King/Queen, Knight Situation: Knight has lost his sword |
| Characters: Baby, Mom, Dad Situation: Baby wants a balloon | Characters: Robot, Kid, Scientist Situation: Robot wants to leave the lab, but the scientist won't let him |
| Characters: Pineapple, Grape, Watermelon Situation: Fruits are afraid of being eaten | Characters: Wizard/Witch, Superhero, Villain Situation: Villain is trying to steal the moon |
| Characters: Easter Bunny, Santa, Tooth Fairy Situation: Their jobs got mixed up and they have to do a new job | Characters: Camper, Bear, Squirrel Situation: Forest fire |

Lesson #6

Drama Class: Monologue Practice

Allow your child to choose, practice, and perform a monologue. Examples may be found [here](#). Please respect copyright laws and perform only for educational use, not for profit. Coach and remind your child of staying in character and blocking as needed. You may also write in blocking if they want to add those directions to their monologue. Encourage your child to memorize their lines as much as possible. Shorten monologues for younger children. Work on this all week and ask your child to perform at the end of the week. Encourage your child to be a good audience for any siblings as they act out their monologues, reminding them to listen quietly, sit still, and clap at the end of a performance. For 6th graders, point out and discuss how their monologue ties to culture, history, common themes, and/or social issues.

Standards taught:

1st Grade: 1.T.CR.1, 1.T.CR.5, 1.T.P.1, 1.T.P.2, 1.T.P.4, 1.T.P.5, 1.T.P.6, 1.T.P.8, 1.T.P.9, 1.T.R.1, 1.T.R.2, 1.T.R.3, 1.T.R.4, 1.T.CO.1, 1.T.CO.2

3rd Grade: 3.T.CR.1, 3.T.CR.5, 3.T.P.1, 3.T.P.2, 3.T.P.4, 3.T.P.5, 3.T.P.6, 3.T.P.8, 3.T.P.9, 3.T.R.1, 3.T.R.2, 3.T.R.4, 3.T.CO.1, 3.T.CO.2

6th Grade: 6.T.CR.1, 6.T.CR.5, 6.T.CR.7, 6.T.P.1, 6.T.P.4, 6.T.P.5, 6.T.P.6, 6.T.P.8, 6.T.P.9, 6.T.R.1, 6.T.R.2, 6.T.R.4, 6.T.R.5, 6.T.R.6, 6.T.R.7, 6.T.CO.1, 6.T.CO.2, 6.T.CO.3

Lesson #7

Drama Class: Reading a Play

Before the lesson choose and print out a short play that you and your child can read together. Some examples can be found [here](#).

Read the play together, pointing out the characters, stage directions, setting, and important events. After reading the play, ask your child to review who some of the characters were, where the play took place, and what happened. Ask your child if the play reminded them of anything in their own life, in history, or in other stories they've heard. For 6th grade: Talk briefly about how this play would appeal to a certain audience and who would like to watch it be performed

Standards taught:

1st Grade: 1.T.P.1, 1.T.R.3, 1.T.CO.1., 1.T.CO.2

3rd Grade: 3.T.P.1, 3.T.R.3, 3.T.CO.1, 3.T.CO.2

6th Grade: 6.T.P.1, 6.T.P.8, 6.T.R.3, 6.T.CO.1, 6.T.CO.2, 6.T.CO.3

Lesson #8

Drama Class: Writing a Play

This week, encourage your child to write a short play. Use the template below to gather information on all the essential elements of your child's play and then help them write it into script form. Encourage your child to include stage directions, instructions on scenery, character development, and costume. If you have more than one child, ask all children to work through the template together and then each write a scene from the play, working off of what the other children before them have done.

1st Grade: 1.T.CR.1, 1.T.CR.3, 1.T.CR.4, 1.T.P.1, 1.T.P.2, 1.T.P.6, 1.T.R.3, 1.T.CO.1, 1.T.CO.2

3rd Grade: 3.T.CR.1, 3.T.CR.3, 3.T.CR.4, 3.T.P.1, 3.T.P.2, 3.T.P.6, 3.T.R.3, 3.T.CO.1, 3.T.CO.2

6th Grade: 6.T.CR.1, 6.T.CR.3, 6.T.CR.4, 6.T.CR.5, 6.T.CR.6, 6.T.P.1, 6.T.P.6, 6.T.P.8, 6.T.R.4, 6.T.R.7, 6.T.CO.1, 6.T.CO.3

Lesson # 9

Drama Class: Setting the Scene and Costumes (Halloween)

Wear your Halloween costumes for this lesson. Ask your child who/what they are going to be for Halloween. Encourage them to act out a short improve scene based on their character.

Help them set up a simple set and use props that match. This should be a fun game.

Encourage children to listen to each other's performances, clap when finished, and give constructive feedback to their peers.

Standards Taught:

1st Grade: 1.T.CR.1, 1.T.CR.2, 1.T.CR.5, 1.T.P.1, 1.T.P.4, 1.T.P.5, 1.T.P.6, 1.T.P.7, 1.T.P.8, 1.T.P.9, 1.T.R.1, 1.T.R.3, 1.T.R.4

3rd Grade: 3.T.CR.1, 3.T.CR.2, 3.T.CR.5, 3.T.P.1, 3.T.P.2, 3.T.P.4, 3.T.P.5, 3.T.P.6, 3.T.P.7, 3.T.P.8, 3.T.P.9, 3.T.R.1, 3.T.R.3, 3.T.R.4

6th Grade: 6.T.CR.1, 6.T.CR.2, 6.T.CR.5, 6.T.P.1, 6.T.P.4, 6.T.P.5, 6.T.P.6, 6.T.P.7, 6.T.P.8, 6.T.P.9, 6.T.R.1, 6.T.R.2, 6.T.R.4, 6.T.R.5, 6.T.R.6, 6.T.R.7

Lesson #10

Drama Class: Costumes, Props, and Scenery

Gather, create, or purchase simple costumes and props for the play your child has written. Ask friends and family to participate in different roles as needed and distribute scripts. Begin memorizing lines, blocking, and cues. Help your child choose, create, and set up scenery for their play. Emphasize that you want their play to look real to the audience and these elements will help in that process. Encourage your child to think about what they want their play to look like and sound like when it is performed. Work on sound effects, music, and lighting as needed.

Standards Taught:

1st Grade: 1.T.CR.1, 1.T.CR.2, 1.T.CR.4, 1.T.P.2, 1.T.P.6, 1.T.P.7, 1.T.R.3, 1.T.R.4

3rd Grade: 3.T.CR.1, 3.T.CR.2, 3.T.CR.4, 3.T.P.1, 3.T.P.2, 3.T.P.6, 3.T.R.3, 3.T.R.4

6th Grade: 3.T.CR.1, 3.T.CR.2, 6.T.CR.4, 6.T.P.1, 6.T.P.6, 6.T.P.7, 6.T.P.8, 6.T.R.4, 6.T.R.5, 6.T.R.6, 6.T.R.7

Lesson #11:

Drama Class: Rehearsal

Gather the cast for your child's play, set up the scenery, get everyone in costume, practice makeup, and prepare the props. Have lighting, music, and sound effects ready if needed. Run through your child's play two-three times as a dress rehearsal. Work out blocking and remind your child of staying in character throughout the play. Remind them of audience awareness and that they should be a good audience when they are not on stage. Encourage all cast members to make suggestions on how to make the play better together. Make invitations and encourage cast to invite friends and family to the final performance.

Standards taught:

1st Grade: All drama standards

3rd Grade: All drama standards

6th Grade: All drama standards

Lesson #12

Drama Class: Performance

Perform your child's play for a live or virtual audience. Record the play if possible to watch again later. Encourage your child to use all of the drama standards learned so far. Praise them for their hard work and celebrate together when the play is over.

As time and opportunity permit, go to a live play or watch a recorded one with your child. Together, evaluate the dramatic elements of the play and ask your child to point out what they liked most about it. Encourage your child to use new ideas from what they saw in their next performance.

Standards taught:

1st Grade: All drama standards

3rd Grade: All drama standards

6th Grade: All drama standards

Lesson #13

Music Class: Beat and Rhythm

Before the lesson, print out the music for Hot Cross Buns. You can find it [here](#).

Show your child the music. Explain that every song we hear is made up of different notes. Like letters in a word, these notes can be put together in different ways to make the song sound different. Each note makes a different sound and can be played for different lengths. Sing Hot Cross Buns with your child. Explain that, in order to read music, you need to understand beat and rhythm.

Point out the time signature on the music (the numbers stacked on top of each other at the start of the music, in this case 4/4). Explain that the time signature tells us how to count the beat. The beat for this song has four counts in each measure. Point out the measures in this song (the notes between each set of vertical lines). Explain that every time we sing or play the measure we should count 1-2-3-4. The next measure, we start again 1-2-3-4. Our counting should be steady and we should leave the same amount of time between each number. Count out the beat with your child through the whole song (8 measures). Then, clap or stomp the beat.

Next, point out the notes on the music. Explain that different kinds of notes tell us to play the music for different counts of the beat. A quarter note in this song gets one count. So, if we

were playing an instrument, we would play a quarter note for one beat. Point to a quarter note in the music (single note that is filled in). A half note (point to a half-note (single note with empty circle) gets two counts. Finally, explain that an eighth-note gets a half count. When we play or sing eighth-notes we count 1-and-2-and-3-and-4-and. We keep the same amount of time between the numbers, but the “and” tells us when we are halfway through that time. Explain that these different types of notes make up the rhythm of a song. The rhythm can change throughout the song, but the beat stays the same the entire song.

Review this [video](#) from last year to emphasize the difference between beat and rhythm.

Ask your child to clap the beat for Hot Cross Buns as you play the correct notes on a simple instrument. If you don't play, simply clap the note lengths out as your child counts. Then, switch places, allowing your child to play or clap the rhythm while you keep the beat.

Finally, play the game seen in this [video](#) with your child. Ask them to play, clap, or stomp the beat as you make a rhythm within that beat with a simple instrument. Then, switch places, asking your child to create a rhythm while you keep a beat. This will take practice and more than one try.

Standards Taught:

1st Grade: 1.M.CR.1, 1.M.CR.4, 1.M.P.2, 1.M.P.3.d, 1.M.P.3.e, 1.M.P.3.f, 1.M.R.1, 1.M.CO.2

3rd Grade: 3.M.CR.1, 3.M.CR.2, 3.M.P.4, 3.M.P.5, 3.M.P.7, 3.M.P.8, 3.M.R.2, 3.M.CO.2

6th Grade: 6.M.CR.1, 6.M.CR.3, 6.M.P.4, 6.M.P.5, 6.M.P.7, 6.M.P.8, 6.M.R.1, 6.M.R.2, 6.M.CO.3

Lesson #14

Music Class: Christmas Song Practice

Ask your child to choose a Christmas song they enjoy singing. Print the music (with lyrics) to the song for your child. Practice singing with them, trying different dynamic levels, tempos, and timbres. Discuss the feelings of the song and why they chose it, the beat, and the rhythm. If you have more than one child, ask each child to choose a song individually and all of them to choose one together. Be the conductor for your children, signaling them to start and stop the song they all chose together. Tell your child that they will be performing this (these) song(s) next week. Gather the necessary music and prepare for a performance (virtual or live). This could be something you invite friends to, a Christmas party, caroling, or a video sent to family.

Standards Taught:

1st Grade: 1M.CR.1, 1.M.CR.2, 1.M.CR.3, 1.M.CR.4, 1.M.P.1, 1.M.P.2, 1.M.P.3.a, 1.M.P.3.b, 1.M.P.3.c, 1.M.P.3.g, 1.M.P.4, 1.M.R.1, 1.M.R.2, 1.M.CO.1, 1.M.CO.2

3rd Grade: 3.M.CR.2, 3.M.CR.3, 3.M.P.1, 3.M.P.2, 3.M.P.3, 3.M.P.4, 3.M.P.7, 3.M.P.10, 3.M.P.11, 3.M.R.1, 3.M.R.2, 3.M.R.3, 3.M.R.4, 3.M.CO.2

6th Grade: 6.M.CR.1, 6.M.CR.3, 6.M.CR.4, 6.M.P.1, 6.M.P.2, 6.M.P.3, 6.M.P.4, 6.M.P.6, 6.M.P.7, 6.M.P.8, 6.M.P.9, 6.M.P.10, 6.M.P.11, 6.M.R.1, 6.M.R.2, 6.M.R.3, 6.M.R.4, 6.M.R.5, 6.M.R.6, 6.M.R.8, 6.M.R.9, 6.M.R.10, 6.M.CO.1, 6.M.CO.2, 6.M.CO.3

Lesson #15

Music Class: Christmas Song Performance

Invite others to your child's Christmas music performance. Allow your child to get dressed up in Christmas clothing and decorate if they wish. Prepare treats for after the performance. Allow your child to sing their Christmas songs and share what they've learned about music so far.

Standards Taught:

1st Grade: 1M.CR.1, 1.M.CR.2, 1.M.CR.3, 1.M.CR.4, 1.M.P.1, 1.M.P.2, 1.M.P.3.a, 1.M.P.3.b, 1.M.P.3.c, 1.M.P.3.g, 1.M.P.4, 1.M.R.1, 1.M.R.2, 1.M.CO.1, 1.M.CO.2

3rd Grade: 3.M.CR.2, 3.M.CR.3, 3.M.P.1, 3.M.P.2, 3.M.P.3, 3.M.P.4, 3.M.P.7, 3.M.P.10, 3.M.P.11, 3.M.R.1, 3.M.R.2, 3.M.R.3, 3.M.R.4, 3.M.CO.2

6th Grade: 6.M.CR.1, 6.M.CR.3, 6.M.CR.4, 6.M.P.1, 6.M.P.2, 6.M.P.3, 6.M.P.4, 6.M.P.6, 6.M.P.7, 6.M.P.8, 6.M.P.9, 6.M.P.10, 6.M.P.11, 6.M.R.1, 6.M.R.2, 6.M.R.3, 6.M.R.4, 6.M.R.5, 6.M.R.6, 6.M.R.8, 6.M.R.9, 6.M.R.10, 6.M.CO.1, 6.M.CO.2, 6.M.CO.3

Lesson #16

Music Class: Dynamics and Tempo

For this lesson, you will need to print and cut out the images below. You may want to use cardstock or laminate them and glue them to a popsicle stick to make it easier to hold them up. You will also need a metronome or metronome app.

Dynamics: Show your child a piece of music with dynamics written in the musical notation. Tell them that written music tells us more than just the beat, rhythm, and melody. It also tells us how loud or quiet to play or sing the song. Remind them of when they tried their Christmas song at different volumes. Ask them if their song sounded better loud or quiet. Point out that some songs sound better at different volumes, or dynamics. Rather than write "loud" or "quiet" on a song, however, we use dynamic notations to show the volume. Show your child the chart found [here](#) and discuss the notation for each dynamic level and what it means. Then, explain that we are going to practice with two of these today, forte (loud) and piano (soft). Encourage your child to say these words aloud. Show your child the lion and the mouse images you prepared, explaining that the lion will represent forte and the mouse, piano. Ask

your child to choose a favorite song to sing. Together, sing through the song. As you do, hold up the lion or the mouse, alternating throughout the song, and asking your child to adjust the volume of their voice as you go.

Tempo: Show your child a piece of music with a tempo notation (usually a note, equal sign, and number at the top of the music). Explain that this notation tells us how fast to play or sing the song. It tells us how fast to count the beat. Remind your child of the experimenting they did with tempo in their Christmas song and point out that, like dynamics, certain songs sound better and give a feeling better at different speeds. Show your child the time signature for the song and demonstrate how to count the beat. Set your metronome to match the music and count the beat aloud with your child, pointing to the notes as you would play them. If you can, play a song your child knows well as that tempo. Then, speed up the metronome, count, then play the song at that tempo. Finally, slow down the metronome, count, and play the song again. Ask your child if they can hear the difference. Then, show your child the rabbit and turtle, explaining that the rabbit represents a fast tempo and the turtle represents a slow tempo. Ask your child to choose a favorite song and sing it together, alternating between the rabbit and turtle and changing tempos as you go.

Briefly discuss how changes in dynamics and tempo affect the way the song sounds and feels.

Standards taught:

1st Grade: 1.M.CR.2, 1.M.CR.3, 1.M.P.1, 1.M.P.2, 1.M.P.3.b, 1.M.P.3.c, 1.M.P.3.d, 1.M.P.3.e, 1.M.P.3.f, 1.M.R.1, 1.M.R.2, 1.M.CO.1, 1.M.CO.2

3rd Grade: 3.M.CR.1, 3.M.CR.2, 3.M.P.1, 3.M.P.2, 3.M.P.3, 3.M.P.4, 3.M.P.5, 3.M.P.7, 3.M.P.8, 3.M.P.9, 3.M.P.11, 3.M.R.1, 3.M.R.2, 3.M.R.4, 3.M.CO.2

6th Grade: 6.M.CR.3, 6.M.P.2, 6.M.P.3, 6.M.P.4, 6.M.P.5, 6.M.P.6, 6.M.P.7, 6.M.P.8, 6.M.P.9, 6.M.P.11, 6.M.R.1, 6.M.R.2, 6.M.R.4, 6.M.CO.2, 6.M.CO.3



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Lesson #17

Music Class: Rounds, Partner Songs, Pentatonic Ostinatos, Call and Response

Rounds: Explain to your child that today we are going to learn about different ways to sing songs with a partner or group. First, we are going to learn a round. In a round, two or more people sing the same melody (or words) of a song but each person begins at a different time. Visit this [website](#) for examples of rounds and ask your child to choose one. Learn the words of the song together, then practice singing in a round.

Partner Songs: Tell your child that a partner song is created when two melodies are sung at the same time and sound good together. This means that at least two people must sing two different songs at the same time. Watch the video [here](#) with your child. Point out that the teachers are moving to help them count the beat. Together, learn the words to both songs, encouraging your child to follow the teachers in the video to count the beat. Then, ask your child to sing one song as you sing the other. Finally, switch songs with your child and sing the partner song again.

Pentatonic Ostinato: Watch this [video](#) with your child and discuss a pentatonic ostinato. Encourage your child to learn one part from the video and invite friends or family members to learn the others. Try singing it together and listening to how it sounds as you do. This will take practice.

Call and Response: A call and response song allows one singer to call and another to answer. It almost sounds like a conversation. Together watch this [video](#) and practice the song together. When your child understands how to sing the response part of the song, allow them to dance and sing it at the same time.

Standards Taught:

1st Grade: 1.M.CR.1, 1.M.CR.3, 1.M.CR.4, 1.M.P.3.b, 1.M.P.3.c, 1.M.P.3.d, 1.M.P.3.e, 1.M.P.3.f, 1.M.P.3.g, 1.M.R.1, 1.M.CO.2

3rd Grade: 3.M.CR.1, 3.M.CR.2, 3.M.CR.3, 3.M.P.4, 3.M.P.6, 3.M.R.1, 3.M.R.6, 3.M.CO.2

6th Grade: 6.M.P.4, 6.M.P.6, 6.M.P.7, 6.M.P.8, 6.M.P.10, 6.M.R.1, 6.M.R.6, 6.M.R.7, 6.M.CO.3

Lesson # 18

Music Class: Instrument Practice

Your child will need an instrument for this lesson. This can be one they already know how to play or a simple homemade instrument such as a plastic cup maraca or pots and pans drum set. You will also need to print the music found [here](#) (one copy for each child and one for you).

Give your child instrument and explain that today we are going to learn to play a simple song. Give your child their copy of the music. Ask them to point out the parts they've learned to read. Point out the tempo and time signature and set your metronome to match. Ask your child to clap along to the beat. Point out the types of notes (quarter notes and half notes) and ask your child to clap along to the melody. Point out that there is no dynamic notation and ask your child if they think this song should be loud or quiet. Finally, ask your child to choose which part of the music their instrument would be good at playing: beat or melody. Ask your child to try playing it with their instrument while singing the song aloud. For older kids, encourage them to read and play the correct notes on their instrument. Have fun as your child explores the song. Give notes to improve their performance and allow them to practice several times.

Standards Taught:

1st Grade: 1.M.CR.1, 1.M.CR.3, 1.M.CR.4, 1.M.P.1, 1.M.P.2, 1.M.P.3.c, 1.M.P.3.d, 1.M.P.3.e, 1.M.P.3.f, 1.M.P.3.g, 1.M.R.1, 1.M.CO.2

3rd Grade: 3.M.CR.1, 3.M.CR.3, 3.M.P.4, 3.M.P.5, 3.M.P.7, 3.M.P.8, 3.M.P.9, 3.M.P.10, 3.M.P.11, 3.M.R.2, 3.M.CO.2

6th Grade: 6.M.CR.1, 6.M.CR.2, 6.M.CR.3, 6.M.CR.4, 6.M.P.21, 6.M.P.2, 6.M.P.4, 6.M.P.5, 6.M.P.8, 6.M.P.9, 6.M.P.10, 6.M.P.11, 6.M.R.2, 6.M.CO.3

Lesson #19

Music Class: Instrument Performance

Allow your child to perform the song from the previous lesson for someone who has not yet heard it. Encourage and praise your child for their hard work.

Standards Taught:

1st Grade: 1.M.CR.1, 1.M.CR.3, 1.M.CR.4, 1.M.P.1, 1.M.P.2, 1.M.P.3.c, 1.M.P.3.d, 1.M.P.3.e, 1.M.P.3.f, 1.M.P.3.g, 1.M.R.1, 1.M.CO.2

3rd Grade: 3.M.CR.1, 3.M.CR.3, 3.M.P.4, 3.M.P.5, 3.M.P.7, 3.M.P.8, 3.M.P.9, 3.M.P.10, 3.M.P.11, 3.M.R.2, 3.M.CO.2

6th Grade: 6.M.CR.1, 6.M.CR.2, 6.M.CR.3, 6.M.CR.4, 6.M.P.21, 6.M.P.2, 6.M.P.4, 6.M.P.5, 6.M.P.8, 6.M.P.9, 6.M.P.10, 6.M.P.11, 6.M.R.2, 6.M.CO.3

Lesson #20

Music Class: How Music Helps Us and Music around the World

Ask your child why we like music. How does it make them feel? What does it make them think about? How does it help them remember things? Explain that music can be used to convey emotions and feelings, help up tell and share stories, and celebrate our culture. It can help our brains make connections and learn new things, make new friends, and connect with others.

Explain that there are different types and genres of music, just like there are different types of dance, books, and movies. Ask your child to name a few different books or movies they know of. Discuss how they are different, how they are the same, and why they were created. Do they teach us something? Make us feel something? Help us connect to others? Then, play the following [video](#) and watch with your child. Discuss the differences in music and dance as you watch, explaining that each dance is from a different part of the world. Identify the origins of the music if you can. Talk about what each song/dance helps us to learn about the people from that place (are they celebrating, mourning, remembering, etc) and point out the similarities between them (music is universal and can help us understand each other).

Compare and contrast the beat, dynamics, tempo, and melody between the songs. Finally, ask your child which was their favorite and why.

Standards Taught:

1st Grade: 1M.CR.2, 1.M.P.2, 1.M.R.1, 1.M.R.2, 1.M.R.3, 1.M.CO.1

3rd Grade: 3.M.P.2, 3.M.P.9, 3.M.R.1, 3.M.R.2, 3.M.R.3, 3.M.R.4, 3.M.R.5, 3.M.R.6, 3.M.R.7, 3.M.R.8, 3.M.CO.1, 3.M.CO.2

6th Grade: 6.M.P.7, 6.M.P.9, 6.M.R.1, 6.M.R.2, 6.M.R.3, 6.M.R.4, 6.M.R.5, 6.M.R.6, 6.M.R.7, 6.M.R.8, 6.M.R.9, 6.M.CO.1, 6.M.CO.2, 6.M.CO.3

Lesson #21

Dance Class: Exploring Shapes and Beat, Freeze Dance

Play this [video](#) for your child and encourage them to dance along with the kids in the video. Note the beat of each song and point out that when you dance, you move your body with the beat of the song. Praise your child for working hard to follow along with each dance. Discuss how each one is different and conveys different moods, ideas, and historical contexts. Ask your child if any of the dances remind them of a time or event in their own life.

Play your child's favorite song from a movie and allow them to explore and create their own dance. Point out that when you dance, your body makes different shapes. Tell your child that when the music stops, they need to freeze in a body shape of their choice. Play and dance through the entire song. Discuss the feeling and purpose of the dance. What do you want the people watching your dance to understand or feel? Encourage your child to use their dance space safely, avoiding furniture and other people. Give your child suggestions as needed to improve or change their dance techniques for safety or flow.

Standards Taught:

1st Grade: 1.D.CR.1, 1.D.CR.2, 1.D.CR.3, 1.D.CR.4, 1.D.P.1, 1.D.P.2, 1.D.P.3, 1.D.P.4, 1.D.P.5, 1.D.P.6, 1.D.R.1, 1.D.R.2, 1.D.CO.1, 1.D.CO.2

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.3, 3.D.CR.4, 3.D.P.2, 3.D.P.3, 3.D.P.4, 3.D.P.5, 3.D.P.6, 3.D.P.8, 3.D.P.9, 3.D.R.1, 3.D.R.2, 3.D.CO.1, 3.D.CO.2, 3.D.CO.3

6th Grade: 6.D.CR.1, 6.D.CR.2, 6.D.CR.4, 6.D.CR.5, 6.D.P.2, 6.D.P.3, 6.D.P.4, 6.D.P.5, 6.D.P.6, 6.D.P.8, 6.D.P.9, 6.D.P.10, 6.D.R.1, 6.D.R.2, 6.D.CO.3

Lesson #22

Dance Class: Solo and Partner Dances

Solo: Remind your child of the previous lessons on beat. Play this [video](#) for your child. Ask them to listen and see if they can hear the beat of the song. Together, clap with the beat until your child can hear it on their own. Next, play this [video](#), asking your child to learn the dance. Point out that the movements of this dance happen on the beat, just like your clapping. Allow your child to practice the dance a few times using the music from the first video.

Partner: Choose a partner dance that your child may be interested in and teach it to your child, emphasizing the need to lead/follow a partner and the music. This should be a very basic dance that your child will not get frustrated learning. This is a good time to visit a dance studio or invite someone who knows dance to teach. You can also find tutorials for simple partner dances online (ballroom, swing, square dance, etc.). Dance with your child or find a partner for them and allow them to practice until they feel confident. Briefly discuss the culture of the dance.

Standards Taught:

1st Grade: 1.D.CR.1, 1.D.CR.2, 1.D.CR.4, 1.D.P.1, 1.D.P.2, 1.D.P.3, 1.D.P.4, 1.D.P.5, 1.D.P.6, 1.D.P.7, 1.D.R.2

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.4, 3.D.P.1, 3.D.P.2, 3.D.P.4, 3.D.P.5, 3.D.P.6, 3.D.P.7, 3.D.P.8, 3.D.P.9, 3.D.R.1, 3.D.R.2, 3.D.CO.3

6th Grade: 6.D.CR.1, 6.D.CR.4, 6.D.CR.5, 6.D.P.1, 6.D.P.2, 6.D.P.3, 6.D.P.4, 6.D.P.5, 6.D.P.6, 6.D.P.7, 6.D.P.8, 6.D.P.9, 6.D.P.11, 6.D.R.1, 6.D.R.CO.3

Lesson #23

Dance Class: Group Dance

Group Dance: Explain to your child that today we are going to learn a dance that can be done in large groups. This is a line dance, which means dancers line up beside each other in rows, all facing forward, to dance together. In these lines, each dancer does the same steps. Ask your child to stand in a line with you and friends or family who want to participate. Be sure there is enough space between people and furniture to ensure you can do each dance step. Watch this [video](#) with your child and learn the dance together. Practice, using the video as a reference, until your child is confident. Then, play this [video](#) or just the music and dance to it together using the steps you just learned.

Standards Taught:

1st Grade: 1.D.CR.1, 1.D.CR.2, 1.D.CR.4, 1.D.P.1, 1.D.P.2, 1.D.P.3, 1.D.P.4, 1.D.P.5, 1.D.P.6, 1.D.P.7, 1.D.R.2

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.4, 3.D.P.1, 3.D.P.2, 3.D.P.4, 3.D.P.5, 3.D.P.6, 3.D.P.7, 3.D.P.8, 3.D.P.9, 3.D.R.1, 3.D.R.2, 3.D.CO.3

6th Grade: 6.D.CR.1, 6.D.CR.4, 6.D.CR.5, 6.D.P.1, 6.D.P.2, 6.D.P.3, 6.D.P.4, 6.D.P.5, 6.D.P.6, 6.D.P.7, 6.D.P.8, 6.D.P.9, 6.D.P.11, 6.D.R.1, 6.D.R.CO.3

Lesson #24

Dance Class: Choreography

Ask your child to choose a piece of music they really like. You can do this by playing or listening to musical pieces or by asking your child to remember something they have heard before and looking for it online.

For 3rd and 6th graders: For older children, it may be easier to start with a topic or subject they want to make a dance for. They may choose an aspect of their cultural heritage to share, a social issue to tackle, or a personal experience. Then, find a song that can help them portray this subject through dance.

Allow your child to study, choreograph, and practice a dance based on their song or topic. Discuss reasons for certain movements and what kinds of emotions/ideas they convey. Give corrections and suggestions, working with your child until they are happy with their dance. It may be helpful to cut the music shorter than the full-length song and create the dance a step

at a time, recording each step in a notebook as you go. When your child is happy with their dance, ask them to practice their dance a few times all the way through.

Standards Taught:

1st Grade: 1.D.CR.1, 1.D.CR.2, 1.D.CR.3, 1.D.CR.4, 1.D.P.1, 1.D.P.2, 1.D.P.3, 1.D.P.4, 1.D.P.5, 1.D.P.6, 1.D.P.7, 1.D.R.1, 1.D.R.2, 1.D.CO.1, 1.D.CO.2

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.4, 3.D.P.2, 3.D.P.3, 3.D.P.4, 3.D.P.5, 3.D.P.6, 3.D.P.7, 3.D.P.8, 3.D.P.9, 3.D.R.1, 3.D.R.2, 3.D.CO.1, 3.D.CO.2, 3.D.CO.3

6th Grade: 6.D.CR.1, 6.D.CR.2, 6.D.CR.3, 6.D.CR.4, 6.D.CR.5, 6.D.P.2, 6.D.P.3, 6.D.P.4, 6.D.P.5, 6.D.P.6, 6.D.P.8, 6.D.P.9, 6.D.P.10, 6.D.R.1, 6.D.R.2, 6.D.CO.1, 6.D.CO.2, 6.D.CO.3

Lesson #25

Dance Class: Practice

Ask your child to choose one or two of their favorite dances from the previous lessons, including the one they created. Allow them to practice these dances today for a performance (virtual or live) next week. Prepare for the performance by sending out invitations, setting up virtual links, preparing snacks, and/or decorating. Help your child create a costume that matches their dance choices.

Standards Taught:

1st Grade: 1.D.CR.1, 1.D.CR.2, 1.D.CR.3, 1.D.CR.4, 1.D.P.1, 1.D.P.2, 1.D.P.3, 1.D.P.4, 1.D.P.5, 1.D.P.6, 1.D.P.7, 1.D.R.1, 1.D.R.2, 1.D.CO.1, 1.D.CO.2

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.4, 3.D.P.2, 3.D.P.3, 3.D.P.4, 3.D.P.5, 3.D.P.6, 3.D.P.7, 3.D.P.8, 3.D.P.9, 3.D.R.1, 3.D.R.2, 3.D.CO.1, 3.D.CO.2, 3.D.CO.3

6th Grade: 6.D.CR.1, 6.D.CR.2, 6.D.CR.3, 6.D.CR.4, 6.D.CR.5, 6.D.P.2, 6.D.P.3, 6.D.P.4, 6.D.P.5, 6.D.P.6, 6.D.P.8, 6.D.P.9, 6.D.P.10, 6.D.R.1, 6.D.R.2, 6.D.CO.1, 6.D.CO.2, 6.D.CO.3

Lesson #26

Dance Class: Performance

Allow your child to perform their practiced dances. Celebrate their hard work and praise them for the improvement they've shown.

Standards Taught:

1st Grade: 1.D.CR.1, 1.D.CR.2, 1.D.CR.3, 1.D.CR.4, 1.D.P.1, 1.D.P.2, 1.D.P.3, 1.D.P.4, 1.D.P.5, 1.D.P.6, 1.D.P.7, 1.D.R.1, 1.D.R.2, 1.D.CO.1, 1.D.CO.2

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.4, 3.D.P.1, 3.D.P.2, 3.D.P.3, 3.D.P.4, 3.D.P.5, 3.D.P.6, 3.D.P.7, 3.D.P.8, 3.D.P.9, 3.D.R.1, 3.D.R.2, 3.D.CO.1, 3.D.CO.2, 3.D.CO.3

6th Grade: 6.D.CR.1, 6.D.CR.2, 6.D.CR.3, 6.D.CR.4, 6.D.CR.5, 6.D.P.1, 6.D.P.2, 6.D.P.3, 6.D.P.4, 6.D.P.5, 6.D.P.6, 6.D.P.7, 6.D.P.8, 6.D.P.9, 6.D.P.10, 6.D.R.1, 6.D.R.2, 6.D.CO.1, 6.D.CO.2, 6.D.CO.3

Lesson #27

Visual Arts: Art History

Tell your child that, like music and dance, visual art (or art you can look at) conveys culture, history, and societal issues. Art can be a window into a culture or time period that we don't live in. It can mean something different to each person who looks at it because each person is a part of a different culture and has different experiences. However, an artist can also use art to convey universal ideas and emotions and connect people of different cultures and time periods. Explain that art has been used by humans since the very beginning to communicate, share ideas, and provide beauty. It has its own history and helps us to remember stories from the past.

Explore this [website](#) with your child, starting with ancient art from around the world and moving through the art movements section. Explore the artists section, too. Don't focus on covering all of it, but give your child a good sampling of art across the ages. Discuss the intended purpose, subject, and cultural heritage of each art piece pictured. Point out that art changes through time and means different things to different people. Discuss the value of the pieces and why each is important to society now.

Allow your child to choose one work of art that was enjoyable or meaningful to them from the examples on the website and work to create their own version of that piece. Together, research how to make it, why it was important, and what it can teach us. Focus on details and how they help convey the meaning of the piece.

Save their work for a future lesson.

Standards Taught:

1st Grade: 1.V.CR.1, 1.V.CR.2, 1.V.CR.3, 1.V.P.1, 1.V.R.1, 1.V.R.2, 1.V.R.3, 1.V.CO.2

3rd Grade: 3.V.R.1, 3.V.CR.2, 3.V.CR.3, 3.V.CR.4, 3.V.CR.5, 3.V.P.3, 3.V.R.1, 3.V.R.3, 3.V.CO.2

6th Grade: 6.V.CR.1, 6.V.CR.2, 6.V.CR.3, 6.V.CR.5, 6.V.CR.6, 6.V.P.3, 6.V.R.1, 6.V.R.2, 6.V.R.3, 6.V.R.4, 6.V.R.5, 6.V.CO.2

Lesson #28

Visual Arts: Painting the World around Me

Ask your child why they like to do art projects. Explain that many artists work to reflect, or show, the world around them or the feelings inside of them. Some works of art do both by using different shapes, lines, and colors to convey a certain idea, object, person, or emotion. Today, we are going to work on showing what we see and feel through art.

Take your child to an area with open land. Try to find a place with a focal point such as an old building, waterfall, sunset, or tree that stands out in the open area. Ask your child to find an angle that is especially beautiful or interesting to them and take a photo.

Next, pull up your child's photo and/or develop two copies of the picture. Ask your child to point out what they see. What objects are in the image? Is the ground flat, curved, or jagged? Are there trees, mountains, hills, buildings, or sunshine? Give your child one copy of the picture and ask them to draw around the focal point (you can also do this on your phone or computer with an editing app). Explain that the focal point is the thing that your eye wants to look at most. Next, ask them to trace areas where the color changes. This may be the edge of a hill, around a mountain, between a tree and the ground, or a building against the sky. Focus on large blobs of color rather than small details.

Then, hand your child a piece of watercolor paper, watercolor paints, a paintbrush, and water. Ask them to use these tools to paint the big color changes from their picture onto their paper, matching it as closely as they can. Encourage your child to start with lighter colors first and then add darker colors later.

Next, ask your child to add the details on top of the colors. Paint the trees, the buildings, the mountains and hills. Help your child pay special attention to light in their painting. Ask them to put in the focal point. Explain that it does not have to look exactly like the picture, but should convey the emotions and feelings they see in the picture. Encourage and praise their work.

Ask your child to safely clean up art supplies and discuss the importance of tool and material conservation and care (we want to use supplies as long as possible) and environmental issues connected to art waste (paint in the drain can harm water supply, using supplies excessively can waste natural resources, etc).

Finally, do an online search and show your child some examples of famous landscape paintings. Point out the similarities and differences between their own and the ones they see. Discuss the different feelings and subjects conveyed. Save their work for a future lesson.

Standards Taught:

1st Grade: 1.V.CR.1, 1.V.CR.2, 1.V.CR.3, 1.V.R.1

3rd Grade: 3.V.CR.1, 3.V.CR.2, 3.V.CR.3, 3.V.CR.4, 3.V.CR.5, 3.V.R.1, 3.V.CO.1

6th Grade: 6.V.CR.1, 6.V.CR.2, 6.V.CR.3, 6.V.CR.4, 6.V.CR.6, 6.V.R.3

Lesson # 29

Visual Arts: 3D Art

Remind your child of the art history lesson you previously covered. Ask them if all visual art is 2-dimensional. Explain that visual art includes 2D works such as photographs, paintings, and sketches. It also includes 3-dimensional works such as statues, pottery, clothing, and figurines.

Tell your child that today we are going to make a 3D art piece. Remind your child that art is meant to tell or teach the person using or viewing it about the world around them or the emotions inside the artist. Remind them that it also has to take into consideration the materials and resources around the artist.

Choose a 3D art form that your family has resources for. This may be a clay sculpture or figurine, pottery on a pottery wheel, basket weaving, sewing, a kinetic sculpture, yard art, paper mache, or string art. Help your child learn how to correctly form their 3D art and convey a subject or emotion through it. Discuss how their art may be displayed or used in everyday life. Save their work for a future lesson.

Standards Taught:

1st Grade: 1.V.CR.1, 1.V.CR.2, 1.V.CR.3, 1.V.R.1, 1.V.CO.1, 1.V.CO.2

3rd Grade: 3.V.CR.1, 3.V.CR.2, 3.V.CR.3, 3.V.CR.5, 3.V.R.1, 3.V.CO.1

6th Grade: 6.V.CR.1, 6.V.CR.2, 6.V.CR.3, 6.V.CR.5, 6.V.CR.6, 6.V.P.1, 6.V.R.3, 6.V.CO.1, 6.V.CO.2

Lesson #30

Visual Arts: Easter, Graphic Arts

Your child will have two days to complete this lesson (see this week's lesson in Computer Science)

Ask your child to review some of the art forms they've learned about so far this year. Review 2D and 3D art and discuss the purposes of each. Then, point out that there is another kind of art that we are going to learn about today. Explain that we see this kind of art every day. We see it in advertisements, flyers, and even invitations. We see it in the items we buy and on business signs. This kind of art is created on a computer and helps us convey meaning and emotions, share ideas, and promote certain businesses and products through advertisement and marketing. It is called graphic art.

Explain to your child that today they are going to create a work of graphic art with a specific purpose. They are going to share the story or feeling of Easter through graphic art. Help your child access this [website](http://cavna.com) (cavna.com), make an account, and begin a blank design by clicking on "Create a Design" and then searching for and clicking on "Facebook post".

Next, show your child how to change the background, add photos or elements, and add and change text. Point out the filter tool for photos. Explain that they can take their own photos and add them or use the ones there. (There is a free option for Canva and you can teach your child which photos and elements you are comfortable with them using). Allow your child to explore the different features until they are comfortable. Then, ask them to build a graphic design with the intent of sharing the meaning or story of Easter. Explain that you will post this art to your social media account or print it and help them pass out flyers around your neighborhood. Discuss with your child why it is important to share the story of Jesus, His Atonement, death, and Resurrection. Help your child as needed, but allow them to design on their own as much as possible. When your child is finished, download and share their design. Print a copy to use in a future lesson.

Standards taught:

1st Grade: 1.V.CR.1, 1.V.CR.2, 1.V.CR.3, 1.V.P.2, 1.V.R.1, 1.V.R.2, 1.V.CO.1, 1.V.CO.2,

3rd Grade: 3.V.CR.1, 3.V.CR.2, 3.V.CR.3, 3.V.CR.5, 3.V.P.1, 3.V.P.2, 3.V.P.3, 3.V.R.1, 3.V.R.2, 3.V.CO.1

6th Grade: 6.V.CR.1, 6.V.CR.2, 6.V.CR.3, 6.V.CR.5, 6.V.CR.6, 6.V.P.1, 6.V.P.2, 6.V.R.3, 6.V.R.4, 6.V.CO.1, 6.V.CO.2

Lesson #31

Visual Arts: Chalk Prints

Fill a shallow container (e.g. baking dish) with water. Then, ask your child to choose different colors of chalk. Sidewalk chalk is best for this project. Using a popsicle stick or butter knife, rub the side of the chalk to form a fine powder. Allow the powder to fall into the water. It should float on the surface of the water. Then, give your child a small square piece of paper and ask them to quickly place the paper on top of the chalk powder floating in the water and lift it up again. The paper should grab onto the chalk powder and create a work of abstract art. Allow your child to make more, using a different combination of colors each time. Discuss with your child how different colors convey a different feeling. Save their works for a future lesson.

Standards taught:

1st Grade: 1.V.CR.1, 1.V.CR.2

3rd Grade: 3.V.CR.1, 3.V.CR.2, 3.V.CR.3, 3.V.R.1

6th Grade: 6.V.CR.1, 6.V.CR.3, 6.V.R.3

Lesson #32

Visual Arts: Paint Pour Canvas

Before the lesson, watch this [video](#) and determine which method your family will use. Gather supplies.

Show your child the part of the video you will be creating. Explain that their art work should not look exactly like the one in the video. Ask them to decide what emotion they want to convey and which colors could help them in doing so. Happy, for example, could use brighter colors while sad would use blues, blacks, and purples. Angry may use reds, oranges, and black. Once your child has chosen their colors, use the techniques in the video to help them create their pour art. This will be a messy project and you will want to do it outside, cover your work surface, or place the canvas in a disposable or washable container.

Standards taught:

1st Grade: 1.V.CR.1, 1.V.CR.2

3rd Grade: 3.V.CR.1, 3.V.CR.2, 3.V.CR.3, 3.V.R.1

6th Grade: 6.V.CR.1, 6.V.CR.3, 6.V.R.3

Lesson #33

Visual Arts: Everyday Art

Gather a few everyday objects from around the house, some blank papers, a pen, and some markers, crayons, or color pencils. Watch this [video](#) for ideas.

Ask your child to choose one of the items you gathered and place it on their blank paper. Ask them what that item is normally used for. Then, ask your child what else this item could be. Encourage your child to look at the shape of the object. Does it remind them of anything? Allow your child to use the video as a reference if needed. Then, encourage your child to draw an image around the object, using it as a focal point. Repeat for several objects.

Standards taught:

1st Grade: 1.V.CR.1, 1.V.CR.2

3rd Grade: 3.V.CR.1, 3.V.CR.2, 3.V.CR.3, 3.V.R.1

6th Grade: 6.V.CR.1, 6.V.CR.3, 6.V.CR.5, 6.V.R.3

Lesson #34

Visual Arts: Visit an Art Gallery

With your child, visit a local art gallery or museum. Together, learn about the topic, evaluate art, and discuss each of your interpretations. Read the artist comments and discuss how each piece is preserved and displayed. Talk about the historical, social, or personal context of each piece. Discuss why your child likes or doesn't like each piece, what it makes them feel, and what it makes them think of. Compare that to artist statements and point out that art allows us to each think or feel something different. Teach your child proper etiquette (don't touch the pictures, speak quietly, etc.)

Standards taught:

1st Grade: 1.V.P.1, 1.V.P.2, 1.V.P.3, 1.V.R.1, 1.V.R.2, 1.V.R.3, 1.V.CO.1

3rd Grade: 3.V.P.1, 3.V.P.2, 3.V.P.3, 3.V.R.1, 3.V.R.2, 3.V.R.3, 3.V.CO.2

6th Grade: 6.V.P.1, 6.V.P.2, 6.V.P.3, 6.V.R.1, 6.V.R.2, 6.V.R.3, 6.V.R.4, 6.V.R.5, 6.V.CO.1, 6.V.CO.2

Lesson #35

Visual Arts: Our Art Gallery

Gather frames, hanging supplies, and other display materials before the lesson. Clear a space in your home that can be used as an art gallery for your child's work.

Gather the works of art your child created in previous lessons. Explain that today we are going to create their own gallery or museum. Ask your child to review how the gallery you visited displayed each work of art. Emphasize the difference between displaying 2D and 3D works, preservation and protect of works, and esthetically pleasing organization of works. Allow your child to set up their own art gallery, including printed artist statements for each piece.

Encourage your child to invite friends or family members to the gallery and/or do a virtual tour to share online.

Standards taught:

1st Grade: 1.V.P.1, 1.V.P.2, 1.V.P.3, 1.V.R.1, 1.V.R.2, 1.V.R.3, 1.V.CO.1

3rd Grade: 3.V.P.1, 3.V.P.2, 3.V.P.3, 3.V.R.1, 3.V.R.2, 3.V.R.3, 3.V.CO.2

6th Grade: 6.V.P.1, 6.V.P.2, 6.V.P.3, 6.V.R.1, 6.V.R.2, 6.V.R.3, 6.V.R.4, 6.V.R.5, 6.V.CO.1, 6.V.CO.2