

Fine Arts Lessons- Grades 4 & 6

Lesson #1: Musical Culture

Explain that, this year, we are going to study music first in fine arts. To understand music, we first need to understand why it is important. Explain that cultures across the world have different types of music. Ask your child to share some of the types of music they've heard and discuss the differences in them. Allow your child to guide the conversation and use terms they are familiar with. Point out that almost every culture, even ancient cultures, have some type of musical aspect. Music is used to bring people together, communicate, perform religious ceremonies, or convey emotions.

Together, watch this [video](https://www.youtube.com/watch?v=IMFVo0X9HPE&t=25s) (<https://www.youtube.com/watch?v=IMFVo0X9HPE&t=25s>). Ask your child to listen closely to what the study found out about music. Pause as needed to point out the following: Music is universal (99%+ of societies have music), formal/informal songs (e.g. ceremonial, adults only, children involved, no audience), livelihood (e.g. calm or high-energy), religious value (high or low), lullabies, love songs, dance songs, healing songs and differences between each, how these differences carry across cultures (e.g. a love song in America has the same formality, livelihood, and religious value as one in Germany). Point out that the language of the words put to music may be different, but humans around the world tend to express themselves with music in common ways.

Next, listen to the following musical selections and discuss how they reflect culture. Ask your child to point out some of the similarities and differences between the music from different cultures. Then, ask them to analyze these comparisons as the study did. Which of these songs do they think are religious? Which are love songs? Dance songs? Healing song? What aspects of the music make you think that? Finally, discuss how commonalities in music show that humans are connected by experiences and emotions.

[Native American Drum Group](https://www.youtube.com/watch?v=YclOBPA4X-4&t=4s) (<https://www.youtube.com/watch?v=YclOBPA4X-4&t=4s>)

[Norse Music](https://www.youtube.com/watch?v=sTPDmZx3gKk&t=42s) (<https://www.youtube.com/watch?v=sTPDmZx3gKk&t=42s>)

[English Folk Song](https://www.youtube.com/watch?v=XEI7o5bzqyY&t=114s) (<https://www.youtube.com/watch?v=XEI7o5bzqyY&t=114s>)

[German Folk Song](https://www.youtube.com/watch?v=8fCV2F6u5mU&t=38s) (<https://www.youtube.com/watch?v=8fCV2F6u5mU&t=38s>)

[Chinese Traditional Music](https://www.youtube.com/watch?v=ll1L2l6vi-4&t=27s) (<https://www.youtube.com/watch?v=ll1L2l6vi-4&t=27s>)

[Africa Folk Song](https://www.youtube.com/watch?v=pa2Ud9GBqKI&t=6s) (<https://www.youtube.com/watch?v=pa2Ud9GBqKI&t=6s>)

Standards taught:

4th Grade: 4.M.P.4

6th Grade: 6.M.P.4, 6.M.R.1

Lesson #2: Types of Songs

Remind your child of the previous lesson on music and cultural, emphasizing the way that all cultures enjoy, share, and use music.

Next, introduce the fact that, when we put words to music we create songs. Explain that we are going to learn about some of those types of songs today. Introduce each of the following song concepts and ask your child to sing along to each type.

Partner Songs: Watch the video [here](#) and sing along with one or more of the songs. Ask your child what a partner song is after the video.

Descants: Explain that a descant is a countermelody sung above the original melody. It is common in Christmas songs and you hear it when adds a second song or phrase above the original words. Listen to the example [here](#) (starting around 2:16) with your child. Ask your child to sing along with one part of the song in the video, then ask them to identify the descant.

Layered Ostinatos: In a layered ostinato, two or more beats are present at the same time. This allows for a textured musical piece and adds interest. An example can be found in this [video](#). Ask your child to sing each part of this layered ostinato separately. Then, ask them to choose a part and sing along with a friend or family member who chooses a different part.

Parallel Harmony: A parallel harmony includes two or more melodies played at the same time. These melodies run in parallel (or always the same distance apart) notes. Listen to a parallel harmony [here](#).

Rounds: A round is a song that is sung by two or more people. One person starts while the next person waits. Then the second person starts the beginning of the song as person one

keeps going. An example of a round can be found [here](#). Ask your child to choose one part and sing along after watching the video a time or two.

Call: A call song is sung by the first person and answered by another person or group of people. They may repeat what is said or sing a pre-determined response. An example can be found [here](#). Ask your child to sing the second (audience) part along with the video.

Standards taught:

4rd Grade: 4.M.P.6

6th Grade: 6.M.P.6

Lesson #3: Rhythm Patterns, Tempo, Dynamics, and Articulations

Using bells, a drum, or clapping, review what your child knows about beat and melody. This [video](#) from previous years can be used. Ask your child to count out and play or clap to the following: 2 beats, 3 beats, 4 beats, and 6 beats per measure. Practice until your child is comfortable counting and playing on those beats.

Point out that beat can determine how fast or slow a song sounds. The more beats, the faster the music will have to be played for each measure. However, rhythm and melody can be quickened or slowed by adjusting tempo. The tempo is usually found at the top of sheet music and tells the person playing/singing how fast they should count. Using a metronome (or metronome app), ask your child to count a 4 beat rhythm at *lento* (45-60 bpm), *moderato* (108-120 bpm), and *presto* (168-200 bpm). Then, allow your child to listen to the simple tempo changes in this [video](#) and discuss the effect this has on the mood of the music.

Dynamics, or how loudly or quietly a song is played/sung, can also affect mood and sound. Changing dynamics as the music progresses can change the feelings and images the listener has while it plays. As an example, listen to the music [here](#) and discuss each of the changes in dynamics with your child, asking them to point out how their emotions are different.

Next, watch this [video](#) together to learn about musical articulations.

Finally, play 3-5 of your child's favorite songs. Ask them if they can identify the beat, tempo, and dynamics of each. Ask them to point out any articulations they hear. Then, explain that

happy songs have a louder, faster feeling while sad songs are usually slower and played more quietly.

Standards taught:

4th Grade: 4.M.R.5, 4.M.P.2, 4.M.P.5, 4.M.P.7, 4.M.P.8, 4.M.P.9, 4.M.R.2

6th Grade: 6.M.P.7, 6.M.P.8, 6.M.P.9, 6.M.R.2, 6.M.R.7, 6.M.R.8

Lesson #4: Making Music

Review with your child what they've learned about dynamics, tempo, beat, articulations, types of music, and music in different cultures. Explain that people have been making music for as long as we have history and, probably, even longer. It helps us connect, share our stories, and convey emotions.

Ask your child to discuss what they think makes music good. Explain that a song is more than just the words. What types of music does your child like? How does it make them feel? What types of tempo, dynamics, or beats do they like? What images or stories do their choices share? Why do they like those stories or feelings?

Next, explain that the person writing music has an intent, or purpose, for their music. Sometimes, they want to share a story or feeling. Sometimes, music is written for a religious reason. At other times, music is written simply for others to enjoy.

Remind your child of audience etiquette (quietly listen without talking) and then listen to this [video](#). Ask your child to discuss each composer and musical example with an emphasis on what they think the intent of the song is. Was it written as a dance song? A celebration? To tell a story? A love song? Choose one or two of the selections and research the actual intent together. Discuss how close they were in their guesses.

Standards taught:

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

6th Grade: 6.M.R.3, 6.M.R.4, 6.M.R.5, 6.M.R.6

Lesson #5: Benefits of Music

Briefly review the things your child has learned about music so far this year. Then, ask them to name a song they like to listen to when they are sad. Discuss why they like to listen to that song when they are in that mood. How does that song help them? Ask your child to answer the same questions about a happy song, angry song, song they listen to when they work, historical song, classical music piece, and a children's or religious song. Explain that your child has already noticed that music has a personal impact on them.

Point out that most people listen to music because it helps them feel better. In fact, there have been several studies showing that music actually affects our mood. It can help us cope with stress, fight anxiety and depression, make us feel less tired, and put us in a better mood than we were before.

Next, explain that music has benefits to our bodies, too. Music can make us more motivated to get up and dance or to get through a work-out. It can increase our endurance, making it easier to work our muscles, heart, and lungs. Music can help us deal with pain, effectively helping us manage more pain with less stress. Many hospitals and doctors use music as a treatment or a part of recovery. Music also affects our brains. It's been shown that music turns on certain parts of our brain, helping us to remember things better and make connections in our thinking as we learn new things. Music without words, especially, has this effect on older children and adults. For younger children, music with songs can help them remember certain things, for example, how do you know your ABC's?

Finally, music has a social impact. Explain that music brings people together, creating unity and sharing emotions or experiences. National anthems, for example, bring citizens together and inspire them to have pride in their country. In America, the anthem is often played before a sports game, reminding the audience that we are all American and we should work together. Many religions have their own music and songs, as well. These can unite congregations and affect feelings of love, unity, and belonging. Love songs may bring two people closer together while folk and cultural songs can celebrate shared experiences, rites of passage, or a focus on ancestors.

Together, find a song that makes you want to dance or workout. Move your body through that song. Then, find a musical piece that increases concentration and work through an assignment or chore while it plays. Next, choose a song that promotes cultural practices and discuss the story behind it. Then, choose a national or religious song that encourages unity

and listen to it together, discussing your feelings after. Finally, choose a song that simply makes you calm or happy and enjoy it together.

Standards taught:

4th Grade: Review

6th Grade: 6.M.CO.1

Sources Cited: <https://www.healthline.com/health/benefits-of-music-takeaway>

Lesson #6: Historical Music

Review the previous lessons on the benefits of music with your child. Then, explain music can also tell a story. Sometimes, these stories are from our past. Historical music from different time periods can give us a clue as to what our ancestors saw, felt, heard, and wanted to share. It can help us understand what experiences they shared and gives us clues about their daily life.

With your child, watch this [video](#), asking them to explain what they learn about people from the past from their music. Discuss the mood and/or stories they think the music is sharing. Point out that these things are being shared with us in modern times by people from long ago. Music is a way to keep culture and history living on after the people who created it are gone.

Next, listen to a modern song about history. One example of this is the Hamilton Broadway Show soundtrack. Explain that we are telling stories now about the past as well as about current times. These stories, though not told by the people who lived them, can help the next generations understand the past.

Standards taught:

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

6th Grade: 6.M.CO.3

Lesson #7: Compose and Rehearse

Review with your child what they've learned about music this quarter. Then, explain that throughout the next week they will compose a musical piece on their own. It may include words or it may not. Remind your child what they've learned about tempo, dynamics, articulations, beat, and intent of music. Then, explain that they must demonstrate that they

can play or clap the beat of their music, explain their intent behind the piece, use aspects of music to convey an emotion or certain imagery, and explain why they chose this piece. As they work, record their attempts to build their music and practice it. Encourage your child to make changes as needed and continue to practice throughout the week.

Standards taught:

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

6th Grade: 6.CR.1, 6.CR.2, 6.CR.3, 6.CR.4, 6.MP.1, 6.MP.2, 6.MP.3, 6.MP.5, 6.MP.10, 6.M.CO.2

Lesson # 8: Performance

Allow your child to perform their musical composition for an audience. This could be a live audience or through sharing a video. Either before or after playing, ask them to explain their piece including clapping or playing the beat, explaining the intent, discussing the imagery and/or emotion behind it, and explaining why they chose this piece. Give your child feedback, noting the elements that worked well and suggesting one improvement for their presentation.

Standards taught:

4th Grade: 4.M.CR.6, 4.M.P.3, 4.M.P.11

6th Grade: 6.M.P.11, 6.M.P.9, 6.M.P.10

Lesson #9: What is Drama?

Ask your child to name movies, shows, or plays that they've seen recently. Ask them to discuss what they liked about these forms of drama. Explain that drama is created by actors, or people pretending to be characters, to entertain, tell stories, share experiences, bring people together, and preserve history. Point out that people have been creating dramatic plays and stories for thousands of years. In the past, people used to gather together to watch a play. Today, we can still go to live plays, but we can also watch dramatic works on the TV or in theaters.

Ask your child why they think people make plays, TV shows, movies, and other videos. Point out that there is more than one purpose to doing so. Dramas can teach us, share stories, be silly and fun, convey emotions, and get us to think about things in ways we haven't before. Ask your child to name a dramatic work they have seen before for each of these purposes. Discuss what the writer and actors may want the audience to learn or think about. Point out that, like books, plays, shows, and movies may have a theme. Give an example of this from a drama your child is familiar with. Point out that, because of the purpose, the work may be structured differently to convey that purpose. For example, a silly and fun drama may include colorful costumes, exaggerated motions, and over-the-top acting. In contrast, a story meant to teach about history may include props, costumes, and phrases from the time period that it is teaching about. It may show historical events and characters in a more serious light.

Next, watch the following videos together. Explain that these videos are trailers, or previews, of the same story. However, these movies were made for different audiences, or people to watch. Discuss the fact that one is geared towards kids while the other is more grown-up. Talk about how the people telling the story may change it to fit the audience, how using animation and different music change the way the story feels, and how some of the themes behind the drama change.

Video 1: [Marvel's Avengers Assemble - Trailer - YouTube](#)

Video 2: [Marvel's Avengers Assemble \(2012\) - Official trailer | HD - YouTube](#)

Next, discuss different genres of drama and the reason people may want to make stories in each genre. Some examples include: [comedy](#), [romance](#), [horror](#), [historical](#), [opera](#), [musical](#), and [tragedy](#). Watch the videos at each link together and then discuss the purpose and feeling of each clip. Point out the aspects that make the drama fall into a certain category (e.g. music, lighting, actions and movements). Ask your child to share which genre they enjoy and why.

Finally, choose one of the live play clips and one of the video clips to review again. Point out that these actors are performing for an audience or camera. Their movements, speech, and attention are on stage, but they always ensure that the audience or camera can see what they are doing and hear what they are saying. They moved in certain ways and to certain places on stage to help build the story in a way that the audience or camera can still follow them. This movement is called blocking. Review blocking terms with your child (information [here](#)). Discuss how blocking may be different on stage vs. with a camera.

Standards taught:

4th Grade: 4.T.CO.1, 4.T.CO.2, 4.TP.8, 4.TR.3, 4.TP.1

6th Grade: 6.TR.3, 6.T.CO.1, 6.T.CO.2, 6.T.CO.3

Lesson #10: Acting Together

Review the previous lesson with your child, discussing what a drama is, possible purposes and genres, and blocking and audience awareness.

Next, ask your child to remind you of an example you watched or discussed in the previous lesson. Ask them to name the characters in the story. Point out that these characters are created by the actors. Explain that they are pretending to think, act, move, and speak like the character might. They are pretending to be another person in order to tell the story.

Then, ask your child who the characters in the play, show, or movie pay attention to. Point out that they ignore the audience or camera, and interact with other characters in the story. Acting is more than just remembering lines. Actors must watch, listen to, and interact with each other to make the story seem real to the audience. If one character says something about the weather, and another reacts with "I like unicorns," the play isn't going to make much sense.

Explain that today we are going to practice listening, watching, and responding to each other in character. Play the following improv games with your child, inviting friends and family to join as needed. Encourage your child to listen and respond to the others in character. After each round, complement your child on something they did well and suggest one way to improve.

Only questions: Two actors choose their own characters and explain who they are to the audience before starting. Then, they have a conversation with each other in character, speaking only in questions. For example: Where are you going? Don't you know? Are you going to the store? Don't I need groceries?

One Word: Two to four actors take turns saying one word at a time, building a story together. Example here: [Video](#)

Hot Air Balloon: Two or more actors each choose their character and pretend they are on a hot air balloon that is losing altitude and one of them must be thrown off to save the others. Each character takes a turn convincing the others why they deserve to stay. For example: I am a pilot and know how to land or I am a puppy and am the cutest one.

Standards taught:

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

6th Grade: 6.T.P.3, 6.T.P.9, 6.T.P.10, 6.T.CR.1

Lesson #11: Character Creation

Briefly review what you learned in the previous lesson about characters and how they are created by the actors who are pretending to be them. Point out that, during the games, they had to stay in character and pretend to be someone other than themselves the entire time they were playing. Actors stay in character, or act, think, move, and talk, like their character would the entire time they are on stage or video. Acting takes a big imagination and an understanding of how other people do things.

Discuss the following: Many actors begin to build their character based on their own personal experiences. For example, if a character is happy and bubbly, they will base that character on someone they know with that personality. If a character has to be sad in a scene, they think about how they would feel if that happened to them. Experiences that you've had in your life are the first step to understanding how your character may react to things. Work together to help your child act out the emotions of the following scenarios:

You are a toddler whose friend has just taken their favorite toy and you want it back.

You are an old grandma/grandpa whose grandchildren are visiting

You are an excited cheerleader/football player getting ready for the game

You are a tired mom/dad who just left work after a hard day

You are an angry person and the ice cream shop got your order wrong

You are a French baker, working early in the morning to get your breads and rolls ready to sell

Point out that your child was able to act out many of these situations in character because they've experienced them before or seen others experience them. They know how toddlers act when their toy is stolen because they've been toddlers and seen others. They know how grandma and grandpa act when the grandkids are visiting, because they've visited their grandparents. They understand excited, tired, and angry emotions because they've felt them and watched how others react to those emotions, too.

Next, point out some specific things your child did to make their characters clear as they were acting. Discuss **movement** and **energy** (slow for older characters, jumping and moving fast for excitement, etc.), **gestures** (crossed arms for anger, rubbing eyes for tired, hands on hips when angry, etc.), **sound** (growling noises for anger, sighs when frustrated or tired, etc.), **speech** (shaky and quiet for older characters, high-pitched and loud to show excitement, accent for characters from a specific area), and **energy** (grandma and grandpa may have started with low energy but gotten more excited when they realized they were getting a visit, a tired parent would be low energy while an angry patron would have a high energy). Also, discuss how they used **shape** and **space** to convey the actions and emotions of each character. Was the grandparent hunched over? Did the angry person lean into the person who made their order wrong? Did the French baker move around a lot, trying to finish his/her work? Finally, discuss **expression** and how your face can convey the character's moods and emotions. What face do you think a tired mom/dad would make? What about the frustrated toddler? How is that different than the angry customer?

Give your child a moment to practice movement, energy, gesture, sound, speech, energy, shape, space, and expression for each of the above scenarios. Then, ask them to act these scenarios out again, staying in character the whole time. This time, however, you will improv a second character and allow them to engage in dialogue while staying in character. For example, you can be the toddler's friend, the visiting grandchild, the coach, the spouse or child of the tired parent, the person who made the ice cream wrong, or the assistant or customer of

the French baker. Encourage your child to get fully into character and point out the ways they are using what they've learned to improve their character and convey emotions.

Standards taught:

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

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

Lesson #12: Setting and Stage Directions

*Before starting, use masking tape to map out the different stage areas on your floor. Use the image from Lesson 9 to help you label each area. Set out a few props that you have around the house that may help you act out the scenes below.

Briefly review the previous lesson with your child and go over stage directions/blocking terms from Lesson 9. Remind your child that part of building their character is including movement. When you are talking or interacting in real life, you don't hold still and stop all movement. You move around, you interact with your environment and the things in it. Act out the following situations for your child, asking them to note your movements and how you use props to make your acting more realistic.

You are a mermaid turned human, exploring the new things you found on shore. (Prop suggestions: any household item)

You are a stressed-out teacher whose class is not listening. (Prop suggestions: ruler, chalk, dry erase marker, desk)

You are a teenager, lost alone in the woods. (Prop suggestions: backpack, jacket/blanket, small snacks)

You are a librarian whose library was just taken over by zombies. (Prop suggestions: books, shelves, desk)

You are a princess who is trying to gather the other royalty and unicorns for a tea party. (Prop suggestions: paper and pen, fancy tableware, tea party items)

After each situation is acted out, discuss the parts of the stage you used, the props you interacted with, and the way this helped make it more realistic. Act out the same situation without moving or touching props and point out the differences.

Next, explain that just as props and movement can make a scene feel more real, costumes and setting can help the audience use their imagination while watching. Costumes can help the audience understand the time-period, place, and status of the character. They can also make each character more recognizable and distinct. Likewise, the setting and decorations on stage can help the audience feel like the story is coming to life. Point out that you used minimal props and very little (if any) costume pieces. However, if you had time, decorating the area and wearing clothing to match your character would allow you to better convey the story. For example, a mermaid-turned-human may have clothing that reflects the sea shore and her lack of understanding of her new legs (e.g. ropes, shells, seaweed), a teen lost in the woods may wear jeans and a t-shirt that are dirty and ripped, or a librarian fighting zombies may have on professional clothing that is tarnished from the battle.

Using movies, plays, or shows your child is familiar with, ask them to point out how the director and actors built the setting (both time and place) and costumes to fit in with the character and what is going on in the drama. Point out that costumes may change, become dirty, or show wear throughout the story to reflect what has happened. Setting may include things that are specific to that time period and/or place.

Finally, ask your child to choose one of scenes you acted out earlier. Have them design a simple set and costume and act out the scene themselves. Be creative with things you already have in your home and help your child look for ideas online, if needed. Ask them to explain how their choices reflect the personality of their character, the time and place the drama is happening, and what the character has endured.

Standards taught:

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

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

Lesson #13: Plot

Ask your child to remind you what they've learned about character development, stage directions, setting, and costumes. Point out an example of a play, show, or movie that you both enjoy and how these different aspects are done to help the audience believe the story.

Next, explain that every drama has a plot, or a series of events that happen to make the story progress. Many plays are broken into acts, with each act having a major event that affects the characters. Actors must stay in character, memorize their lines, and deliver their character's actions and reactions in a believable way.

On a blank paper, write the numbers 1-7. Ask your child to name 7 major events that happen in the play, show, or movie you discussed at the beginning of this lesson. Point out that these events should be big ones that help the story move on and will not include every part of the show. For example, in the play Hamilton: 1- Hamilton arrives in NY, 2- Hamilton is married, 3- Hamilton meets George Washington and helps him, 4- Hamilton is sent home, 5- Hamilton rejoins the war and the Americans win, 6- Hamilton is secretary of state, 7- Hamilton dies in a duel. Next, ask your child what might have happened in the plot (or the story) if one of these events hadn't been part of it. How would the story have changed? Why is this event so important?

Explain that, when writing a drama, the plot is the most important part. It tells the audience what is happening and why. For example, Hamilton could never have helped to win the war if he hadn't first known George Washington. It was his idea to go into Yorktown without bullets, and that may have been the choice that led America to victory. Each part of the story helps the next parts happen. Actors, in character, help convey the plot as they act out their lines and movements. Throughout the course of the drama, this tells the whole story.

Finally, explain that your child will be writing a simple play. Using the back of the paper, ask them to write down 1-3 characters and 3-7 events that they want to happen in their story. Discuss ideas for setting, props, and costumes as well. Allow multiple children to work together if they want. Throughout the week, help your child convert their ideas into a script, telling the story through the characters. Encourage your child to check to make sure their plot makes sense and flows naturally, think about how characters might convey emotions and movement, and include stage directions in their script.

Standards taught:

4th Grade: 4.T.CR.1, 4.T.CR.2, 4.T.CR.3, 4.T.CR.4

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

Lesson #14: Rehearsal

If needed, allow your child to recruit friend and family members to create a full cast for their play they've written. Ask them to consider giving some tips to their actors based on what they've learned. Remind them that they can also fill a role themselves.

Help your child prepare costumes, props, and a simple setting for their play. Then, hold a small rehearsal or two, allowing your child to direct their play and see it acted out. Encourage them to work together and be open to trying ideas from each actor. As they work, give pointers in character development, blocking, and stage movement. Remind them that they should face the audience and speak loud enough to be heard. Praise them for their work and encourage them to practice and memorize their lines. Set a date for the final performance and invite friends, parents, and other family members of all the actors.

Standards taught:

6th Grade: 6.T.R.4, 6.T.CR.7

Lesson #15: Performance

Hold the official performance of your child's play. Include your invited audience and encourage your child to support the other actors and present their drama. You may want to provide a treat or small gift for each actor as a thank you.

Standards taught:

4th Grade: 4.T.CR.7, 4.T.P.2, 4.T.P.9

6th Grade: 6.T.P.2, 6.T.P.9

Lesson #16: Observe and Evaluate

After your child's performance, sit down with them and discuss how they felt about the final product. What went well? What challenges did they face? How did they overcome them? What would they plan to do differently if they were going to do it again? How do they feel it went overall? Suggest one improvement and point out 3 things you enjoyed about their performance.

Finally, attend a local age-appropriate play with your child. During this time of the year, many community and school theaters are performing. After the play, ask your child to note what

they observed about character development, stage movements, settings, props, special effects, and costumes. Ask them to discuss the plot and how the actors did or did not do a good job of making the story believable.

Standards taught:

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

6th Grade: 6.T.R.1, 6.T.R.1, 6.T.R.5, 6.T.R.6, 6.T.R.7

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Lesson #17

Standards taught:

4th Grade:

6th Grade:

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.

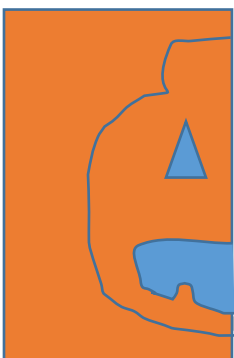


Image 1



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

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