

## 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:

4<sup>th</sup> Grade: 4.M.P.4

6<sup>th</sup> 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:

4<sup>rd</sup> Grade: 4.M.P.6

6<sup>th</sup> 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 bmp), *moderato* (108-120 bmp), and *presto* (168-200 bmp). 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:

4<sup>th</sup> 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

6<sup>th</sup> 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:

4<sup>th</sup> Grade: 4.M.R.1, 4.M.R.3, 4.M.R.4, 4.M.R.6, 4.M.R.7, 4.CR.2

6<sup>th</sup> 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:

4<sup>th</sup> Grade: Review

6<sup>th</sup> 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:

4<sup>th</sup> Grade: 4.M.CO.1, 4.M.CO.3

6<sup>th</sup> 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

6<sup>th</sup> 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:

4<sup>th</sup> Grade: 4.M.CR.6, 4.M.P.3, 4.M.P.11

6<sup>th</sup> 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:

4<sup>th</sup> Grade: 4.T.CO.1, 4.T.CO.2, 4.TP.8, 4.TR.3, 4.TP.1

6<sup>th</sup> 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:

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

6<sup>th</sup> 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:

4<sup>th</sup> 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

6<sup>th</sup> 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:

4<sup>th</sup> Grade: 4.T.CR.1, 4.T.CR.3, 4.T.CR.4, 4.T.P.7

6<sup>th</sup> 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:

4<sup>th</sup> Grade: 4.T.CR.1, 4.T.CR.2, 4.T.CR.3, 4.T.CR.4

6<sup>th</sup> 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:

6<sup>th</sup> 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:

4<sup>th</sup> Grade: 4.T.CR.7, 4.T.P.2, 4.T.P.9

6<sup>th</sup> 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:

4<sup>th</sup> Grade: 4.T.P.2, 4.T.R.5

6<sup>TH</sup> 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: Dance Improv

Explain to your child that this quarter, we will be studying dance for fine arts. Dance is simply combining body movements and shapes to tell a story, share emotions, remember history, or celebrate culture. Dance is set to music and can also be a fun way to socialize and exercise. Ask your child to share what they remember about dance from previous years. Point out that they already know a lot about dance and discuss different purposes, genres, and reasons people enjoy dancing.

Next, tell your child that today they will be doing some improvisational dancing. This means the dance moves are made up as they go by them. Before you begin, remind your child of the following:

Dance is spatial and includes safety, levels, directions, and pathways. During dance you move your body through space. The entire dance area, left and right, front and back, up and down, allows you to create movements in every directions. However, if you are dancing near objects or other people, you should be aware and work to not bump into them while you are moving. This is the safety aspect of dance. You should also move in a way that keeps your body safe (e.g. not too fast, too high, or in dangerous ways). You control the directions you move during each part of the dance. Good dancers use different directions throughout the entire space. This helps you move left, right, forwards, and backwards. It also can create pathways or shapes (e.g. spinning in a circle, leaping across the stage). Jumps, leaps, or floor work can create levels in your dances. This up or down movement can help a dance have a different feeling and energy.

Finally, remind your child that they can make shapes with their bodies by moving their arms, legs, head, and torso in different ways. Shapes may include movement, or they could emphasize a part of the dance by being still. Positive space, or the space their body takes up, and negative space, or the space their body is not, can both convey different ideas.

Clear a space in your home that can serve as a safe dance area. Remind your child of safety rules and encourage them to try different ideas as they dance. Then, have a dance party with your child. Play songs in a variety of genres, tempos, and dynamics and encourage your child to listen to the music and try to make their movements match the mood or energy it gives off. Have fun and encourage your child to try new things.

Standards taught:

4<sup>th</sup> Grade: 4.D.P.1, 4.D.P.2, 4.D.P.3

6<sup>th</sup> Grade: 6.D.CR.1, 6.D.P.3, 6.D.P4

## Lesson # 18: Dance Terminology

Briefly review the following lesson with your child. Point out that the music, type of movements, and speed of movements can work together to create emotions or tell a story through dance. Together, discuss and practice the following dance terms and movements. Then, watch the following dance videos (or others you find online) and ask your child to point out examples of use of each of the terms and how these movements and shapes help convey the story or feeling of the dance. Finally, discuss why each dancer/group may have chosen to make that dance and share that story.

**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.

Video Examples: [Video 1](#), [Video 2](#), [Video 3](#)

Standards taught:

4<sup>th</sup> Grade: 4.D.R.1

6<sup>th</sup> Grade: 6.D.P.2, 6.D.R.1

## Lesson #19: Locomotor and Non-Locomotor, Dynamics, and Tempo

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. Remind them of the movements you saw in the videos in the previous lesson that outline this concept. Discuss how these movements helped 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 videos again if needed.

Next, discuss dynamics and tempo of the music each dance was put to and how these aspects affect and are reflected in the dance. Point out that music dynamics (how loud or quiet the music is) affect the emotions that someone listening feels. A soft song can make you sad or sleepy or calm while a loud song can energize you, convey anger, or show determination. The tempo, or speed of the music, can affect how different music feels, too. Play a few songs from

a variety of genres, discussing the emotion behind the music and the dynamics and tempo of each. Point out similarities and differences between selections.

Finally, ask your child to choose one of the musical selections you listened to together and ask them to improvise a dance. Explain that their dance should tell a story or convey an emotion that matches the dynamics and tempo of the music and include locomotor and non-locomotor movements that help to convey this story/feeling. As they dance, praise your child for movements and movement speeds that help and point out areas they may want to change in their dance to help better convey the meaning behind it.

Standards taught:

4<sup>th</sup> Grade: 4.D.P.4, 4.D.P.5, 4.D.P.6

6<sup>th</sup> Grade: 6.D.R.4, 6.D.P.5, 6.D.P.6

## Lesson #20: Purposes of Dance

Review what your child has learned about dance so far. Remind them of the dance they improvised in the previous lesson. Discuss the meaning they were working to convey and how different aspects of their dance helped show the audience that meaning/message/feeling.

Next, ask your child why they think people dance. Discuss the following reasons: tell stories, share emotions/experiences, remember history, celebrate culture, have fun, exercise, or communicate a message. Explain that many dances are created by artists who have an idea or message they want to share. Others are a part of culture and are taught to children and adults who are a part of that culture. Many choreographers see dance as a form of communication, or a way of telling the audience about something without speaking.

Finally, watch the following videos together, discussing the intent and purpose of each dance. Point out that, like most art, dance can mean different things to different people. However, the artists who create it usually have an intended message. Discuss the energy, dynamics, tempo, and movements that help share the intended message. Many times, people can relate to what is being told. Ask your child if anything in the dances reminds them of something in their own life.

[Tell Story](#)

[Share emotions/Experiences](#)

[Historical](#)

[Cultural](#)  
[Recreational](#)  
[Exercise](#)  
[Message](#)

Standards taught:

4<sup>th</sup> Grade: 4.D.P.6, 4.D.R.2, 4.D.CO.1, 4.D.CO.4

6<sup>th</sup> Grade: 6.D.R.2, 6.D.CO.1, 6.D.CO.3

### Lesson #21: Choreographing Part 1

Today, explain to your child that they will begin to plan and choreograph their own dance. This may be a solo dance or they can work with friends or siblings to create a partner/group dance. Ask your child to choose a topic or a story that they want to share and begin to search for music that goes with their idea. If they are ready, they can begin to plan the dance now. Be sure to record a video of the parts they would like to remember and let them know they will have several lessons to work on this project.

Standards taught:

4<sup>th</sup> Grade: 4.D.CR.1, 4.D.CR.2, 4.D.CR.3, 4.D.CR.4, 4.D.CR.5, 4.D.P.8, 4.D.P.10, 4.D.CO.2

6<sup>th</sup> Grade: 6.D.CR.2, 6.D.CR.3, 6.D.CR.4, 6.D.CR.5, 6.D.P.1, 6.D.P.7, 6.D.P.8, 6.D.P.9, 6.D.P.10, 6.D.CO.2, 6.D.CO.3

### Lesson #22: Choreographing Part 2

Encourage your child to take time today to work on their solo or with their group on their dance. Remind them to use movements and shapes that convey the emotions and story they want to share. Make suggestions to different parts of their dance and help them hone in on the choreography they want. Take a video of the entire dance, after their revisions and work, to help them remember what they've completed.

Standards taught:

4<sup>th</sup> Grade: 4.D.CR.1, 4.D.CR.2, 4.D.CR.3, 4.D.CR.4, 4.D.CR.5, 4.D.P.8, 4.D.P.10, 4.D.CO.2

6<sup>th</sup> Grade: 6.D.CR.2, 6.D.CR.3, 6.D.CR.4, 6.D.CR.5, 6.D.P.1, 6.D.P.7, 6.D.P.8, 6.D.P.9, 6.D.P.10, 6.D.CO.2, 6.D.CO.3

### Lesson #23: Choreographing Part 3

Give your student time to polish off their dance and make last-minute changes. Allow them to use the video from last week to help them remember what they've planned. By the end of this lesson, their dance should be complete.

Standards taught:

4<sup>th</sup> Grade: 4.D.CR.1, 4.D.CR.2, 4.D.CR.3, 4.D.CR.4, 4.D.CR.5, 4.D.P.8, 4.D.P.10, 4.D.CO.2

6<sup>th</sup> Grade: 6.D.CR.2, 6.D.CR.3, 6.D.CR.4, 6.D.CR.5, 6.D.P.1, 6.D.P.7, 6.D.P.8, 6.D.P.9, 6.D.P.10, 6.D.CO.2, 6.D.CO.3

### Lessons #24-25: 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 and let them know they have two weeks to get it down before their performance. Set a time for their performance and invite friends and family to watch.

Standards taught:

4<sup>th</sup> Grade: 4.D.P.7

6<sup>th</sup> Grade: 6.D.P.9

### Lesson #26: Performance and Evaluation

Set up for the performance of your child's dance. Allow them to make refreshments, dress up, do hair and make-up, or prepare in any way needed. After the audience arrives, explain that your child(ren) have choreographed this dance. Allow your child to explain their message/intent and perform their dance for an audience.

Finally, after the performance, ask your child what they thought went well and what they would change if they were going to do it again. Praise them for their hard work and courage.

Standards taught:

4<sup>th</sup> Grade: 4.D.P.9

6<sup>th</sup> Grade: 6.D.P.9

### Lesson #27: Visual Arts Introduction

\*Before this lesson, gather art supplies that are available to you. This will vary based on budget and local resources, but can include: acrylic, watercolor, or oil paints, air-dry or bake-dry clays, digital art programs and supplies (e.g. Photoshop, Adobe, canva.com, digital cameras), sculpture supplies (e.g. clay, pipe cleaners, popsicle sticks, wire), woodworking supplies, frames, brushes, sculpting tools, etc.

This lesson varies based on the materials and art mediums you choose to use. However, present your child with 3-5 different methods of creating visual arts. Explain that visual art may be digital, two-dimensional, or three-dimensional. Search online for some examples of famous artworks in each of the mediums you've chosen and discuss them with your child. Talk about the proper use, care, and storage methods for the materials (e.g. washing paint brushes, avoiding hot glue gun burns, cleaning up clay and putting excess away before it dries, environmental and safety concerns, clearing your working area).

Finally, allow your child time to try the different art methods you've presented. Let them explore and experiment. If they have questions about specific aspects or techniques, research online to learn more together. Ask them to create 3-5 different art pieces over the next week using these mediums. This should be a fun lesson that helps your child be comfortable with the creative process and care of their tools.

Standards taught:

4<sup>th</sup> Grade: 4.V.CR.1, 4.V.CR.3

6<sup>th</sup> Grade: 6.V.CR.1, 6.V.CR.3, 6.V.CR.4

### Lessons #28-29: Visual Arts: Study

With your child choose a free online museum exhibit that they are interested in. Several links can be found [here](#). If you live nearby, try to visit in person. Before visiting (online or in person) explain that your child will be choosing three art works to study. They can choose any three artworks that interest them. Take time to explore the museum together and note and screenshot/photograph the piece and any information you find on the pieces your child

chooses. Print out an image of the pieces and, throughout the next two weeks, ask your child to research each piece, filling out as much information as they can. You will need three copies of the paper, one for each piece.

While at the museum, discuss the pieces and themes presented. Point out preservation and display techniques, how the displays reflect the community they are in, cultural influences, intent and messages, use of different methods and mediums, emotions certain pieces invoke, and how you each interpret pieces differently.

Keep these pieces for a display lesson at the end of the unit.

Standards taught:

4<sup>th</sup> Grade: 4.V.P.1, 4.V.P.2, 4.V.P.3, 4.V.R.1, 4.V.R.2, 4.V.R.3, 4.V.R.4, 4.V.CO.1, 4.V.CO.2

6<sup>th</sup> Grade: 6.V.P.3, 6.VR.1, 6.V.R.2, 6.V.R.6.VR.1, 6.V.R.2, 6.V.R.3, 6.V.R.4, 6.V.R.5, 6.V.CO.1, 6.V.CO.2



(Glue printed image here)	Title:	
	Artist:	
	Why You Like this Piece:	
Facts about the Artist, include cultural influences (list below)	Artist's Style and Methods (list below)	Artist's Intent for this Piece (list below)
How did learning more about this piece and the artist change your ideas of the piece?		

## Lesson #30: Art Reflects Life

Using the three pieces from the previous lessons, ask your child to teach you what they've learned. Discuss the things that were happening during the artist's lifetime and how those events (personal, local, world-wide) may have impacted the methods, subjects, and emotions presented in their works. Then, point out that the artists' were likely also influenced by their culture. Discuss the artists' intent for each piece. What message are they trying to share? What do they want those viewing the art to feel or do? Knowing what you do about their life, why might they present the subject in this way? What values or lessons does the artist share with the world through each piece? What colors, methods, lighting, shapes, or other aspects convey emotion (e.g. dark and gloomy colors during war, playful movement and shapes of a statue, bright and floral subjects, the expression and body language displayed in a portrait or sculpture).

Point out that your child's interpretation probably didn't match what the artist intended exactly. Explain that personal experiences, cultural influences, and living in different historical times can influence how we see and think about art. The artists' lives were different than their own. However, your child's interpretation likely picked up on the emotion or underlying message. Point out that art can help us communicate with others, despite differences.

Standards taught:

4<sup>th</sup> Grade: 4.V.P.3, 4.V.R.2, 4.V.R.4

6<sup>th</sup> Grade: 6.V.P.3, 6.V.R.1, 6.V.R.2, 6.V.R.3, 6.V.R.4, 6.V.R.5, 6.V.CO.2

## Lesson #31: Art Gallery/Museum

Today, visit a local art museum, gallery, or other display with your child. Before entering, discuss proper etiquette and rules.

As you go through the pieces, take time to discuss a few your child is interested in. Together, evaluate the emotions, messages, cultural influences, and historical context of a few pieces. Take time to read the information presented and ask your child to do the same. Ask them what they like, what method they think was used, how the piece makes them feel, and why they feel it is important.

Additionally, note the display methods for your child. Ask them to point out a few things they see that protect the artworks.

Standards taught:

4<sup>th</sup> Grade: 4.V.P.2, 4.V.P.3, 4.V.R.2, 4.V.R.3, 4.V.R.4, 4.V.CO.2

6<sup>th</sup> Grade: 6.V.P.3, 6.V.R.1, 6.V.R.2, 6.V.R.3, 6.V.R.4, 6.V.R.5, 6.V.CO.2

### Lesson #32: Preservation Technologies

Remind your child about the field trip and the display methods they noted and you pointed out. Ask them to share what they remember. Discuss glass cases, display areas, protective fencing, physical/digital information cards, frames, and other items they noticed.

Then, explain that an artist works very hard on their art pieces. This makes each piece valuable and worth protecting while it is on display. When an item isn't on display, it can be wrapped up and boxed, protecting it from the oil on people's skin, rays from the sun, moisture, and other things that may harm it. However, on display, it can be exposed to people, water, sun rays and other harmful substances. If art is displayed outside, it is exposed to even more. To mitigate this harm, museums and art galleries use different technologies to protect the art.

Together, read the article [here](#) and discuss what each preservation method may look like in real-life. Discuss how these technologies preserve art for us and future generations and why that is important to our cultural, historical, and moral security. Point out that learning from art connects humans across cultures, times, and distances.

Standards taught:

4<sup>th</sup> Grade: 4.V.P.1, 4.V.P.2

6<sup>th</sup> Grade: 6.V.P.1

### Lesson #33: Create a Meaningful Piece with Intent

Review what you've learned in the past few lessons, asking your child to remind you what they now know about visual art. Point out that many artists create pieces with a message or event they want to share. These usually have an emotion or feeling attached to them and help the viewer understand and feel what the artist is trying to convey. Ask your child to name a piece they've seen recently that helped them to feel or understand what the artist's intent was.

Discuss the use of color, light, subject matter, and other aspects that they think helped the artist convey that feeling or message.

Then, tell your child that they are going to create an art piece with intent. Ask them to carefully consider an event in their life that they want to share. It can reflect any emotion, but it should be important to them. Discuss the feelings and emotions or message they want to convey.

Ask your child to choose a medium for their piece (e.g. digital, watercolor, acrylic, oil, clay sculpture, 3D, interactive, etc.) and help them gather necessary supplies.

Throughout the week, ask your child to work on their piece, offering feedback and tips to help them best convey the mood/message. When finished, ask them to create an information card, explaining their intent and titling their piece. Save the piece for the next lesson.

Standards taught:

4<sup>th</sup> Grade: 4.V.CR.1, 4.V.CR.2, 4.V.CR.4, 4.V.CO.1

6<sup>th</sup> Grade: 6.V.CR.2, 6.V.CR.5, 6.V.CR.6

#### Lesson #34: Art Display at Home

This week, ask your child (and friends or siblings) to create their own museum or gallery in your home. Allow them to display any meaningful pieces they have created. Encourage them to ensure that their artwork is properly protected (e.g. frames, podiums, etc.) and displayed for everyone to see. Encourage them to create plaques with titles and information about each piece. Allow your child to invite others to see their works, either digitally or in person. Praise your child for their hard work and skill.

Standards taught:

4<sup>th</sup> Grade: Review

6<sup>th</sup> Grade: 6.V.P.2

#### Lesson #35: Art is Fun

\*Before this lesson, create a list of local art activities (e.g. gallery, museums, painting studios, community art class, statue parks, etc.) that you are comfortable taking them to. This may allow them to create a fun new piece or observe works of others.

Present the list to your child and ask them to choose an activity they would enjoy. Point out that art connects us, but it can also be just for fun. Take time today to have fun enjoying art with your child.

Standards taught: Review

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