

Fine Arts Lessons- Grades 3 & 5

Lesson #1

Drama Class: Acting it Out

*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.

**Before starting this lesson, choose 3-5 scenes from shows or movies your child enjoys watching. These should have as many characters as you have people present for the lesson and include dialogue. See examples here : [Lilo and Stitch](#), [Thor and Groot](#), [Marlin and Dory](#)

During the lesson, explain that your first fine arts unit of the year is drama. Discuss the definition of drama, pointing out that it is a way for actors/actresses to tell a story by acting it out. Actors pretend to be a character in the story. Drama includes movies, plays on stage, short scenes, and improvisation (making it up as you go). Drama tells a story. Many of these stories have a conflict that characters must face and fix.

Show your child the clips you've chosen. Ask them to discuss the characters, the emotions of each character in the scenes, and the movements, expressions, and tone of each character conveys their feelings. Ask your child to discuss what is happening in the scene and how it helps the next thing in the story happen. Explain that these are important parts of acting. Understanding a character, how the character feels, and what the character wants help actors/actresses to better convey the story to the audience.

Finally, ask your child to choose the scene they like best. As you play it again, ask your child to act the way the character on the screen does and say what they say. Point out mannerisms, vocal tone, posture, and movements that emphasize emotions of the character. Either you or another child can be the other character in the scene. Point out that characters interact with each other in the story, making it more interesting and moving the plot along together.

Standards taught:

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.5, 3.T.P.6, 3.T.R.3

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

Lesson #2

Drama Class: Improv Game

*Before the lesson, print and cut out the activity cards below. Place the character cards into one hat or bowl and the situation cards into another.

Remind your child of the previous lesson, asking them to define what drama is and how actors/actresses convey emotion and move the story along using their posture, tone, mannerisms, and words. Review the example scene that your child acted out, asking them how they pretended to be that character.

Next, use the activity cards to explain the lesson today. Choose two character cards and one situation card. Explain that, in a story, characters are faced with problems that they must get through. This requires a character to choose what to do. However, in drama, the actors must use what they know about the character to choose what their character would do. An alien flying into space on a rocket would act very differently than a human who has never been in space before. The alien would be calm and make logical choices while the human may be excited, or afraid, and may not think as clearly. They would act differently, speak differently, and make different choices, even though they both faced the same situation. Use the cards you chose to discuss the characters and what choice they may make in the given situation. Discuss how they may feel, act, and sound in that situation. What might the two characters do differently? How might they work together? Would one be in charge while the other helped? Would they have different jobs? Would one run away while the other worked to solve the problem? Would they talk loudly or quietly? Move quickly or slowly? Relate their character choices to real-life situations. Explain that when your child is happy, they are loud and bouncy and speak a certain way. When they are sad they may be quiet or cry or move slowly. With your child, act out the scene, each taking one of the characters. Make it fun, telling your child that you are simply pretending to be a character and it doesn't have to be a perfect scene. Explain that this is called improvisation. In improv, you know the character, what they want, and how they feel. Then, you make up words and actions by pretending to be the character.

Continue the game, choosing two character cards and one situation card for each small improv scene.

Standards taught:

3rd Grade: 3.T.CR.1, 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.R.3, 3.T.CO.1

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

Character	Character	Situation
teacher	child	the building is on fire
elephant	astronaut	it won't stop raining
princess	police officer	find a castle
dad	otter	lost in the forest
mail carrier	mermaid	a villain is threatening the city
dragon	dancer	they are bored and must find something to do
pizza shop employee	cashier	are moving to a new house
superhero	business owner	can't find their car

Lesson #3

Drama Class: Blocking and Movement

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

Briefly review character development and the importance of actors/actresses staying in character and pretending as they act. Discuss how changing the volume, tone, and pitch of your voice can convey different types of characters and emotions. Together, practice saying "I dropped my ice cream" in a sad way, happy way, excited way, disappointed way, crazy way, and funny way. Point out that by changing how you say something, different emotions are conveyed to the audience.

Explain that movement can help an audience understand who a character is and how they feel. Ask your child to repeat the "I dropped my ice cream" activity, this time adding posture, mannerisms, and movement. Point out that a slumped posture can convey sadness, an upright, relaxed posture can convey happiness, jumping can convey excitement, throwing your arms in the air can convey disappointment, and wiggling or running around can make the scene funny and crazy. Movement helps the audience understand what is happening and helps them feel connected to the emotions of the characters.

Next, explain that actors/actresses in movies or on stage move around as things happen. Just like in real life, acting requires movement. We don't stand in one spot when we talk, get ready, or play. Actors/actresses practice their movements as much as they practice the words they will say. Together watch this [clip](#). Point out that the movement of each actress/actor helps tell the story. The characters' movement shows excitement as they prepare and arrive for coronation. It helps the audience understand what is happening, what is going to happen, and how each character feels about it. Point out that each character faces the audience as they move around, allowing the audience to see their facial expressions and hear their voices better.

Explain that moving around the stage is called blocking. Blocking is usually written onto an actors/actresses script and helps them understand how to interact with the audience, the props, and the other characters in a natural way. Blocking is explained by breaking the stage into 9 parts. Review the image below and discuss the different areas of the stage. Then, set up stuffed animals as an audience in the living room of your home. Ask your child to practice

blocking by going to each of the stage areas as you name them aloud. Point out that they should always be facing the audience.

Up Right	Up Center	Up Left
Center Right	Center Stage	Center Left
Down Right	Center Stage	Down Left

Audience

Finally, ask your child to choose a monologue from the book you purchase. Ask them to read through the monologue (or read it together) and discuss the character, emotions, and actions in the story. Then, ask them to perform the monologue for their stuffed animal audience adding blocking as they work through it. Ask them to explain how their movements convey emotion or further the plot.

Standards taught:

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

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

Lesson #4

Drama Class: Drama Study

Ask your child why people perform and watch drama. TV shows, movies, and stage plays can be fun to watch or put together. They give us something to do and help us spend time with other people who are important to us. However, they also can help us understand different situations, feelings, or issues. They can teach us about the lives of other people. They can help us remember lessons and things that have happened in the past. Drama can help us share with each other, learn from each other, and connect to each other.

Ask your child to name a TV show, movie, or play they have watched in the past. Discuss the characters, setting (time and place), and mood of the drama. Then, ask your child why they think that particular drama was created. What did they learn from it? How did it make them

feel? Did it reflect real people? Something that happened in the past? An issue or situation that reflects real-life?

Next, show your child an image from dramas familiar to them in each of the following categories: historical (e.g. Hamilton, Mulan), cultural (e.g. Black Panther, Moana), horror (e.g. Nightmare Before Christmas), romance (e.g. Tangled), social or personal issue (e.g. Finding Dory) tragedy/sad (e.g. the beginning of Up), and hopeful (e.g. the ending of Up). Discuss why these dramas fall into their categories. Who do they tell about? What issues and challenges to they reflect from real-life? How do they make the audience feel? What culture is reflected? What story do they tell? What do you learn from each? Point out that each example has a different purpose or lesson that the audience learns. They use different aspects to help achieve that purpose. For example, Hamilton has historical costumes and events that actually happened to help us remember. Moana shows us some cultural aspects from people who live on islands (e.g. food, shelter, daily tasks). Nightmare Before Christmas uses dark lighting and scary music to help us feel afraid. Tangled tells us the story of Rapunzel and Eugene through their conversations and actions. Finding Dory shows the struggles of short-term memory loss, a real condition. Up shows us loss of a loved one, loneliness, and the struggles of aging yet ends with lessons on new friends, finding hope, and moving forward. Finally, ask your child to choose a drama they like and tell you what category it fits into and why.

Standards taught:

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

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

Lesson #5

Drama Class: Writing a Play, Part 1

*If you have more than one child working on this lesson, ask them to write a single play together rather than writing their own, individual plays.

Briefly review the previous lesson on genres and purposes of drama with your child. Then, explain that today they will be writing a short play. Remind them that their play should have a purpose (to remember, share feelings, entertain for fun, or invoke emotions). Ask them what type of play they would like to write.

Next, record their purpose on the papers below. Then, help your child list the different aspects of the play, reminding them that these should help support their purpose. For example, a sad play won't have characters that are excited and happy all the time and a historical play from the Revolutionary War won't be set in modern-day China. Help your child fill in the sheets below to plan setting, characters, problem and resolution, and choices their characters will make (who, what, where, when, why, and purpose). You will create a script using this information in the next lesson.

Standards taught:

3rd Grade: 3.T.CR.3, 3.T.CR.4

5th Grade: 5.T.CR.4

Writing a Play

Purpose: _____

Setting (time and place): _____

Characters (name, physical description, personality description):

1. _____

2. _____

3. _____

What happens first? How do you introduce your characters and setting?:

What problem do your characters face?

What do they do to fix it that doesn't work?

How to they finally fix it?

What happens after it is fixed?/ How does the play end?

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Lesson #6

Drama Class: Writing a Play, Part 2

Using the sheet from the previous lesson, help your child type up a script. Ask them to include stage directions, blocking, and dialogue that helps their planned plot move along. Discuss how they will help the audience feel the emotions of characters and understand what is happening. Talk about how the actions and movement of the actors/actresses reflect real-life. Allow your child to improvise scenes to get a feel of what could be said or done during each scene. Encourage your child to include an introductory scene, a conflict scene, and a resolution scene using the three different plot questions on the sheet. When you are finished, print a copy of the script for each character and highlight lines and stage directions for a different character on each copy. Encourage your child to enlist friends or family members to fill roles and schedule a time next week (after Lesson 7) for rehearsal. Your child should also fill a role in their play and practice their lines and stage directions throughout the week.

Standards taught:

3rd Grade: 3.T.CR.3, 3.T.CR.4

5th Grade: 5.T.CR.4

Lesson #7

Drama Class: Stage Preparation and Rehearsal

Ask your child to review the script and purpose of the play with you. Then, help them gather materials and supplies to create an appropriate setting for their play. Include a simple background, props, lighting, sound effects, and costumes for each character that reflect the mood, purpose, and setting of the play. Research ideas together and prepare them for rehearsal. Then, at the appointed time, hold a dress rehearsal on your stage so all actors are accustomed to what they will be doing during the performance. Provide constructive supportive feedback and ask your child to identify weaknesses in the performance. Together, work to find solutions to these problems, making small changes as needed. Invite a guest audience to your performance next week.

Standards taught:

3rd Grade: 3.T.CR.2, 3.T.P.7

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

Lesson # 8

Drama Class: Performance

Allow your child and their actors to perform their play for an audience. This could be a live audience or through sharing a video. Include the stage, costumes, props, and other aspects your child has prepared. Encourage your child to stay in character and remember what they've learned and practiced. After the play, praise your child for their hard work and effort to share their play and promote its purpose.

Standards taught:

3rd Grade: 3.T.P.9

5th Grade: 5.T.CR.7, 5.T.R.4

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Lesson #9

Music Class: Halloween Songs

*Before the lesson, print the images included below and cut them out

Discuss the upcoming holiday with your child. Ask them how they feel about it. Are they excited? Afraid? Feeling both of these emotions? Point out that Halloween is an old holiday that people began celebrating to scare away what they believed were evil spirits. They would dress up in scary costumes and make scary decorations to protect their homes and families. Today, Halloween is a fun day to dress up and get candy, but some aspect are still spooky. Many people wear scary costumes, decorate with ghosts and skeletons, or visit haunted houses. Others tell scary stories or make creepy snacks. Some listen to scary music.

Ask your child if they can identify what makes something feel scary. Talk about the lighting, the subject matter, and certain details that make something spooky (e.g. fog, blood, certain noises). Point out that many things feel scary because of the noises heard while experiencing them. A scream, a growl, a cackle, a howl, a creaking door, or the caw of a crow may make a place or movie seem scary.

Next, play this [song](#) for your child, allowing them only to hear (not see) the video. Ask your child what the mood of the song is and how they know. Point out that the song is happy and hopeful. Then, play this [version](#), allowing your child to hear (not see) the video. Discuss how this version feels scary and creepy. Point out that the song's words and rhythm are the same. However, the tempo is slower and the music is played in a different chord. This changes how the song sounds, which changes the feelings of the song. Different tempos (speeds), dynamics (volume levels), and lengths of notes (e.g. staccato-short notes, legato-long notes), and notes can alter the purpose behind a song and how the audience interprets it.

Together, sing *Row Your Boat* in the way you normally would. Point out that words are sung for a long time, the speed is not too fast, and the volume is just right. This gives the song a calm, fun feeling.

Show your child the turtle and rabbit images below, explaining that changing the tempo, or speed, of a song can change how it feels. Point out that, in music, *allegro* is fast while *lento* means slow. Most music will tell you the speed that it should be played to convey what the composer/writer wants. Sing *Row Your Boat* again using the images. When you hold up the

turtle, ask your child to sing slowly. When you hold up the rabbit, ask your child to sing quickly. Discuss how this changes the music's feeling.

Next, show your child the microphone and quiet emoji. Explain that the dynamics, or volume, the music is played or the song is sung can also change its feeling. In music, we call quiet piano and it is marked with a small *p* like the one shown beside the quiet emoji. Loud is called forte and is represented by a small *f*, like the one shown. Sing the same song again, this time showing the microphone for loud and the emoji for quiet. Discuss how the song feels different with each one.

Allow your child to experiment with mixing different tempos and dynamics, singing loud and slow, loud and fast, quiet and slow, and quiet and fast. Discuss how the emotion and imagery of the song changes as you change these things.

Finally, spend time listening to some of the following songs/musical selections and discussing the differences in dynamics, tempos, and notes/keys. Point out that some Halloween songs are scary, some are happy, and some are cute and fun. Discuss which category each of the songs you listen to falls into and why. Then, ask your child to identify their favorite piece and explain what they like about it.

Hedwig's Theme (John Williams)
Season of the Witch (Lana Del Ray)
Monster Mash
Spooky Scary Skeletons
This is Halloween (The Citizens of Halloween)
Twilight Zone
Thriller (Michael Jackson)
Trick or Treasure (The Never Land Pirate Band)

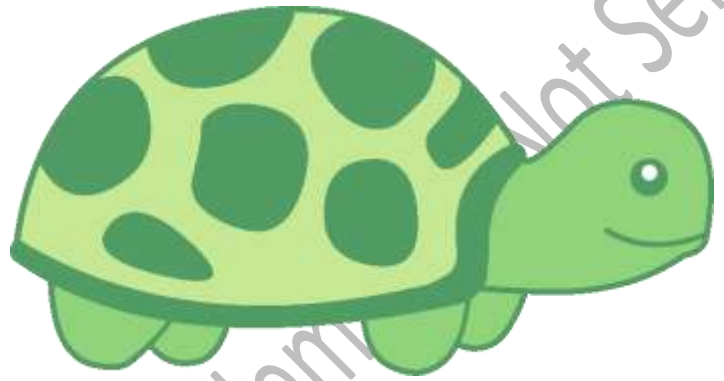
Standards taught:

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

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



allegro



lento



f



p

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Lesson #10:

Music Class: Composing Music

Review the discussion about mood, tempo, dynamics, and articulation and how different aspects affect the emotion and purpose of the music. Ask your child to give an example of a happy, fun song or musical number and point out why it feels that way. Then, ask your child to give an example of a sad song, a scary song, and silly song, and a tense song and identify the elements that make it such.

Finally, ask your child to compose their own musical number and/or song. Ask them to identify a purpose and/or emotion that they would like their music to convey and add elements that reflect that purpose or emotion. They may use an instrument they are familiar with or simply drum on pots and pans. Encourage your child to be creative and refine their piece, experiment with dynamics, tempos, and articulations, and work until they are happy with it. Provide suggestions and feedback as needed. Then, ask them to perform their final version for you and/or family members.

Standards taught:

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

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

Lesson #11

Music Class: Musical Genres

*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. This is a review of last year's lesson with the same topic.

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. Different elements of music can not only convey emotion and purpose, but may reflect the culture and origin of music. Just as certain foods remind us of certain parts of the world, different musical genres can help us understand and learn about cultures that are not our own.

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.

Play a song in each type of the genres you've collected 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:

3rd Grade: 3.M.R.7, 3.M.CO.2

5th Grade: 5.M.R.7

Lesson #12

Music Class: Historical Music

Review reasons that people may listen to or compose music and song. Discuss the fact that music helps humans connect to and learn about each other, preserve culture, tell and remember stories, and can affect emotions making us feel happier, calmer, and healthier. Music also helps our brains connect and make sense of things, can help us learn and remember, and can help our bodies work better. Music also brings people together and socialize (e.g. dances, concerts, common knowledge of certain songs, holidays, caroling, etc.).

Explain that humans have been making and using music for thousands of years. Music has changed over time and, like certain fashions, can sometimes be identified by certain elements within it.

Sing or play the following examples of common historical songs. Then, explain the context and reason for the song, pointing out that it was used to teach a lesson or preserve a culture.

Ring Around the Rosie (first printed in 1796 and thought to have taught about an illness and ways to prevent it- though that has never been proven definitively)

Baa Baa Black Sheep (first printed in 1744 this song is thought to discuss taxes on wool and payments to the king, church, and farmer)

London Bridge is Falling Down (first published in 1744- tells the story of a bridge in London that began to fall/sink and was removed)

Yankee Doodle (originated during the American Revolutionary War, this song was made up by the British to make fun of the colonists who fought against them. Colonists then adopted the song as a source of pride and used it to mock their enemies)

Star Spangled Banner (written during a battle during the War of 1812 and used today as our national anthem)

Standards taught:

3rd Grade: 3.M.CO.1

5th Grade: 5.M.CO.1, 5.M.CO.3, 5.M.CO.4, 5.M.CO.5

Lesson #13

Music Class: Beat vs. Rhythm

*Before this lesson, purchase jingle bell wrist bands, sleigh bells, or rattles used for percussion lessons

Review beat vs. rhythm with your child. Remind them that a beat is steady and doesn't change as you count. It stays the same, like your heart beat or the tick-tock of a clock. Beat can be counted and clapped along with as the song progresses, always with the same amount of time between each clap. Many songs have a one-two, one-two-three, or one-two-three-four beat. Give your child the jingle bells and ask them to shake their bells as you count a steady beat 1-2-1-2-1-2, then 1-2-3-1-2-3, and finally 1-2-3-4-1-2-3-4. When writing music, beat is represented by the time signature.

Rhythm is not steady. It can change and include long or short notes, rests (or silences), and different combinations of the two. Rhythm is represented by the notes on written music and often includes whole, half, quarter, and eighth notes which each last for different lengths of time.

Review this [video](#) with your child, asking them to use the jingle bells to play along with the beat, then the rhythm, and finally their choice of either the beat or rhythm. Then, choose a Christmas song together, practicing keeping the beat with the jingle bells as you sing and/or listen to the song.

Standards taught:

3rd Grade: 3.M.P.4, 3.M.P.5, 3.M.P.7, 3.M.P.8

5th Grade: 5.M.P.4, 5.M.P.5, 5.M.P.6, 5.M.P.7, 5.M.P.8

Lesson #14

Music Class: Calls and Rounds

Watch this [video](#) with your child, singing along as it plays. Point out that this song has calls, or parts of the song that respond or add to other parts (e.g. *like a light bulb* is said in response to *some would even say it glows*). Ask your child to point out additional calls in the song and sing it again together, asking your child to sing only the calls.

Next, watch this [video](#) together and learn the words of each verse. Explain that you will be singing this song as a round. A round is when multiple singers sing the same song, but at different, overlapping times. Use this [video](#) as an example of how to sing a round. Then, practice singing *We Wish You a Merry Christmas* together as a round. Include other friends or family members to add layers to your round.

Standards taught:

3rd Grade: 3.M.P.4, 3.M.P.5, 3.M.P.6, 3.M.P.7, 3.M.P.8

5th Grade: 5.M.P.4, 5.M.P.5, 5.M.P.6, 5.M.P.7, 5.M.P.8

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Lesson #15

Music Class: Cultural Christmas Songs

First, ask your child what holiday is coming up. Discuss ways you celebrate Christmas and traditions your family participates in each year. Talk about their favorite things to do and songs they like to sing. Point out that Christmas is celebrated around the world and different cultures celebrate it in different ways. Some people have yule logs, light candles, gift poinsettias, leave their shoes out for Santa to fill with gifts, tell the story of Jesus being born, go to church, or eat special foods during this time of the year. Likewise, different cultures celebrate Christmas with their own songs.

Together, use this [website](#) to learn about Christmas songs from different countries and cultures. Discuss the mood, feeling, and lessons or stories in each song. Show your child the location the song comes from on a world map or globe. Discuss similarities and differences between the music/songs from your own family culture and those that are different or new. Point out that music helps us all celebrate a common holiday and brings friends and families together.

Finally, ask your child to choose one of the songs to learn together. Take time to practice singing this new song.

Standards taught:

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

5th Grade: 5.M.P.4, 5.M.P.5, 5.M.P.6, 5.M.P.7, 5.M.P.8, 5.M.CO.3, 5.M.CO.4, 5.M.CO.5

Lesson #16

Music Class: Christmas Concert

Today, ask your child to choose an assortment of songs and/or musical selections that reflect the Christmas season. Encourage them to practice playing the music, playing the beat with jingle bells, or singing each of their chosen pieces. When they are ready, invite friends and family members to come watch your child's Christmas concert. Encourage and praise your child for their practice and hard work.

Standards taught:

Review of all music standards

Lesson #17

Dance Class: Dance Emotions

Briefly review what your child learned about music and why humans compose and listen to it. Discuss how music can tell a story, share emotions between people, preserve culture, help us learn, and increase our enjoyment of life. Discuss how tempo, dynamics, and key can change how a listener feels about and interprets the piece.

Explain that today we are beginning our unit on dance. Like music, dance is a way to share stories, explain emotions through movement, preserve culture, and have fun. Dances can be crafted to invoke certain emotions in audiences and may have different purposes behind them. A dance may bring people together, raise awareness of a social issue, or be a cultural tradition passed through generations.

Ask your child to discuss dances they've performed or seen others perform. How did they feel as they watched/danced? What story did the dance tell? What kind of movements were a part of the dance? Did the dancer move slowly or quickly, smoothly or with short, jerky movements?

Finally, watch the following dances with your child. Ask them to identify the emotions behind each dance and what about the dance made them feel that way. Then, ask them what they think the dancers' purpose was for the dance. Did they tell a story, want people to notice or feel something, or were they simply having fun?

[Dance 1](#)

[Dance 2](#)

[Dance 3](#)

[Dance 4](#)

[Dance 5](#)

Standards taught:

3rd Grade: 3.D.R.2, 3.D.CO.1, 3.D.CO.2

5th Grade: 5.D.R.2, 5.D.CO.1, 5.D.CO.3

Lesson # 18

Dance Class: Terminology

Briefly review the previous lesson about the purposes of dance and the emotions it can invoke in the audience. Point out that the music, type of movements, and speed of movements can work together to create these emotions. Together, discuss and practice the following dance terms and movements.

Symmetrical/asymmetrical: Symmetrical body movement/poses means that both sides of the body are doing the same thing. Jumping jacks are an example of symmetrical body movement because both arms go up and both legs go out at the same time. Asymmetrical means that the two sides do not match. Likewise, formations (or the position and pose of several members of a group) can be symmetrical or asymmetrical on the stage.

Dynamics: In dance, dynamics relates to how a movement is done. This can include direction, length, speed, rhythm, weight, energy, force, and quality. Different dynamics can convey feelings of the dancer or dance. For example, a heavy movement paired with low energy can signal sadness or stress (as in when you slouch and slowly walk across stage) while a light movement with high energy can signal happiness (as in a leap). For more examples of dynamics see [here](#).

Focus: Attention given to a specific movement or dancer. Focus can be given to emphasize a certain part of the dance. This may be done when all dancers except one hold still, putting the focus on the dancer that is still moving. It may also be done by elevating a dancer above the others, bringing them to the front of the stage, or shining a spotlight on them.

Levels: Dance has three levels: high, middle, and low. These titles represent the distance of the dancer from the floor. When a dancer is thrown in the air, for example, they are on a higher level than when they are touching the floor. Levels can add depth and excitement to a dance and signal different energy levels and emotions.

Locomotor/Non-locomotor movement: Locomotor movement moves the entire body from place to place (e.g. leap, hop, skip, run) while non-locomotor movement moves only a certain part of the body. Non-locomotor movement includes sinking to the floor without moving the feet, swaying in place, bending, stretching, shaking, and twisting.

Pathways: Pathways are the movements made by a dancer while on stage. Do they move in a straight line? Curve? Zigzag? Front to back or left stage to right stage? Does the movement include high levels and/or lower levels?

Patterns: Repeated movements, shapes or lines.

Shape: In dance, shape refers to the positive and negative space the body is creating through its position and movement.

Ask your child to discuss each of these definitions. Then, play a fast-tempo music and ask them to perform each of the discussed movements. Talk about how the movements feel and look, pointing out the emotions they convey. Next, play a slow-tempo music and ask your child to perform each of the movements again. Note how the tempo of the music changes the way they perform certain movements (e.g. length, speed, flow). This, in turn, changes the emotions conveyed. Finally, ask your child to dance to a sad song, a happy song, and an intense song and incorporate the movements that may emphasize these emotions in a dance of their choice.

Standards taught:

3rd Grade: 3.D.CR.4, 3.D.P.1, 3.D.R.1

5th Grade: 5.D.R.1

Lesson #19

Dance Class: Movements and Shapes

Review the terminology from the previous lesson. Then, focus on locomotor and non-locomotor movements, reminding your child that some movements move the dancer's body from place to place while others move only parts of the body as in stays in the same place. Together, watch this [video](#). As you watch, ask your child to identify locomotor movements and non-locomotor movements. Discuss how these movements help progress the story of the dance and provide focus for the audience. Then, discuss the shapes the dancers made with their bodies throughout the dance, watching the video again if needed. Ask your child to point out symmetrical and asymmetrical shapes made with bodies and lights as the dance progressed.

Next, play the body part dance. Gather friends and family for this game. Ask one child to choose a body part (e.g. leg, arm, etc.). Then, ask that child to find a way to dance using only

that body part (non-locomotor movement). Ask the others to follow along. After 10 seconds, as the next child to dance with that body part, but in a different way than the first child. Continue the game until each child has had several turns and several body parts have been used.

Finally, turn on some fun music and ask the children to dance with a partner. Emphasize that this is an improvised dance and is meant to be fun. Ask children to practice locomotor and non-locomotor movement, different shapes, and dancing to match a partner's movement. Emphasize safe movements and giving partners enough space.

Standards taught:

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.3, 3.D.P.1, 3.D.P.2, 3.D.P.3, 3.D.P.4, 3.D.P.5, 3.D.P.8

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

Lesson #20

Dance Class: Cultural Dances

Review different elements of dance that your child has learned about and how they can affect the emotion and/or purpose of the dance. Then, explain that, like music, dance can be influenced by culture. Different cultures include different movements and dynamics in their dance to represent their groups. Cultural dance is one way to preserve and express history and pride in a dancer's culture.

Watch this [video](#), discussing the countries each dance comes from and pointing them out on a map as you go. With your child, discuss the different types of movements, rhythms, and costumes shown in each dance. Talk about similarities and differences between cultures. Then, point out that dance is present in every culture and it can help us communicate, share feelings with, and teach each other.

Finally, ask your child to play the follow the leader game, watching the video again and trying to imitate certain dance moves from each culture. Technique doesn't have to be perfect, but your child should be willing to try new and different things in their dance.

Standards taught:

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

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

Lesson #21

Dance Class: Individual Dance

Ask your child to remind you of the reasons that people dance. Discuss sharing culture, emotions, and stories through dance. Then, ask your child to choose a musical piece for an individual dance. Ask them to explain their purpose of their dance. Do they want to tell a story? Share a feeling? Preserve their culture? Just have fun? How do they want the audience to feel?

Next, discuss the types of movements that can help them support their purpose. Should their dance be light and flowy? Should it include strong and sharp movements? Will they move quickly or slowly? What body shapes can help them portray certain emotions?

Ask your child to choreograph a short (one minute or less) dance using this discussion and their musical choice. Ask them to practice and adjust dance movements and shapes as they go. Provide feedback if they get stuck or are having a hard time portraying certain emotions. When your child is happy with their dance, record them doing it so they remember the choreography. Emphasize that the dance should be practiced over and over again for the next week, making each time the same as the last.

Standards taught:

3rd Grade: 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.7, 3.D.P.8, 3.D.P.9, 3.D.R.1, 3.D.R.2

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

Lesson #22

Dance Class: Individual Performance

Allow your child time to practice their individual dance a few times. Help them find an appropriate and safe costume or outfit to wear and (optional) do hair and make-up. Invite friends and family members to watch as your child performs their dance. Praise your child for their hard work and point out some of the elements that worked really well with their purpose.

Standards taught:

3rd Grade: 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.7, 3.D.P.8, 3.D.P.9, 3.D.R.1, 3.D.R.2

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

Lesson #23

Dance Class: Choreographed Partner/Group Dance

*For this lesson your child will need a dance partner and/or group. This lesson may also be completed by taking a community or private dance class or performing in a stage-play that includes a choreographed dance.

Help your child and his/her dance partner(s) choose a song to dance to. Songs from musicals are great for this and can help your child tell a story through dance. Discuss the purpose, emotion, and ideas they have for a partner/group dance that is choreographed. If needed, look at dance competition videos online to get ideas.

Next, ask your child and their partner(s) to choreograph a dance. Remind them that movements and shapes should support the purpose of their dance. Help them work together until they have choreographed the entire dance. This should be a short dance (less than 3 minutes). Encourage the use of props, costumes, and/or lighting to emphasize the story, if needed. Provide feedback and suggestions for emphasizing the feeling, movement, and flow if needed. Finally, ask the children to perform their dance for you as you record. Give each child a copy and encourage them to practice their part each day over the next few weeks.

Standards taught:

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.3, 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.9, 3.D.R.1, 3.D.R.2

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

Lesson #24

Dance Class: Rehearsal

Gather your child and their dance partner(s) and spend time rehearsing and practicing their choreographed dance. Encourage your child to work hard to perfect their dance and show what they've learned. Help them understand basic performing concepts such as: keep going, even if you mess up, ensure the audience can see the performance, convey emotions the entire time you are performing, and work with your partner. Encourage the children to continue practicing on their own until the final performance next week.

Standards taught:

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.3, 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.9, 3.D.R.1, 3.D.R.2

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

Lesson #25

Dance Class: Performance

Allow your child and their partner(s) time to practice their dance a few times. Help them find an appropriate and safe costume or outfit to wear and (optional) do hair and make-up. Prepare lighting and/or props. Invite friends and family members to watch as your child performs their dance. Praise your child for their hard work and point out some of the elements that worked really well with their purpose.

Standards taught:

3rd Grade: 3.D.CR.1, 3.D.CR.2, 3.D.CR.3, 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.9, 3.D.R.1, 3.D.R.2

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

Lesson #26

Visual Arts Class: Museum Field Trip

*Before this lesson plan a trip to a museum or art gallery in your community. Ensure that photography is allowed in this museum and that art displayed is appropriate for your child.

Explain to your child that today you will begin a unit on visual arts. Visual simply means something you look at. Visual arts includes photos, paintings, drawings, sculptures, kinetic art, digital art, collages, murals, prints, and ceramics. It is art that you can display and look at and is often found in homes, private collections, museums, galleries, and public parks. Like other art forms, visual art can be used for different purposes. It may be created to invoke or share feelings, preserve culture, tell a story, remember the past, raise awareness of a specific issue, or teach a lesson.

Ask your child to discuss visual art pieces they've seen before or go through a book or website that gives several different examples. Discuss the elements (color, lines, style, texture, etc.) of art and how they affect the mood and subject of the each piece.

Next, explain that today you will be traveling to a museum/art gallery to view art. Point out that the art there was carefully created by someone and is now being shown to others to share emotions, ideas, and/or stories. Explain proper manners and behavior for an art exhibit (e.g. no touching, no running, use quiet voices, stay together, no food, etc.) and point out that

these rules allow everyone in the museum a chance to reflect upon the pieces. Rules and the way art is displayed (e.g. framed, behind protective glass, behind barriers, etc.) protects the art from damage. Additionally, explain that most pieces will have a small card or plaque beside them telling the title of the work, the artist, and a little bit about the piece.

Tell your child that they have an assignment for this trip: they must choose 3-5 of their favorite pieces. They will need to take a photograph of each of their favorite pieces as well as a photo of the card/plaque for each piece.

Travel to the museum, remind your child of the rules and their assignment, and spend time exploring the museum. Discuss pieces your child is especially interested in, asking them what they think the piece is about, what colors, shapes, or subjects they notice, how the art makes them feel, and why they like that specific one. After the trip, print the images your child took while completing their assignment. You will need these for the next lesson and Lesson 29.

Standards taught:

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

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

Lesson #27

Visual Arts Class: Research and Discussion

Using the photographs from the previous lesson, review the elements and subject matter your child chose as their favorite at the museum. Together, discuss the artistic elements (color, shape, and mood) of the pieces. Then, read the cards/plaques for each piece. Is the subject what your child thought it was? Why or why not? Did they understand the intended purpose of the piece? What did they think or see differently than the artist?

Next, research the artist, culture, or story surrounding the pieces your child chose. Together, discuss how these aspects of the artist's life may influence how they see the subject. Point out that every person has different experiences, feelings, and ideas so no two people will experience a piece of art the same way. One person, for example, may be calmed by a whimsical and unrealistic scene while others, who crave more logic, may be unsettled by it. Explain that someone from the past who painting an image of the Titanic before it set sail may have felt happy and hopeful, though now that we know that the ship sank, it may make us feel sadness. With your child, discuss how their experiences and knowledge may have influenced

how and why they liked the pieces they chose, though their interpretation may have been different than what others saw.

Standards taught:

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

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

Lesson #28

Visual Arts: Mosaic Art

*Before the lesson, use an internet search engine to find several different examples of mosaic art.

Show your child the examples that you've found, explaining that each of these pieces reflect a mosaic style. In this type of art, an image is made using small pieces of stone, glass, paper, or other material that are put together like a puzzle. This technique has been used for thousands of years by people around the world. Subjects have included animals, religious figures, portraits, still-life, and geometric patterns. Most of the time, mosaic art uses brightly colored materials.

Ask your child to identify some of the colors, emotions, and images conveyed in the examples you showed them. Then, give your child a black or white cardstock and several different colored pieces of construction paper. Allow them to rip the colored paper into small pieces and create a mosaic art piece with a subject of their own choice using these pieces and glue. Keep their work for Lesson 33.

Lesson # 29

Visual Arts: Symmetrical Art

Briefly review the terms *symmetrical* and *asymmetrical* with your child, reminding them that they made both these types of body shapes in the dance unit. Remind them that different types of shapes can convey different emotions to those watching or viewing the art. Show your child the photographs they took at the museum again, asking them to identify symmetrical and asymmetrical elements within the pieces they chose. Point out that some artists use symmetry to balance their art while others choose not to match the sides with each other. Faces, for example, often show symmetry. However, landscapes may or may not be

symmetrical. The balance of symmetry or lack of it can affect what part of the art a person focuses on, how they feel about it, and what message it gives.

Next, tell your child that they will be making two forms of symmetrical art today. First, give them two pieces of construction paper in different, contrasting colors. Ask your child to choose one paper as the base of their art work and lay it on the table. Then, ask your child to fold the other piece of paper in half. Next, they will choose a symmetrical shape (e.g. cat head, heart, butterfly wing, pumpkin, flower, or tree) and draw half of it on the paper (see Image 1). The middle of the shape should be along the folded line on the paper. Then, your child will need to cut along their line with scissors, cutting through both layers of paper. Next, your child will need to glue their shape onto their base paper, as shown in Images 2 and 3, so that the shapes show a contrasting, but symmetrical shape.



Image 1



Image 2



Image 3

Next, your child will need a plain white paper. Fold the paper in half lengthwise and open it. At the center of the paper, along the fold, allow your child to add drops of various colors of paint. Then, ask your child to fold the paper in half again and squish the paint between the layers with their hands. When the painting is opened again, the colors should have created a symmetrical image. Allow your child to experiment with different combinations of colors, amounts of paint, and squishing techniques until they make a few pieces they are happy with. Save their art for Lesson 33.

Standards taught:

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

5th Grade: 5.V.C.1, 5.V.C.2, 5.V.P.2, 5.V.CO.2

Lesson #30

Visual Arts: Emotion/Representational Art

*Before the lesson, search online for several different examples of impressionism art pieces. Ensure that many different emotions and subjects are represented and subject matter is appropriate for your child.

Show your child the pieces you found during your search. Explain that some art pieces try to match real-life exactly, while others focus on emotions, feelings, or ideas without showing things exactly as they are in reality. Point out some examples of subjects that don't look exactly as they do in real life (e.g. a yellow river, fluffy lily pads, a purple lion, a hazy background, etc.).

Next, give your child a blank paper and a medium of their choice (e.g. color pencils, paint, markers, clay, etc.). Ask them choose a subject for today's art work. Before they begin, ask them how that subject makes them feel (happy, sad, afraid, etc.). Then, discuss what elements they can add to their work to convey these feelings. Point out that dark colors can be sad or gloomy while bright colors are happy and joyful. Contrasting colors (e.g. red with black) can create a feeling of intensity or fear. Likewise, smooth curvy lines can make a piece feel calm and flowy while harsh, straight lines can convey anger, fear, or pain. Ask your child to consider these elements as they create their piece, encouraging them to experiment and try to capture the feeling rather than create a realistic portrayal of their subject. Save their work for Lesson 33.

Standards taught:

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

5th Grade: 5.V.C.1, 5.V.C.2, 5.V.P.2, 5.V.CO.2

Lesson #31

Visual Arts: Favorite Artist Copy-Cat

With your child, discuss a favorite artist or art work of theirs. This may be one they captured at the museum or a piece they've seen before. If your child doesn't have a favorite, encourage them to look in art books or online to find a work of art they enjoy. Ask your child to identify the emotions, ideas, and elements they like about the work. Then, learn more about the work together, looking for information on the artist, his/her life and culture, what the piece meant to them, and why they created it. Ask your child to compare their own opinions with the

intentions of the artist. Finally, learn basic information about the creation of the piece. Was it painted in layers? Sculpted from marble or clay? Did it require a model? Was it meant to be realistic or convey an idea?

Finally, give your child materials they need to make a copy-cat version of the piece. Ensure them that it doesn't need to be perfect, but this is a way to learn more about how an artist created a certain work. Encourage your child to try the methods you learned about during your research and use the same shapes, lines, and colors they see in the finished project. Praise them for their willingness to try difficult things. Save their work for Lesson 33.

Standards taught:

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

5th Grade: 5.V.C.1, 5.V.C.2, 5.V.P.2, 5.V.CO.2

Lesson #32

Visual Arts: Drawing

Give your child a sketch pad and/or blank paper and pencils. Ask them to follow along with the video [here](#) and draw a cute puppy of their own. Then, help your child find at least 5 more videos or tutorials on how to sketch different animals, plants, or people. Encourage them to keep practicing their drawing skills and improving over time. Save their work for Lesson 33.

Standards taught:

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

5th Grade: 5.V.C.1, 5.V.C.2, 5.V.P.2, 5.V.CO.2

Lesson #33

Visual Arts: Our Museum/Art Gallery

Ask your child to remind you what they say on the field trip to a museum/art gallery. Discuss the methods certain works were displayed and protected. Ask them to tell you what they remember about the information cards/plaques, the rules, and the signs in the museum.

Then, explain that today they will be curating their own museum display. Using the art work that you've saved from previous lessons, ask your child to consider appropriate methods to display and teach about their work. Use one room in your home and allow your child to set it up like a museum/art gallery that showcases their works. Help your child gather frames,

posters, rope barriers, and/or pedestals that they need. Help them print and display information cards with the artist's name, the title of the work, and the background story of the pieces. Finally, allow your child to invite friends and family over for an art show. Serve refreshments and allow your child to give a guided tour and discuss their works.

Standards taught:

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

5th Grade: 5.V.P.1, 5.V.P.2, 5.V.P.3

Lesson #34

Visual Arts: Fun Outside Art

*You will need several water guns and/or water balloons for this lesson. The water guns should be filled with water with watercolor paints added. The water balloons can be filled with acrylic or water color paints. Your child and you should wear clothing that can get paint on it. Large papers should be hung outside over a tarp or in an area where paint can be splattered. Papers should be supported from the back (e.g. clipped to a wall or easel). The support system should be prepared for paint splatter, too.

Ask your child to review the purposes of art. Point out that sometimes, art can be just for fun. It's a way to relax and create something new. Sometimes, it also gives you a chance to try fun and crazy new things.

Show your child the papers hanging outside, the water guns, and the water balloons. Explain that today they are going to have fun spraying and throwing colors. Alternatively, balloons can be hung on the paper and darts can be thrown to pop them. Encourage your child to make a mess and have fun. At the end, allow their art to dry and display it in your home.

Standards taught:

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

5th Grade: 5.V.C.1, 5.V.C.2, 5.V.P.2, 5.V.CO.2

Lesson #35

Visual Arts: Attend an Art Display

Take time to attend an art gallery, concert, dance recital, play, musical performance, community arts event, jam session, or other cultural arts event in your area. Ask your child to remind you of the things they've learned and experiences they've had this year that relate to the event. Point out different elements, ideas, or subjects that they enjoy.

Standards taught: Review