Fine Arts Second Trimester Update for First Grade 2015

To showcase student artwork for the District #59 Fine Arts Festival this year students focused their skills on Visual Art this term. The festival is on Saturday, March 14th. It will be at Holmes Junior High at 1:00-3:00.

Art

*I can follow directions to create art.*

*I can create artwork that demonstrates use of imagination/ originality.*

This interdisciplinary project using art and music taught the five families of instruments to create a visual composition. I introduced balance using a radial design pattern that I had made. Students got to choose any amount of instruments from black and white photo xeroxes of about thirty different choices of instruments to arrange in a radial pattern that had to be organized symmetrically on a large piece of paper. After this step was complete and the instruments were all glued down on the paper, they colored the objects and the white spaces with colored pencils while keeping the colors symmetrical as well. Their designs turned out great. Each design was unique.

Music

*I can identify instruments of the woodwind, percussion, string, and brass families.*

*I can identify loud, soft, high, and low sounds.*

*I can identify fast and slow music.*

*I can match the mood, emotion, or idea expressed in a musical example with that sensory element that creates that expressive quality.*

First graders listened to the musical C.D. of *Moozie’s Musical Adventures* which is about an instrument named Timmy Triangle who is trying to find where he belongs in the orchestra. He was introduced to all the instruments and their sounds and figured out his sound was in the percussion section. Each student had a paper with all the instruments on it to look at while we were listening to each sound.

Students sang folk songs and then participated in some games that went with the songs. The songs were, “She Will be Coming Around the Mountain,“ “If All of the Raindrops,” “Snail, Snail,” “Engine, Engine,” and “Cobbler, Cobbler.”

The class also listened to a CD of Ella Jenkins singing while the class followed along with the accompanying book, This is Rhythm.

Students also picked out rhythm instruments to play along with these songs and got to sample many instruments. Some of their favorites songs are the “Mexican Hand Clapping, “ “My Dog Has Fleas,” “This Train,”

“In Trinadad,” and “Day O.”

Fine Arts Second Trimester Update for Second Grade 2015

To showcase student artwork for the District #59 Fine Arts Festival this year students focused their skills on Visual Art this term. The festival is on Saturday, March 14th. It will be at Holmes Junior High at 1:00-3:00.

Art

*I can follow directions to create art.*

*I can create something in proportion.*

*I can name and identify musical notations.*

For the first assignment second grade students reviewed the notes and rests found on the musical staff. Then the class created their own creative images using these symbols in their pictures.

The second graders also made some wonderful images of colorful birds sitting on branches of birch trees. They painted watercolor paper bright abstract colors and then cut it out to create a bird and pasted it on colored paper. Some students choose to create more than one bird. Each image is unique and the birds are all realistic looking.

Music

*I can echo a steady beat.*

*I can identify loud, soft, high, and low sounds.*

*I can identify fast and slow music.*

*I can match the mood, emotion, or idea expressed in a musical example with that sensory element that creates that expressive quality.*

Second graders reviewed the instruments and played a game where the person with a sticky note which had the secret instrument written on it was put on his/her back they had to figure out what it was by guessing what family it was in and asking the class questions.

We sang the song “Chicken Soup With Rice” by folk musician Carol King. This song is about the months of the year.

Students have been singing many different folk songs and playing the games that go with the song. The class also listened to a CD of Ella Jenkins singing while the class followed along with the accompanying book, This is Rhythm. Students also picked out rhythm instruments to play along with these songs and got to sample many instruments. Some of their favorites songs are the “Mexican Hand Clapping, “ “My Dog Has Fleas,” “This Train,” “In Trinadad,” and “Day O.”

Fine Arts Second Trimester Update for Third Grade 2015

To showcase student artwork for the District #59 Fine Arts Festival this year students focused their skills on Visual Art this term. The festival is on Saturday, March 14th. It will be at Holmes Junior High at 1:00-3:00.

Art

*I can use a variety of organic, geometric, vertical, horizontal, and diagonal shapes in discussion and artworks to develop composition.*

*I can develop skills using formal and informal patterns in artworks and discussion.*

*I can identify parts of a landscape that I have created.*

*(i.e. horizon line, foreground, middle ground, and background.)*

The third graders and I reviewed what a still life, landscape, and portrait was by looking at examples in class and discussing them. The focus in this lesson was landscapes.

We looked at some more abstract looking landscapes of the British artist David Hockney.

We reviewed horizon line, foreground, middle ground, and background in a composition. We made patterned landscapes using pastels.

Music

*I can echo a steady beat.*

*I can sing on pitch.*

*I can identify and describe genres and cultures found in aural examples.*

The class discussed different styles of music such as, American Folksongs, Broadway, Folk, Country, Rock & Roll, Marches, Classical, Jazz, and Blues.

We watched a Scholastic video about the jazz musicians Duke Ellington and Ella Fitzgerald. We also talked about different styles of dance such as, ballet, folk, modern, jazz, waltz, and Eastern dances from China and Japan.

Drama

*The drama words imagination, believability, transformation, imitation, and concentration have been discussed in class.*

We are learning about drama and the important vocabulary words used in each lesson. Using Karen Erikson’s drama curriculum we are learning to transform objects and use our imagination.

Fine Arts Second Trimester Update for Fourth Grade 2013

To showcase student artwork for the District #59 Fine Arts Festival this year students focused their skills on Visual Art this term. The festival

is on Saturday, March 14th. It will be at Holmes Junior High at 1:00-3:00.

**Art**

*Looking at art from different cultures.*

*Using the art elements of pattern, texture, and line.*

*Introduce assemblage and collage techniques.*

The fourth graders worked on an architectural project that the goal was to create a unique monument, building, or house by looking at other famous structures and getting ideas from them. Students came up with some interesting drawings. Then students began cutting colored paper to fit in the spaces by overlapping the drawing. The original drawing was copied and then later painted on to make a double image or a reflection of the original.

**Music**

*I can demonstrate musical concepts when I perform a song.*

*I can hear the tempo, dynamics, mood, and form when I listen to music.*

*I can sing demonstrating technical skills.*

*I can replicate the rhythm pattern of a given musical example.*

Students are learning songs for their performance of The European Explorers in the New World. The fifth graders will be acting in the show and the fourth graders will be the chorus.

Fourth graders will be learning to play the recorder when their performance is over.

Fine Arts Second Trimester Update for Fifth Grade 2015

To showcase student artwork for the District #59 Fine Arts Festival this year students focused their skills on Visual Art this term. The festival is on Saturday, March 14th. It will be at Holmes Junior High at 1:00-3:00.

Art

*I can use the elements of art such as line, pattern, shapes, and texture to create an original work.*

*I can use complex patterns and repetition in a drawing*

*I understand that printmaking is a unique visual media as it allows an artist to make multiple*

*original editions (or prints) of an image.*

*I can understand the artistic processes of printmaking.*

*I can develop skills in presenting work, making decisions and explaining process in creating artwork.*

The Fifth graders were introduced to the printmaking process. Each student was randomly assigned one state tree from one of the fifty states. Students had to identify the tree and research it on their Chrome Books. They made a pencil sketch of their particular tree and created a composition that depicts its unique qualities in an abstract or realistic style. The second step was to place the drawing on top of a thin foam sheet and trace over their drawing for a second time to make guide lines on the foam. Then they inked the foam with a roller and turned it upside down on a clean sheet of paper and pushed down by rolling on it again so the image transferred on to the paper. This process turned out to be very time consuming because many students needed to make sure their lines in the foam were very deep so that the ink stayed out of these lines. They had to go and retrace their lines in the foam. On average, it took about three prints each to get a final print.

Music

*Distinguish between the beat and the rhythms of a given musical example.*

The fifth graders are learning eight new songs for their performance of The European Explorers in the New World.

Drama

*Describe the use of the primary tools (body, mind and voice) and the support tools (costumes, scenery, props, lights, make-up, sound) to convey an idea through acting, playwriting and designing a drama or theatre activity.*

*Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations.*

The fifth graders on March 12th performed *The European Explorers in the New World* along with the fourth graders who were the chorus*.* Students had to learn the songs for their particular group and the actors had to memorize lines and how to portray their characters. Learning how to work together as a team to create this live performance builds character, teaches hard work, and practicing gives good results. I have seen growth in behavior by students helping each other with their lines and solos. I truly believe by participating in this creative endeavor students will remember and value it for the rest of their lives and many good creative things will build from it in their future.