

Fine Arts Lessons- Grades 2 & 4

*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: Reading a Play

*Before beginning, ask friends or family members to help out with the final few lessons of the drama unit. After your child chooses their play, give each person a copy. After your child chooses their character, assign each person a role and ask them to memorize their lines, stage directions, and blocking, attend rehearsal, and perform with your child.

Purchase the plays found [here](#) or [here](#) and download them. Then, ask your child to choose a play from the table of contents to read. Print and read the play aloud together. Point out that, because there are no actors, props, or scenery, we have to use our imagination while reading. Explain that actors get a script, like this, learn their lines, movements, gestures, and expression, and act out the play on a stage or movie set. This is one way we share stories with others, express our feelings and ideas, and have fun being in or watching the play.

Together, read through the chosen play. As you read, point out that characters, stage directions, emotions, conflicts, and resolutions found in the play. Ask your child to describe how their imagination sees each of these things. Explain that every play has a beginning, middle, and end and shows how the characters react to each other, what motivates them, and how they get through challenges that arise. Some plays (comedies) are funny, others (historical) tell history. Some are sad (tragedies), others are magical (fantasy). Other types of plays include farce (making fun of something or someone), folk (shows folk stories with heroes), melodrama (dramatic plays with exaggerated emotion), and morality (teaches a lesson). Ask your child to determine what type of play you just read together. Finally, ask your child if anything in this play reminds them of something that happened in their own life.

Standards taught:

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

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

Lesson #2

Drama Class: Characters

Using the play from the previous lesson, review the characters with your child. Together, make a list of characters found in the play. Ask your child to circle their favorite three characters. Then help them make a list of the gender, physical characteristics, gender, personality, and other interesting facts about those three characters. Discuss each character's motive (what they want) in selected scenes, and point out that each character acts differently in different scenes based on what they want.

Next, explain that characters are played by actors in dramas. These actors pretend to be the character. Sometimes they change their physical appearance, wear costumes, and learn gestures and emotions of the character. When the character is sad, the actor talks in a sad voice and moves their body in a sad way. When the character is excited, an actor may jump up and down and talk quickly. The actor responds to questions and talks just like the character would while acting.

Finally, ask your child to choose one of their favorite characters to start with. Explain that they will be the actor for that character. You will ask them questions and they should respond with the gestures, emotions, tone, and movement that the character would. Give your child a moment to get into character. Then, interview them using the following questions. Repeat this activity for each of the three characters your child chose, pointing out the differences between the characters as you go. Give your child feedback on how to improve and praise them for their artistic choices.

1. What is your name?
2. What is your favorite thing to do?
3. Tell me your story (what happened in the play from this character's point of view)
4. How did you feel about (an event in the play)?
5. Was there a time when you wanted to give up? Why or why not?
6. What did you want most when (part of the play)?

7. What helped you get through (conflict from play)?

Standards taught:

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

4th Grade: 4.T.CR.1, 4.T.CR.5, 4.T.P.1, 4.T.P.3, 4.T.P.4, 4.T.P.5, 4.T.P.9, 4.T.R.4,

Lesson #3

Drama Class: Setting

Review the previous lesson on characters with your child. Then, ask them if their imagination showed them anything else while they were reading the play. Point out that, most likely, the characters weren't in an empty space. Discuss where the play takes place and ask your child to share how they pictured this setting with their imagination. Then, point out that movies and plays often have to create a setting around the actors to make the story seem more real. Point out a few examples from books, plays, or movies your child has experienced. Point out that, without the setting, the play would be very different.

Next, ask your child how they could create the setting of the play you read with things you have around the house. Encourage your child to be creative and use fabric, furniture, construction paper, and other supplies to create the setting. Point out that you may have a room that works better than another for this play, or perhaps it should be held outside. Ask your child to consider the normal noises and lighting of that room and how they would change it for the play.

Quickly skim the play, pointing out any notes or ideas contained there and discuss with your child changes they could make to more closely match the script. Leave the setting up for the next few lessons.

Standards taught:

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

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

Lesson #4

Drama Class: Props and Costume

Briefly review the previous two lessons with your child. Then, point out that our characters and setting are missing something. Ask your child if they can decide what is missing from the look of the play.

Then, point out that actors often wear costumes while working on a play. These costumes help show the time period, setting, and personality of the character. Go to your child's closet and point out a normal, everyday outfit. Ask your child what they do while wearing these clothes, how they feel, and how the clothing helps them do these things. Next, choose a set of pajamas and repeat the questions. Then, choose a more formal (Sunday dress) outfit and repeat the questions. Finally, choose an outfit your child uses for a sport or other activity. Point out that this may include gear, hair ties, specific shoes, or other items. Repeat the questions.

Next, ask your child what others may think if they saw them in the four different outfits. Point out that, likely, the audience (people watching) would guess the type of activity they were participating in based on their clothing. It would be strange to see someone in a football uniform buying groceries. Likewise, someone in their pajamas would look strange at a dance recital. Explain that our clothing, and the costumes characters wear, give clues about how they are feeling and what they are doing.

Ask your child to choose one of their favorite characters from the play and create a costume that reflects the setting, actions, and personality of the character appropriately.

Then, point out that your setting needs some details, too. Explain that actors often use props, or items that belong in the setting or actions written in the script, to help the audience imagine what is happening. Sit down with your child at a table and ask them to pretend to eat a Thanksgiving meal. Discuss which types of food they are eating, how the table is decorated, and what utensils they are using. Point out that this is all in their imagination because you don't have any props yet.

Next, ask your child to set the table using things around the house. Encourage them to get it as close as they can to the dinner they imagined. Include plates, forks, napkins, décor, and real or pretend food.

Repeat the exercise, pointing out how much easier it is to imagine they are eating Thanksgiving dinner. Explain that it is easier for the actors and the audience to follow the story if there are props involved.

Then, discuss other types of props your child has seen in plays, movies, or TV shows. Point out that the props are always there for a reason and enhance the story, rather than being a distraction. They help show what is happening. Encourage your child to review their setting and add appropriate props based on their chosen play.

Standards taught:

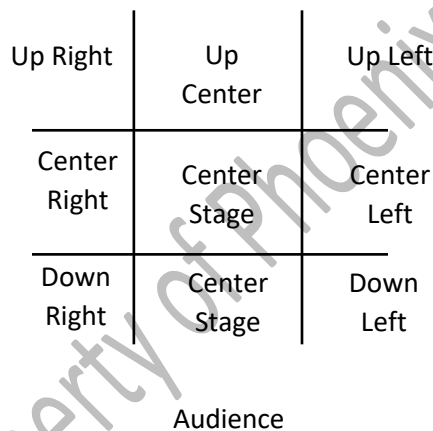
2nd Grade: 2.T.CR.1, 2.R.CR.2, 2.T.P.1, 2.T.P.6, 2.T.P.7, 2.T.P.8

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

Lesson #5

Drama Class: Blocking and Stage Directions

If blocking is not included in your play, write it in before this lesson. Use masking tape to mark a grid on the floor where your child's setting is prepared. The grid should show blocking areas like the one below:



Briefly review the previous lessons with your child, discussing character, setting, costume, and prop choices. Then, point out places where blocking or stage directions are present on the script. Explain that these directions come from the person who wrote the story down and often look different than the words the characters say aloud. These directions are for the actors and are not read to the audience, but acted out and shown. Sometimes they show how the character is feeling or moving. At other times, they show blocking, or position on the

stage. Point out a few examples of each of these in the stage directions of your child's chosen character.

Point out the blocking marks to your child. Explain that these tell where on stage a character should be standing. Show your child the grid you've created on the floor and point out that there are 9 sections. Explain that while on stage, the actor should always be facing the audience (unless the stage directions say otherwise). This way, the audience can see their gestures, movements, and facial expressions. However, at times a character may need to move around the stage. This is called blocking. Actors know where to stand and when to move because of blocking marks on their script. They use certain names for each section.

Explain that the part of the stage closest to the audience is called *downstage*. There are three downstage parts. Down left (DL), down center (DC), and down right (DR). Point out each section as you discuss it with your child. Next, comes *center stage*, with its three sections: left center (LC), center (C), and right center (RC). At the back of the stage, closest to the curtain, is *upstage*. It includes up left (UL), up center (UC), and up right (UR).

Run through blocking and stage directions from your child's chosen character a few times. Encourage them to practice their actions, stay in character, and say their lines aloud as your practice. Work until your child is confident in their movements.

Standards taught:

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

4th Grade: 4.T.CR.5, 4.T.P.4, 4.T.P.8, 4.T.R.4

Lesson #6

Drama Class: Plot and Cues

*Invite those chosen to help with the play to rehearse with your child today

Briefly review the previous lessons with your child. Then, explain that the job of an actor and the purpose of all these preparations, is to tell a story. The story is the most important part of a play, movie, or TV show. It shows characters facing challenges (conflict) and overcoming them (resolution). The story may make the audience feel different emotions or teach a lesson.

Identify a few of your child's favorite books, movies, plays, or shows. Ask them to describe how these stories make them feel or what they have learned from them. Then, ask them what happened in the story that created these emotions or lessons.

Explain that the different events shown in a story, when put all together, are called the plot. Often, the plot will begin by showing the audience who the characters are, where they are, and what they want. Then, something will happen that challenges the characters, creating a problem or conflict. The character(s) will then respond to that event, and those that follow, until the problem is fixed, or resolved. Discuss the plot of your child's chosen play, pointing out the conflict, resolution, and other events that make up the plot. Discuss how the story may be different if the character faced a different conflict, made a different choice, or never saw their problem resolved.

Next, explain that, in order to tell the story, an actor must understand the plot and use movement, emotions, words, and actions to show how their character responds to events. This means that actors need to work together on stage (or while recording) so that the plot makes sense.

Read each of your child's lines in succession, skipping the parts of other characters. Point out that the story doesn't make much sense that way because so many characters are missing. However, it wouldn't make sense if all the characters spoke at the same time, either. When we speak in real life, one person listens while the other talks. Then, their roles are reversed. This way, everyone is heard and the conversation moves forward. In a play, talking like this advances the plot. Actors on stage should always be listening or speaking.

While in character and on stage, actors who are not speaking are listening to whoever is. They may react in character to the words, actions, or movement of other characters. They know

when to speak or move based on cues. Cues are lines, actions, sound effects, or lighting changes that come just before a character is meant to speak or act. For example, if one character is telling a joke, it wouldn't make sense for the other to laugh before the punchline. So, the punchline is the cue for the second actor to laugh.

Go through the script with your child, pointing out each of their cues and encouraging them to memorize their parts. Then, ask friends and family members to join for a rehearsal of the entire play. Focus on progress, not perfection, and allow for frequent breaks and feedback.

Standards taught:

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

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

Lesson #7

Drama Class: Act It Out

Gather friends and family, get everyone into costume, and perform the play for an audience (in-person or virtual). Encourage your child to remain in character and provide a way to remind them of their blocking/lines if needed. Praise your child for their hard work and the finished product.

Standards taught:

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

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

Lesson # 8

Drama Class: Monologues

*Before this lesson, purchase this [book](#) or another like it, or find monologues appropriate to your child's age online

Praise your child for their hard work on the previous play. Point out positive aspects of what they did as an actor. Then, show your child the book. Explain that this book is full of monologues, or one-person plays. Monologues can help tell stories, but they are often shorter and easier than full plays, making them great for practicing staying in character, blocking, and audience awareness.

Ask your child to choose a monologue. Discuss the character, setting, and plot. Ask your child how the character feels, what they are thinking, what they want, and how they may portray this on stage. Then, encourage your child to act out the monologue they've chosen (they may need to read it in character). Provide constructive feedback and praise them for their hard work.

Standards taught:

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

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

Lesson #9

Drama Class: Write a Play

Review with your child what drama is and what it seeks to accomplish. Remind them that drama is a way to tell stories, share ideas and feelings, or teach morals. Then, tell your child that they will be writing their own script today.

Help your child write their own play. Encourage them to think through which characters will be included, what the setting will look like, what props, blocking, and stage directions will be used, what the plot will be, and what the conflict and resolution will be. Help your child map out these details and then type up a short script (about 1 page long). Encourage your child to create dialogue that helps advance the plot and shows what the characters are like. When you are finished typing, read through the play, give constructive feedback, and allow your child to make changes as needed. Then, print the script and encourage your child to recruit actors for each character.

If you have more than one child working on these lessons, encourage them to create a play together.

Standards taught:

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

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

Lesson #10:

Drama Class: Set Up and Rehearse a Play

Invite friends and family that have been given parts in your child's play over. Before they arrive, encourage your child to put together costumes, a simple setting, props, sound effects, and lighting that they may need.

Then, rehearse the play together. Point out that rehearsal gives the actors a chance to practice blocking, stage directions, and cues together and make changes as needed. Run through the play a few times and encourage everyone to keep practicing until the performance.

Standards taught:

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

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

Lesson #11

Drama Class: Perform a Play

Gather with family and friends and invite an audience. Allow your child and crew to perform the play they've written. Praise your child for their work and point out a few things that went really well.

Standards taught:

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

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

Lesson #12

Drama Class: Watch a Play

Attend, read, or watch a play appropriate to the age and maturity of your child. Before going, teach your child the rules of being a good audience: pay attention to the play, listen (don't talk), react appropriately (clap, laugh, etc.).

After the play, ask your child to discuss what they thought of it. Was it a good play? Why or why not? Who was their favorite character? What did they like about the setting? How did the play make them feel? Did they notice an actor that did an especially good job? What made them so good? Was the blocking well-done so that it made sense? What part of the story was the best? Was there anything that reminded them of their own life in the play?

Standards taught:

2nd Grade: 2.T.P.1, 2.T.R.1, 2.T.R.2, 2.T.R.4, 2.T.CO.1, 2.T.CO.2

4th Grade: 4.T.P.1, 4.T.R.1, 4.T.R.2, 4.T.R.4, 4.T.R.5, 4.T.CO.1, 4.CO.2

Lesson #13

Music Class: Musical Choices and Purposes

*For this lesson, you will need a variety of types of music including: classical, educational, rock, techno/electric, soul, country, pop, polka, Latin, rap (age appropriate), R&B, jazz, reggae, disco, gospel, ambient, and any others your family enjoys listening to.

Begin by telling your child that we are starting our music unit. This includes singing, listening to, and playing music. Explain that music is popular in every culture and used around the world for many different purposes. Like other art forms, music helps us share our feelings, stories, and ideas.

Ask your child to explain what kinds of music they like listening to. If they mention some of the categories listed above, listen to a song of your child's choice in that category, explaining the purpose/intent behind the music.

Next, explain that different people like to listen to different types of music and for different reasons. Some people listen to music simply because it's enjoyable. For others, it is a part of their culture. Some music teaches the listener life lessons or morals. Music can also help us remember history, connect with others, learn new things, or add to certain experiences.

Play a song in each type of music you haven't already covered for your child. Ask them to discuss the feeling, beat, tempo, and differences between the songs. After each song, briefly explain the intent behind the style to your child using the information below. Then discuss what they like or don't like about it. Ask your child how the song made them feel or what it made them think of. Then, compare this to the original intent of the composer/writer.

Classical music is one of the oldest styles and features orchestral instruments and emotional symphonies. It rarely features vocals. Educational music is often used in schools to teach children. It usually has a topic and provides an easy way to memorize information.

Rock was popular in the 1950's and 60's and still is today in some areas. It usually has electric guitars, bass, drums, and loud vocals. Techno features electronic instruments, a quick tempo, and a thudding beat making it great for dancing. Folk songs are different in every part of the world because they reflect the culture and stories of specific areas. They are often played with acoustic instruments and teach morals or history. Country songs often tell a story. The tempo is can vary, but usually features an acoustic guitar. Pop music is a mixture of other styles and usually reflects the time period. Much of the music on social media is pop music.

Polkas were popular in Poland and brought to the U.S. by immigrants, however the polka originated in the 1830's in the Czech Republic. It is a dancing music that can vary by style, but usually features a lively beat and colorful costumes worn by dancers. Latin music contains several different styles from Spain, Portugal, the U.S., and South America. It often features acoustic guitars and bass blended with keyboards and emphasizes beat and rhythm. Rap became popular in the 1990's and features loud beats with quick lyrics. R&B, or rhythm and blues, originated in African-American culture and became popular in the 1940's. It uses both acoustic and electronic instruments and features steady rhythms which combined gospel, blues, and jazz. Songs often focused on the challenges of racial segregation and discrimination but evolved into music that was fun to dance to. Soul music blends R&B, gospel, and jazz and became popular in African-American communities in the 1960's. Soul often includes body movement and call-and-response parts of songs. Jazz includes several instruments, smooth melodies, and rhythms that make you want to dance. Often, songs include a saxophone. Reggae came from Jamaica, has a unique rhythm and an off-beat emphasis. Reggae usually features drums and bass. Disco was popular in the 60's and 70's, encouraging people to dance with its guitar riffs and reverbed vocals. Gospel music mixes blues, R&B, and country and is usually performed in churches or other religious settings. Lyrics focus on gospel topics and vocals often are sung by choirs. Ambient music is often used in movies and video games or in offices, elevators, and mediation areas. This music is calming and relaxing but doesn't focus on telling a story. This is also known as background music.

Standards taught:

2nd Grade: 2.M.R.1, 2.M.R.2, 2.M.R.3, 2.M.CO.1, 2.M.CO.2

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

Lesson #14

Music Class: Musical Emotions and Imagery

*For this lesson you will need music that elicits different emotions (scary, happy, hopeful, anxious, suspenseful, romantic, sad, etc.). An easy way to do this is to use an instrumental version of the soundtrack of one of your child's favorite movies. You will also need a large open area where your child can safely dance.

Briefly review the previous lesson with your child, asking them to remind you what they learned about the purpose and styles of different musical genres. Point out that one of the

purposes of music is to share emotions and feelings between people. Music and songs can help us feel what another person is feeling.

Tell your child you are going to play a few different musical selections. Ask them to identify how the music feels and dance to it in their own way to represent those emotions. Point out examples of different movements that convey emotion (smooth, flowing motions and leaps are happy vs. quick, stiff movements are anxious/suspenseful, etc.).

Play each piece for your child, discussing the emotions and movements they are trying to convey. Provide feedback as needed to point out differences in beat, tempo (speed) and dynamics (volume) that emphasize or create emotions. Compare and contrast music and discuss why or how each piece makes your child feel certain emotions.

Standards taught:

2nd Grade: 2.M.P.3, 2.M.R.1, 2.M.R.2, 2.M.R.3, 2.M.CO.1

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

Lesson #15

Music Class: Singing Christmas Songs

Ask your child what holiday is coming up. Discuss your family plans for Christmas and point out that, during this time of the year, many families have traditions. Explain that traditions are events, customs, or actions that you do each year to celebrate or remember something important. Ask your child to list a few of your family traditions. Add to the list as needed. Then, point out that Christmas songs are a common tradition in many families.

Ask your child to name a few of their favorite Christmas songs. Sing along with your child as you review each one. Ask your child to discuss why they like each song.

Next, tell your child that you are going to learn a few different types of Christmas songs. Remind them that music comes in different genres and styles. Today, we are going to learn Christmas songs that are folk songs, traditional songs, rounds, and call-and-response.

First, watch this [video](#) with your child of the folk song Auld Lang Syne, which is sung around the world near Christmas and/or New Years. Listen a few times, allowing your child to sing along as they like.

Next watch and sing along with this [video](#) of another popular folk song: The Little Drummer Boy.

Then, point out that your child already sang a few traditional Christmas songs. These are popular songs sang at a certain time of the year. Listen to and sing along with one or two of the following songs with your child: Deck the Halls, Jingle Bells, Joy to the World, Silent Night, The First Noel, Go Tell it on the Mountain, White Christmas, We Wish You a Merry Christmas, O Come, All Ye Faithful, or O Holy Night.

Next, explain that some songs can be sung in rounds. A round is sung by one person or group of people first. Part way into the song, a second person/group of people begin the song over again. This way, there are two or more parts of the song being sung at the same time. Show your child this [video](#) of a round. For lyrics, visit this [website](#).

Tell your child that the next type of Christmas song is call-and-response. This means that one person sings and another answers. Rudolph the Red-Nosed Reindeer can be sung like this, adding parts between the traditional lyrics. Watch and sing along with this [video](#). Then, listen to and sing along with [this](#) call-and-response song.

Explain that Christmas music is different throughout the world. Listen to each of the following songs with your child, explaining where each one is most commonly sung: [Feliz Navidad](#) (North and South America), [Petit Papa Noel](#) (France), [Ave Maria](#) (sung in Latin), [Tu scendi dale stele](#) (Italy), [O du frohilche](#) (Germany), and [Betelehemu](#) (Nigeria).

Finally, ask your child to choose their favorite song from the lesson today and sing it to a friend or family member.

Standards taught:

2nd Grade: 2.M.P.1, 2.M.P.2, 2.M.P.4, 2.M.P.6, 2.M.P.10, 2.M.P.11, 2.M.R.1, 2.M.R.3, 2.M.CO.1, 2.M.CO.2

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

Lesson #16

Music Class: Musical Markings - Beat and Rhythm

*For this lesson you will need sheet music of songs that your child is familiar with. This may be music your child plays on an instrument, a hymn book, or copies of familiar songs you've found online. Sheet music should include markings for beat count (2, 3, and 4 beat songs), tempo, and dynamics.

Ask your child to review what they've learned about music so far. Discuss the purposes, types, and emotions behind music and songs. Then, show your child the sheet music. Explain that this is how music is written down so that it can be shared with others who want to play or sing it. Like reading books, music has its own symbols and rules.

Point out the notes on the sheet music. Explain that these notes tell the person playing/singing how the song should sound. These are like the letters when reading a book. Each one, depending on where on the lines or spaces they are located. If your child knows the notes, this is a good time to review by going through a song and naming notes.

Next, point to the time signature on the sheet music. This is a symbol at the beginning of the music with a number on top of another number. (See this [image](#) for examples) Explain that this tells the music player/singer how many notes are in each measure. Point out the measure bars (straight lines between notes, see this [image](#) for example). Explain that, between these lines, each measure has the number of beats matching the number at the top of the time signature. When you play music, you count the beats as you go, making sure the music is played correctly depending on what type of note is shown. So, if a song has a 2/4 beat, you count 1, 2, 1, 2. A 3/4 beat would be counted 1, 2, 3, 1, 2, 3. A 4/4 beat is counted 1, 2, 3, 4. The beat/count never changes throughout the whole song. Ask your child to clap the beat to several songs, practicing counting aloud as you do. Practice at least one song with 2, 3, and 4 beats each.

Next, point to the notes in a single measure. Explain that different notes represent different amounts of time they are played. See the image [here](#) and explain that a quarter note is played for one beat or count, a half note is played for 2, and a whole note is played for 4. Ask your child to point out these types of notes in their sheet music. This makes the rhythm, which can change from measure to measure, even though you continue to count the same beat. Watch this [video](#) with your child and practice counting the beat while clapping the rhythm. Then, practice doing the same with one example in your sheet music.

Standards taught:

2nd Grade: 2.M.CR.1, 2.M.P.2, 2.M.P.3, 2.M.P.5, 2.M.P.7, 2.M.P.8, 2.M.R.1

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

Lesson #17

Music Class: Musical Markings – Tempo and Dynamics

*For this lesson you will need the sheet music from the previous lesson.

Briefly review the markings and concepts learned in the previous lesson with your child.

Next, point to the tempo marking on your sheet music. Tempo markings are usually at the top of the music, just below the title and can include wording, a note with an equal sign and number, or both. (See [here](#) for an example). Explain that this tells the person playing how fast or slow the song is supposed to be played. The number tells you how many beats per minute (like miles per hour on a car). Use a metronome (there are several apps if you don't have one at home) to count and clap the song at the correct tempo with your child. This may take a few tries. Then, allow your child to experiment, clapping along to slower and faster tempos. Talk about how different tempos, or speeds, affect the song (e.g., songs played slowly are calm or sad while quick songs are usually happier).

Dynamics (or volume) of a song also affect the way it is interpreted by the listener. Point out the dynamics mark (see example [here](#)), usually located below the first measure and throughout the music. Emphasize piano (p) and forte (f). Explain that piano simply means quiet and forte is loud. Parts marked with piano are played/sung softly while parts marked with forte and played/sung loudly. Ask your child if they see any other dynamic marks throughout their sheet music. Point out that dynamics often change throughout a song, changing how it is heard and felt by those listening. Choose a song from your sheet music your child knows well. Sing the lyrics together, paying attention to the dynamics and trying to match them as you go. Then, allow your child to experiment with dynamic changes, asking them how the song is changed if you sing the quiet parts loudly or the loud parts quietly.

Standards taught:

2nd Grade: 2.M.P.2, 2.M.P.3, 2.M.P.9, 2.M.P.10, 2.M.R.11

4th Grade: 4.M.P.2, 4.M.P.3, 4.M.P.9, 4.M.R.2, 4.M.R.5

Lesson # 18

Music Class: Timbre, Tonality, and Articulations

Review beat, rhythm, tempo, and dynamics with your child, reminding them of definitions, notations, and how they affect music.

Then, introduce the word timbre, the characteristic quality of a sound. Timbre is different for each type of instrument and every voice. It is the uniqueness of sound that helps us decide whether a piano or a guitar is being played, even if they are playing the same note. Watch this [video](#) with your child to better understand timbre.

Part of timbre is tonality. The tone of the music can give it a different sound, just like our voices can convey happiness, anger, or sadness by changing tone. Ask your child to say *Hip, Hip, Hooray!* in a happy voice, angry voice, and sad voice. Discuss how the tone of their voice changes the way a person feels about what they are saying. Music can do this, too, by changing tone. Watch the video [here](#) for another example of tonality changes and how they affect music.

Finally, introduce articulation in music to 4th graders using this [video](#). Point out that different articulations in different parts of a musical number or song can emphasize certain emotions, styles, or sounds. Point out the notations (staccato notes have dots above them, legato notes and slurs have an arch above them, accents and marcato are represented by <, >, and ^).

Standards taught:

2nd Grade: 2.M.P.2, 2.M.P.3, 2.M.R.1

4th Grade: 4.M.CR.2, 4.M.CR.3, 4.M.CR.4, 4.M.P.3, 4.M.P.5, 4.M.R.2

Lesson #19

Music Class: Composing Music

*Any type of instrument your child would like to try playing. This can be a piano, guitar, drum, violin, or other traditional instrument. It could also be something as simple as a plastic cup (filled with rice) maraca.

Ask your child to review what they've learned about music so far. Then, explain that today they are going to compose their own musical number. This [website](#) or a blank piece of sheet music can help them record the notes and notations if they would like to use.

First, your child needs to decide on a beat and write down their time signature. Together, count and clap a few measures of that beat. Next, your child should decide on an emotion they would like to convey. Discuss the dynamics, tempo, and tonality that can help to convey that emotion. Allow your child to make these notations on their sheet music as appropriate to age and understanding.

Next, your child should decide which notes to play. Older children who read music can record these notes on their sheet music. Younger children can be recorded with a camera to remember what they practiced. Allow your child to experiment with different note lengths, articulations, dynamics, tonalities, and tempos until they are happy with their music. If they'd like, they can also add lyrics. Provide feedback and suggestions as needed to help your child tweak their music.

Ask your child to practice their musical piece throughout the week. Playing back videos of their composing efforts can help children who don't read music to remember. Likewise, those who do read music can consult their sheet music. The goal of this exercise is not perfection, but composing a piece that is meaningful to your child.

Standards taught:

2nd Grade: 2.M.CR.1, 2.M.CR.2, 2.M.CR.3, 2.M.P.1, 2.M.P.2, 2.M.P.3, 2.M.P.10, 2.M.P.11

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

Lesson #20

Music Class: Practice and Performance

Give your child a few moments to practice their musical number and then ask them to perform it for others. This may mean inviting friends and family over, showing a family member that is not home during school practices, or holding a virtual recital. Praise your child for their hard work and provide constructive feedback on what they did well. Discuss how the music helped you and other listeners feel the intended emotions.

Standards taught:

2nd Grade: 2.M.CR.1, 2.M.CR.2, 2.M.CR.3, 2.M.P.1, 2.M.P.2, 2.M.P.3, 2.M.P.10, 2.M.P.11

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

Lesson #21

Dance Class: Purpose and Styles of Dance

Tell your child that today we are beginning our unit on dance. Ask them to share with you what they like and don't like about dance. What do they know about dance? What types of dance styles have they tried? What did they like about each one? How were they different? What did they have in common?

Point out that, like music, dance comes in a variety of styles and is used for a variety of purposes. Dance can convey stories, share emotions, help our bodies be stronger and healthier, connect us with our culture, remind us of the past, and help us participate in social activities or celebrate during special occasions.

Review the following dance styles with your child, pointing out unique characteristics, purposes, and origins of each and watching the videos.

Ballet is one of the most commonly recognized dance styles and is known for being the foundation of most others. It is believed to have begun during the Renaissance. Ballet is a smooth, fluid dance with precise movements and dancers who wear laced shoes and costumes. See the video [here](#) for an example of ballet.

Tap became popular in the 1920's, when people would add small pieces of metal to the bottom of their shoes to create a clicking, or tap, sound. Influenced by African and Irish immigrants to the US, tap is closely related to dances such as clogging, jigs, and religious dances from African tribes. However, tap evolved in America and became its own unique style characterized by quick steps that produce a sharp sound when the metal on the bottom of the shoes hits the floor. See the video [here](#) for an example of tap.

Hip Hop is a style of dance that emphasizes bounces and rocks. It originated in African-American communities and is often performed in groups. Also known as street dance, many hip hop styles evolved over time as dancers without access to formal classes created their own art form. Hip hop became popular in the 1970's not only as a dance, but as an entire lifestyle, with dancers creating their own style of dress, speech, and a distinct attitude that was reflective of this new dance. One style of hip hop is break dance, a more athletic style that consists of freezes, flips, and other aspects of martial arts or gymnastics. See the video [here](#) for an example of hip hop and [here](#) for break dancing.

Jazz is a mixture of African-American style dances and European dances. Jazz emphasizes rhythm and is often accompanied by big bands and large movements. Jazz began as a social dance, used to bring people together, especially in religious settings. However, it became popular as a performance dance and is often showcased in Broadway shows and other productions. See the video [here](#) for an example of jazz.

Acrobatics, also known as acro, incorporates fluid dance moves and acrobatic tricks. It is a high-energy, athletic style of dance. See the video [here](#) for an example of acro.

Contemporary/Lyrical is a dance style that mixes several different genres together. It has smooth, flowing movements of ballet, big, expressive choreography like jazz, and is known for an athletic flair like acro. Contemporary dance is meant to express emotions and the movements, music, speed, and facial expressions of the dancer are choreographed with feeling in mind. See the video [here](#) for an example of contemporary dance.

Swing dance consists of several different styles, but all of them contain big movements, an upbeat rhythm (jazz or big band music), and flips, dips, and spins. Swing is a social dance, often used at parties, but can also be performed on stage. For an example of swing dance see [here](#).

Ballroom dance is a genre that includes several different dance styles, usually partner dances. Ballroom is recreational/social, but is performed in competitions around the world. [Waltz](#), [Tango](#), [Foxtrot](#), [Quickstep](#), [Samba](#), [Cha Cha](#), [Rumba](#), [Paso Doble](#), [Jive](#), and Swing. Each style of dance has its own form, methods, and moves and dancers are judged on their technical precision and flow.

Finally, some dances connect people to their culture. Often performed or danced in groups at celebrations or community events, folk dances tell a story, showcase cultural personality, or preserve history. Some types of folk dance are Latin (which includes [salsa](#), samba, cha cha, and others), [Irish](#), [Middle Eastern Belly Dance](#), [Polka](#), [Line](#), [Native American dances](#), and [Clogging](#), among others.

Standards taught:

2nd Grade: 2.D.R.1, 2.D.R.2, 2.S.CO.2

4th Grade: 4.D.P.6, 2.D.R.1, 4.D.R.2, 4.D.CO.1, 4.D.CO.4

Lesson #22

Dance Class: Making Shapes with Your Body

Briefly review the previous lesson with your child, discussing dance styles they are interested in learning more about. During this lesson, give your child an opportunity to practice those styles by playing music appropriate to the music, showing them videos of that type of dance, and encouraging them to practice the movements they see.

Tell your child that today they will be dancing. Begin with [this](#) freeze dance, giving your child room to explore movement during the dancing parts. At each freezing part, ask your child to create a shape with their body. Encourage and point out both symmetrical and asymmetrical body shapes. During the dancing parts, encourage your child to find safe pathways around the room, noting that movement creates certain feelings. Encourage them to extend their body parts, twist, curl, bend, and stretch.

After the freeze dance, encourage your child to continue practicing their dancing, adding more elements of purposeful movement. Remind them that slow, flowing motions can convey calm and content emotions or sadness. Short, jerky motions show anger or anxiety. Movements that are bouncy show joy and happiness. Encourage your child to listen to the music and the emotions it conveys and try to match that emotion in their dancing.

Finally, allow your child to watch videos of their chosen dance styles, if desired. Allow them to practice mimicking the movements they see there.

Standards taught:

2nd Grade: 2.PE.2.1.5, 2.PE.2.1.6, 2.PE.2.2.2, 2.PE.2.2.3, 2.D.CR.2, 2.D.CR.3, 2.D.CR.4, 2.D.P1, 2.D.P.2, 2.D.P.3, 2.D.P.4, 2.D.P.6

4th Grade: 4.PE.4.1.3, 4.PE.4.1.4, 4.PE.4.1.5, 4.D.CR.4, 4.D.P.1, 4.D.P.2, 4.D.P.3, 4.D.P.4, 4.D.P.5, 4.D.P.6, 4.D.P.10

Lesson #23

Dance Class: Rhythm, Speed, Dynamics, and Tempo

*For this lesson you will need music selections that include a strong beat, fast and slow rhythms, soft and calm music, intense or suspenseful music, powerful (i.e. superhero) music, and joyful, bouncy music.

Tell your child that they will be dancing again today. Remind them of the different movements, shapes, extensions, and pathways they created to convey emotions and feelings in the previous lesson. Then, point out that dancer also consider the beat, tempo, and dynamics of music when they dance. They add movements that are different energy levels and speeds to make the dance more interesting to the audience. For example, a sad dance would have slower movements than a song meant to show power.

Play the music you have chosen with a strong beat. Ask your child to clap along with the beat, reminding them what they learned during music lessons. Then, ask your child to dance along with the beat, timing their motions to match it. Practice for a few minutes until your child understands the concept.

Next, choose a song (or a few) that show different tempos (fast and slow). Ask your child to dance to fast and slow music. Point out how their movements naturally change to match the speed of the music. Slower music inspires flowing movements while fast music usually has points of sharp movements coupled with still shapes.

Next, play the soft, calm music with a piano dynamic. Allow your child to dance to the soft music, pointing out that quiet music slows down their movement. Then, play the intense or suspenseful music. Point out that movements speed up and become less flowing. Allow your child to dance to the powerful music and the joyful music and note together the changes in movement. Suggest that your child add emphasis to a part of the song that is faster or slower than other parts by changing their shapes, speed, or type of movement during that part of the music. Also suggest they freeze parts of their body and move only one area (such as an arm or leg) during these parts to see what they like best.

Standards taught:

2nd Grade: 2.PE.2.1.4, 2.PE.2.1.6, 2.PE.2.2.1, 2.PE.2.2.2, 2.PE.2.2.3, 2.D.CR.2, 2.D.CR.3, 2.D.CR.3, 2.D.P.1, 2.D.P.2, 2.D.P.3, 2D.P.4, 2.D.P.5, 2.D.P.6

4th Grade: 4.PE.4.1.3, 4.PE.4.1.4, 4.PE.4.1.5, 4.D.CR.4, 4.D.CR.5, 4.D.P.1, 4.D.P.2, 4.D.P.3, 4.D.P.4, 4.D.P.5, 4.D.P.6, 4.D.P.10

Lesson #24

Dance Class: Basic Dance Terms

*Before this lesson, search this [website](#) for the following dance terms. Write down a list (or flashcards) of these terms and their definitions. Be prepared to show your child their meaning.

Begin with a discussion on how dance can help us as individuals. Point out that dance can give our bodies a form of exercise, keeping us healthier. It can build up our strength and endurance and make our bodies strong. Dance can also help our brains by giving us something fun to do, helping us fight stress, and providing an outlet to help us express our emotions or share our stories.

Then, discuss how dance can help groups of people, or communities. Point out that dance is often a part of celebrations, such as weddings, and helps us express joy, remember our heritage, and preserve our history. Dance brings people together and is a way to socially interact and have fun together.

Ask your child what they like most about dance.

Then, explain that there are some dance words that we are going to learn today. Use your list/flashcards to discuss each term and how it helps dancers communicate with each other. Point out that each term describes an aspect of dance that helps with expression and emphasis. Ask your child to practice the movements listed in the terms.

Standards taught:

2nd Grade: 2.D.R.1

4th Grade: 4.D.P.10, 4.D.R.1, , 4.D.R.2, 4.D.CO.2

Lesson #25

Dance Class: Dancing with a Partner

*For this lesson, your child will need a dance partner. This could be a friend, cousin, sibling, or other person that is close to their height.

Briefly review the previous dance lesson with your child. Then, tell them that today they are going to learn a partner dance. Explain that this dance has a few basic steps, which are done in a certain order.

Together, watch this [video](#), practicing and memorizing each step. Encourage your child to dance with their partner, listen to the beat of the music, and perform the technical aspects of the dance correctly. When your child and his/her partner have memorized each step and the correct order, play the song and allow them to dance through the song at least one time.

Standards taught:

2nd Grade: 2.PE.2.1.4, 2.D.CR.1, 2.D.P.1, 2.D.P.5, 2.D.P.6, 2.D.P.7

4th Grade: 4.PE.4.1.4, 4.D.P.1, 4.D.P.4, 4.D.P.7, 4.D.P.8, 4.D.P.9

Lesson #26

Dance Class: Choreographing a Partner/Group Dance

*For this lesson, your child will need a dance partner or group of children to teach their dance to and practice with. The next lesson will be the final performance of this dance.

Ask your child to remind you of some of the purposes of dance. (Why do people dance?) Point out that one of the reasons people dance is to tell a story. Watch this [video](#) with your child, asking them to tell you what story the dance and music told at the end. Discuss how the movements of the boy matched the music, telling the story of him and his robot. Then, ask your child how the dance made them feel. Point out that the movements in the beginning of the dance were happy and joyful while those at the end elicit a sad feeling.

Then, ask your child to think of a story they would like to tell through a dance. This could be based on a particular song, a work of art, a life event, a familiar story, or one they made up. Ask them to plan the beginning, middle, and end of the story and write down the different emotions the story makes them feel at different times. Allow your child's partner/friends to help.

Next, ask your child to put dance moves to the song that show the story. This could be in any style and should be at least 1 minute long. Remind your child that they should convey the story and the emotions behind it. It should include themselves as dancers, as well as their partner/friends. Provide feedback on how your child can better listen to the beat, share the story, convey emotions, or make small changes to improve the flow of the dance. Remind them of different body shapes, tempos, and accents. Help your child record or write down the dance sequence and encourage the children to practice it until they have it memorized.

Standards taught:

2nd Grade: 2.PE.2.1.4, 2.PE.2.1.6, 2.PE.2.2.2, 2.PE.2.2.3, 2.D.CR.1, 2.D.CR.2, 2.D.CR.3, 2.D.CR.4, 2.D.P.1, 2.D.P.3, 2.D.P.4, 2.D.P.5, 2.D.P.6, 2.D.P.7, 2.D.R.1, 2.D.CO.1

4th Grade: 4.PE.4.1.3, 4.PE.4.1.4, 4.PE.4.1.5, 4.D.CR.1, 4.D.CR.2, 4.D.CR.3, 4.D.CR.4, 4.D.CR.5, 4.D.P1, 4.D.P.2, 4.D.P.3, 4.D.P.4, 4.D.P.5, 4.D.P.6, 4.D.P.7, 4.D.P.8, 4.D.P.9, 4.D.P.10, 4.D.R.1, 4.D.R.2, 4.D.CO.1, 4.D.CO.2

Lesson #27

Dance Class: Performing Choreographed Dance

*For this lesson you will need your child's chosen musical piece, a speaker, a large space where your child can dance, their dance partner/group, and an audience.

Give your child and their partner/friends a few moments to warm up and run through the dance they created in the previous lesson. Then, allow the children to perform their dance in front of an audience.

Standards taught:

2nd Grade: 2.PE.2.1.4, 2.PE.2.1.6, 2.PE.2.2.2, 2.PE.2.2.3, 2.D.CR.1, 2.D.CR.2, 2.D.CR.3, 2.D.CR.4, 2.D.P.1, 2.D.P.3, 2.D.P.4, 2.D.P.5, 2.D.P.6, 2.D.P.7, 2.D.R.1, 2.D.CO.1

4th Grade: 4.PE.4.1.3, 4.PE.4.1.4, 4.PE.4.1.5, 4.D.CR.1, 4.D.CR.2, 4.D.CR.3, 4.D.CR.4, 4.D.CR.5, 4.D.P1, 4.D.P.2, 4.D.P.3, 4.D.P.4, 4.D.P.5, 4.D.P.6, 4.D.P.7, 4.D.P.8, 4.D.P.9, 4.D.P.10, 4.D.R.1, 4.D.R.2, 4.D.CO.1, 4.D.CO.2

Lesson #28

Visual Arts: Mood, Intent, and Culture

Tell your child that today you will be starting the unit on visual arts. Ask your child what they think visual arts means and discuss their ideas. Explain that visual arts are those that you simply look at. Things like painting, drawings, photographs, and sculptures are visual arts.

Next, ask your child to discuss the reasons people act, play music, and dance. Point out that visual arts give people some of the same things. It allows them to share feelings or a story, preserve history, and celebrate their culture. Explain that the way we create visual arts has changed over time. However, the reasons behind it have not.

Together, view and discuss the aspects, moods, and culture behind the following well-known paintings. Use the information provided to start a discussion on the time period the painting was created, the intent of the artist, the interpretation of your child, and the reasons they like or dislike each particular piece.

[Primavera](#) is a painting by Sandro Botticelli. It was painted between 1470-1480 and shows religious figures (Greek mythology) participating in an unknown event. It was created in Italy and shows a Renaissance-style.

[Iris](#) by Vincent van Gogh was painted in 1889, while Van Gogh searched for calm and isolation within a monastery. Van Gogh suffered from mental illness and often painted to express his feelings and give himself a way to feel better. Though he painted this subject several times, *Iris* is a unique focus in his paintings as it is joyful and seems to be a celebration of nature. *Iris* shows influences from Japanese-style art.

[The Swing](#), painted by Jean-Honoré Fragonard was created at the request of a man who wanted a portrait of his mistress. It shows a colorful, secluded garden and seems to make the subjects more beautiful and romantic than in real life. The painting uses motion, light, and shadow to convey the idea and feelings behind it. This painting was a luxury item, known as a frivolous painting and was done simply because Fragonard would receive a payment for it.

[Nighthawks](#) was painted in 1942 by Edward Hopper. It shows four people, each isolated in a city diner. It was painted in America and meant to show how people could be closer to each other in the city, but still feel alone and separated from each other. Though it was not his original intent, the dark colors outside of the diner convey a feeling of loneliness.

[The Storm on the Sea of Galilee](#) was created in 1633 by a Dutch man named Rembrandt van Rijn. Today he is often known only by his first name. The painting shows the Biblical story of Jesus Christ calming a storm in the sea while on a boat with his disciples. The lighting emphasizes Christ, who is surrounded by violent movement and shadows.

[Christina's World](#) was created in America in 1948 by Andrew Wyeth. It showcases the realist style, showing a real woman who could not walk due to a medical issue and was known for crawling everywhere.

[The Great Wave off Kanagawa](#) was painted by Katsushika Hokusai, a Japanese painter, from 1830-1832. It is a woodblock print, meaning it was created by carving a block of wood and then stamping the image onto a canvas. It shows boats in the midst of a storm at sea and is done in the impressionist style.

[No. 5](#) is an example of the abstract-expressionist style of painting and is meant to convey emotions rather than show a particular subject. It was created in 1948 by Jackson Pollock in America. Though it looks to be a simple method of splattering paint onto a piece of plywood, it is one of the most expensive paintings ever sold.

[The Flower Carrier](#) by Diego Rivera shows a man struggling to carry a large basket of flowers as his wife works to support him. It was created in 1935. The painting uses shadow and color to show that the man and woman are very poor, but working hard. The man, notably, cannot see the beautiful flowers he carries, he only feels their weight. Meant to be a statement about the economic plight of the working class in Mexico, who do difficult jobs for very little money and often sell luxuries they cannot afford themselves.

[The Persistence of Memory](#), done in 1931 by Salvador Dalí shows a landscape with melted clocks throughout it. An example of surrealism, a style of art that shows imaginary, illogical scenes, it is thought to represent the concept of time falling away and changing as humans understand it. However, Dalí said that many misinterpret the painting. The dream-like idea of time, however, is obviously a central subject.

Standards taught:

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

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

Lesson # 29

Visual Arts: Historical Art

Briefly review the previous lesson with your child, discussing the ideas and emotions behind the paintings seen. Ask your child about the purpose of those paintings, pointing out that visual art can help share a story or idea, connect people to each other, or make them feel different emotions.

Then, remind your child of another purpose of art: historical preservation. Explain that remembering history helps us learn about our ancestors, understand other cultures, and remember events from the past. Often, the subject of a historical artwork can help us guess the time period and location of the painting.

With your child, view and discuss the following paintings. Talk about the historical significance, how the art makes them feel, and what we can learn from each of them. Then, provide your child with a canvas (any size), paint, and brushes. Encourage them to paint a depiction of an event from history they are interested in or an event from their own life. Remind them that the colors, shapes, and lines they use will change the emotions behind the image. Teach your child how to properly care for their art materials and clean up when they are finished. Save their artwork for the gallery they will create at the end of the year.

[Liberty Leading the People](#) portrays the personification of liberty as a woman holding a French flag and leading men to revolt against their tyrannical king. This painting shows the July Revolution (1830) and preserves some of the historical feeling at that time. The artist was a French man named Eugene Delacroix, who lived through these events, painted in order to record and inspire the people of his country. The painting shows a romanticism style.

Petroglyphs, or images carved into rock by Native Americans were depictions of daily life, often showing hunting parties, celebrations, or religious ceremonies. [These](#), found in Utah, were carved by the Fremont tribe and give us clues about the movement, culture, and life of these ancient peoples.

[Declaration of Independence](#) by John Trumbull shows the 1776 presentation of this historical document to Congress. It depicts important historical figures, Independence Hall, and the important event.

This [photograph](#) of prisoners in a camp during the Holocaust and WWII, shows children starving and behind barbed wire. These children were taken from their homes, placed into a camp where they were forced to work hard with little food and no medical care. They were forced to sleep in unsafe conditions and on hard boards for their beds. Many of them died or were killed before they were freed.

This [statue](#) of Julius Caesar shows the likeness of the Roman emperor and his clothing style. Rome created several statues, paintings, and writings and still influences the way we live today. Caesar is one of the most famous rulers of this great empire.

Standards taught:

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

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

Lesson #30

Visual Arts: Nature Art

Show your child the following examples of landscapes and discuss the purposes, intent, and emotions that these types of images show. Point out that capturing and displaying the beauty of nature is often calming and peaceful. Examples [here](#), [here](#), and [here](#).

Next, give your child a camera or your phone and drive to a scenic area with few buildings. This may be an open field area, up a canyon, beside a lake or river, in a forest, or near a desert scene. Avoid national forests and other federal land, as you cannot collect items there. Encourage your child to take images of the landscape, giving pointers on capturing different types of pictures (landscape, portrait, close-ups) of different aspects of the scene.

Then, ask your child to collect a few small natural items they see. This may be leaves, sticks, rocks, sand, grasses, or flowers.

When you arrive at home, ask your child to review their photographs, choosing one or two that are their favorite. Print these photos in 8 x 10 form for their future art gallery. Then, give your child a piece of blank cardstock and art supplies (paint, glue, scissors, construction paper, etc.) and encourage them to re-create their chosen photographs using any method they like. This could be a painting, mural, leaf print, collage, drawing, etc. Save their artwork for the gallery they will create at the end of the year.

Standards taught:

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

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

Lesson #31

Visual Arts: 2D Art

Remind your child that art can sometimes reflect the culture of the artist or subject. Using examples from previous lessons, discuss the cultural portrayals in a few images.

Next, ask your child to discuss their own culture. Point out that culture can mean food, clothing, celebrations, daily life, customs, and symbols of a community. Remind your child of the several communities they are a part of (neighborhood, family, city, church, group activities/classes, etc.). Using a blank piece of paper, brainstorm different symbols, events, customs, and celebrations for each of the listed communities with your child.

Next, give your child a canvas or blank piece of cardstock, paint, paintbrushes, markers, pencils, crayons, and color pencils. Ask them to choose a subject for their painting, focusing on one aspect of their own culture and decide how to depict it. Encourage them to plan out their two-dimensional art work, taking time to consider what will be in the background, what types of lines they will use (straight and harsh or curved and calming), where the subject will be located, and how it will be emphasized.

Allow your child to work for 5 minutes. Then, ask them to describe their artwork so far, providing constructive feedback and making suggestions. Ask them to evaluate their work. Is it looking how you want it to? Are there any changes you would make? What might you add that you didn't think of at first?

Encourage your child to revise their artwork based on their own evaluation and your suggestions. Allow them to discuss their ideas with a sibling or friend as they work. Praise them for their persistence. When finished, save their artwork for the final gallery.

Standards taught:

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

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

Lesson #32

Visual Arts: 3D Recycled Art

*Before this lesson, spend time gathering and cleaning items your child can use for recycled art. This could be empty bottles, cans, toilet paper/paper towel rolls, interesting containers, lids, clean labels or papers, etc. Items should be things that were going to be thrown away, but can be safely used in a three-dimensional art project.

Review with your child some of the things they've learned about art so far this year. Then, tell them that today they will be creating a three-dimensional piece of art. Point out that sculptures, textured paintings, and ceramics are all three-dimensional. Remind your child that a three-dimensional item has height and length, but also depth.

Give your child the supplies you have saved, crayons, paint, paintbrushes, markers, pencils, colored pencils, glue, a glue gun (help where age-appropriate), yarn, and other supplies you may have. Then, ask them to create a work of art using these materials. Encourage them to choose a subject, plan, and revise their work as they go. Praise them for their use of color and form, provide feedback on emotions and ideas conveyed, and pay them complements on their final product. Save their artwork for future display in their gallery.

Standards taught:

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

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

Lesson #33

Visual Arts: Graphic Art

Briefly review the types of art your child has created so far this year. Point out that they made a dramatic play, composed a musical number, choreographed a dance, created multiple 2D images, and sculpted a piece of 3D art. Explain that today they are going to create a more modern form of art: graphic art. Explain that graphic art is made on a computer and often displayed on social media, in advertisements, and in other digital forms.

Ask your child the following question and have a discussion about it: If they could throw any type of party, what kind of party would it be? Discuss the theme, food, activities, decorations, when it would be, and who they would invite. Remind your child that this is simply a pretend party (unless you want to throw the party later). Help your child log-in to [canva.com](https://www.canva.com) and

create an invitation for that party using the software there. Encourage them to experiment with different aspects of their graphic art, including color, subject, text, and form. For ideas, search Pinterest for their theme + party invitations.

Remind your child that, if this were a real party, you could post the invitation on social media, text it to friends, or send it in an email. However, for today print the invitation and save it for their final art gallery.

Standards taught:

2nd Grade: 2.V.CR.1, 2.V.CR.2, 2.V.P.1, 2.V.P.2, 2.V.P.3, 2.V.CO.1, 2.V.CO.2

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

Lesson #34

Visual Arts: Community Art Exhibits

Briefly discuss the different types of visual art your child has learned about this year and the purposes and usage of each. Then, take a field trip that includes the following art venues:

Allow your child to observe those pieces of most interest to them. As you view each type of art, ask your child to note the emotions and idea they infer from the pieces observed. Take the time to read the plaque or display sign for additional insight. Discuss the purpose (intended or inferred). Is the piece historical, cultural, or emotional, does it tell a story, or convey an idea? Finally, ask your child to note how each type of artwork is displayed and protected. Is the art in a frame? Secured to the ground? Suspended from the ceiling? Posted on a protected account? Is it behind glass? Are there rules about touching the art work? Can the weather (rain, wind) affect it? What safety measures are taken? Are pieces arranged by artist, emotion, time period, theme, or subject?

Finally, discuss how each particular venue meets a need of the community. What does this venue provide to those living near it? Does it help them remember past events? Provide beauty? Start discussions? Evoke emotions? Provide peace and calm?

Encourage your child to remember what they've learned in preparation for the next lesson.

Standards taught:

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

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

Lesson #35

Visual Arts: Creating an Art Exhibit

Remind your child of the previous lesson. Ask them to remind you of what they learned about the organization, display, and preservation of different forms of artwork. Then, present them with their works of art from this year. Explain that they will be creating an art gallery to display their art. If you have more than one child working on this project, encourage them to create a display together.

First, ask your child to categorize their art by theme, reminding them of a place where they saw an example of this during your field trip. Then, ask them to decide on a location for their art gallery. This may be in a room inside your home, in an outside venue, in a garage, or another area that has the space. Next, ask them to consider safety measures for their artwork. Will their pieces blow away or get wet? Do they need to be protected by a series of rules, physical barriers (frames, etc.), or a different location? Is there a way to securely show each piece in their chosen location? How will artwork be hung up without damaging it?

Finally, help your child create their gallery by carefully hanging or placing each object. Allow them to display work in frames, if needed. Help them create and print plaques, naming the artist and providing a title and brief explanation of each piece. Ask your child to invite friends and family to visit their gallery. Encourage your child to explain the rules to their guests and provide insight into their artwork if asked.

Standards taught:

2nd Grade: 2.V.P.1, 2.V.P.2, 2.V.P.3, 2.V.CR.1

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

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