

Fine Arts
Quarter 1
Remote Learning
Practice and Enrichment Packet



Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently, or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Fine Arts and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

Table of Contents

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

Activity	Page Number	Suggested Pacing
Orff Music	4	One activity each week
Orff Music Writing Prompts	7	One prompt each week
Visual Art Grades K-2	8	One activity per week
Visual Art Grades 3-5	17	One activity per week
Visual Art Grades 6-8	22	One activity per week
Performing Arts	27	One activity per week

Orff Music Home Activities

- **Interviews:** Have students interview family members about their musical backgrounds and interests. What is their favorite song right now and why? What instruments do they play? What does music mean to them? Who are their favorite artists? Students can record the responses they get and also answer the questions themselves.
- **Listening log:** Have students write down music that they hear each day. They can also write information about the songs, like the title/artist, genre, mood, time signature, tempo, instrumentation, etc., or they could draw a picture in response to the music.
- **Singing log:** Have students write down songs that they sing each day. They can sing along with a recording, sing by themselves, or sing with their family.
- **Soundtrack of my life:** Have students create an imaginary album that shows who they are. They can make a list of song titles, and for each song describe the music—this could be done either by asking students to come up with their own imaginary songs or by having students find existing songs that would describe aspects of their personality/life. Students could also design an album cover to go with it, write liner notes, etc.
- **Instrumental / choral practice:** If students have sheet music for choir, instrumental method books, recorder music, etc., then they can practice their music! Include tips for independent practicing, fingering charts, etc., to help students maintain productive practice.
- **Instrument invention:** Have students invent a new instrument. They could draw a picture of it and describe how it is played, how it's constructed, and what it sounds like, or they could make one out of recycled materials. They can also write about it explaining the above and tell what they feel makes the instrument special and compare or contrast it to other instruments in its family. **(See Found Sounds Instrument Project)**

Found Sounds Instrument Project

People from many world cultures have created musical instruments from materials they found around them. African Log Drums were created from hollow logs that floated onto the beach or trees from the forest. In early American mountain music, something as simple as a washboard and a couple of spoons could accompany a song. A wash bucket and a string tied to a broom handle created a makeshift bass instrument in a “washtub band.” If you have ever seen the percussion group STOMP perform live or on video, you know just how inventive and fun “found sounds” can be!

There are three ways sounds can be created:

1. By shaking or striking (Percussion Family)
2. By blowing air through a mouthpiece (woodwind and brass family)
3. By plucking, bowing, or strumming a string (string family, all guitar type instruments) In the Music Room, we use 3 different styles of percussion:
 1. Body Percussion (snap, clap, pat, stamp)
 2. Unpitched Percussion (maracas, drums, woodblocks, triangles, etc.)
 3. Pitched Percussion (xylophones, metallophones, glockenspiels)

In the Music Room, recorders are the most often used instruments that require air to create sound. Class instruments with vibrating strings are commonly guitars and ukuleles. For our “found sounds” project, you must first decide what kind of instrument sound you want to create. Think about the following:

- Which type of instrument would you most like to make and play? Explain your thinking.
- What materials will you use to make it?
- Will your project require help from an adult or older family member to help you build it?
- Can I find ideas for homemade instruments in magazines, books, or on the internet

Brainstorming for Ideas

Materials you could use (with permission from an adult):

- Boxes
- Cardboard Tubes
- String
- Wire
- Rubber Bands
- Plastic Bottles
- Paper Plates
- Metal Pop Tops
- Uncooked Rice, Pasta, Dried Peas or Beans
- Marbles, rocks, or pebbles

FOUND SOUNDS!

1. Circle the way your instrument makes sound:

Vibrating Strings

Blowing

Striking or Shaking

2. Describe how you made your instrument:

First, I _____
_____.

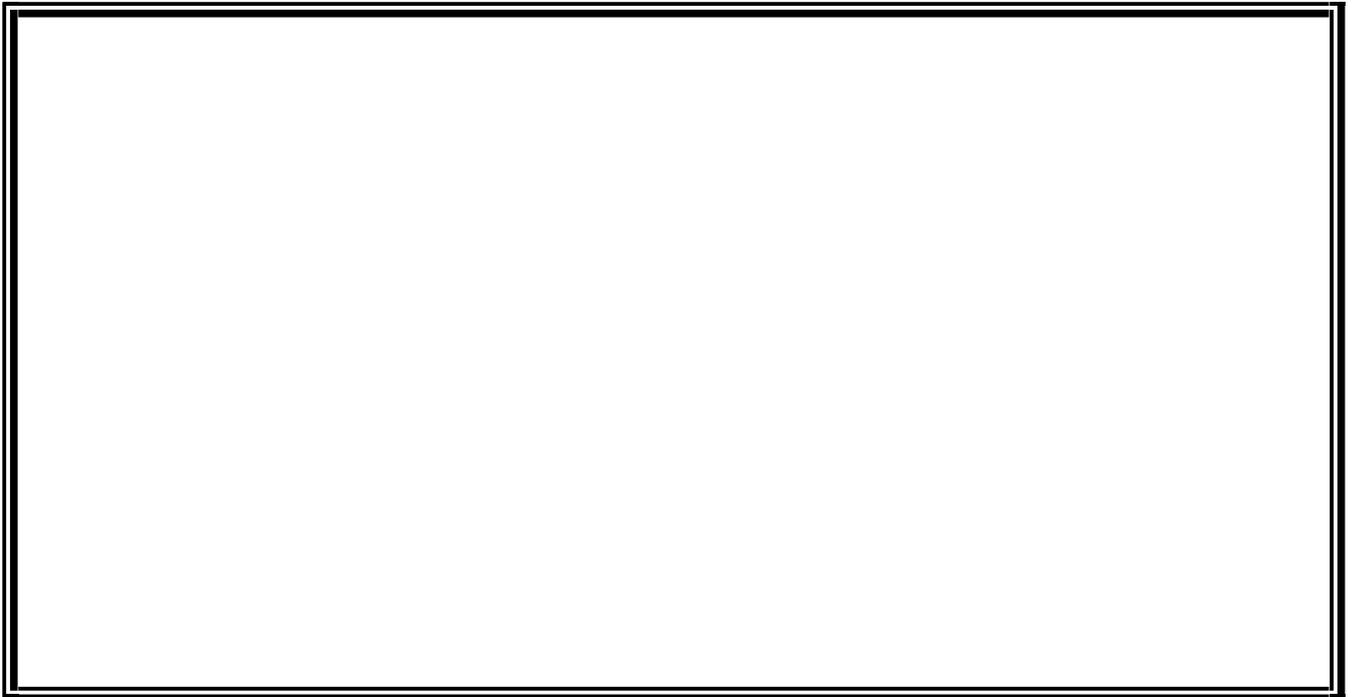
Then I, _____
_____.

3. What did you name your instrument?

4. What do think makes your instrument unique and special?

5. Compare or contrast your instrument to other instruments in its family. You can use charts, diagrams, or sentences.

6. Draw an illustration of your instrument in the space below:



Elementary Orff Music Writing Prompts:

- Celebrity Letter-Students can look up the mailing address of a favorite music celebrity on a teacher-approved site (or teacher can pre-survey students and generate list) and write letters to some of their favorite celebrities.
- Listening Station:
Some students love to sit and simply listen to music. There are several apps with interactive listening (e.g. Nutcracker, Carnival of the Animals). Set up a listening station and Listening Glyphs for them to color as they listen. Some examples can be found on Musicplayonline.com.
- What music style or genre best describes your personality? Tell your readers why you best relate to this style of music.
- If Broadway Musicals were real life and you had to pick one to live your life through it, which one would you choose and why? Explain your thinking.
- What is the most beautiful piece of music you've ever listened to? Talk about how each part of the song made you feel and why it has stuck with you. Also, relate a story in which you share it with someone else and try to prove to them how great it is.
- Write a story about a character (or draw from personal experience) in which the character composes a song or other musical selection. This can be with any instrument (including voice). What kind of song is it and how does the character feel about making it?
- Most people have a genre of music that just does not appeal to them. What is yours and why? Create a dialogue between two characters: one who loves that genre and one (like you) who doesn't like it.
- If you could be proficient in any one instrument what would it be and why? What would you do if you had immense talent in creating music with this instrument?
- Have you ever had a piece of music change your life? What specifically changed you and why? If you haven't, just create a character or a piece of music that would cause such a thing to occur.
- Students can listen to recorded music of teacher's choice and respond to it via a writing prompt of teacher's choice. For example, students write on literary concepts such as Author's (Composer's) Purpose, or respond to guided questions such as "How do you think the composer was feeling when this piece was written?" or Have students write an essay comparing or contrasting various songs in different genres of music. For example, students can write an essay comparing or contrasting the words to "The Star-Spangled Banner" and "Lift Every Voice and Sing."

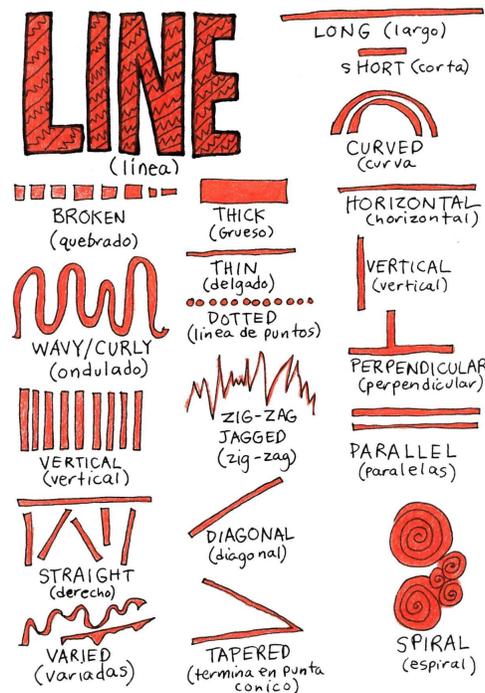
Visual Art K-2

Lesson One: Practicing Lines

Standard: *CREATE/Cr3:* Organize and develop artistic ideas and work.

Here are types of line. Practice drawing them! Do you see them in your surroundings?

Objective: I can draw a picture that incorporates at least 3 lines.



Resources:

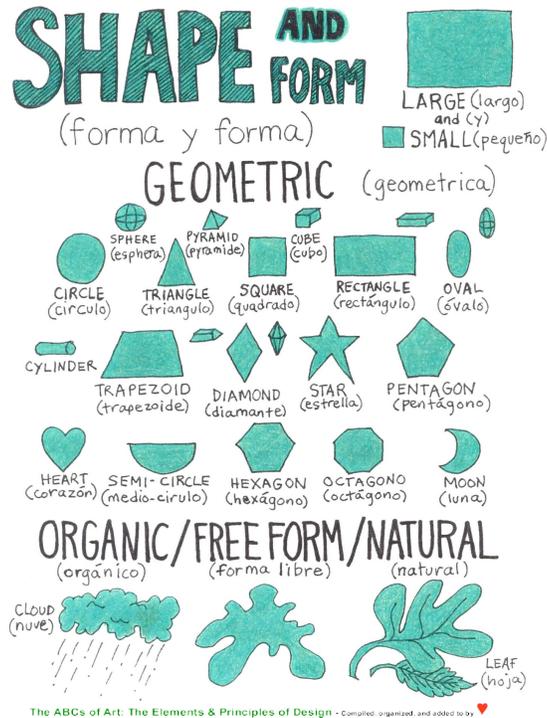
1. <https://www.youtube.com/watch?v=4SqFAYqcuwv>
2. <https://www.pbslearningmedia.org/resource/18bcb5f9-318a-4c51-9831-3c70051dc536/elements-of-art-line/>

Lesson Two: Geometric and Organic Shapes

Standard: *CREATE/Cr2*: Organize and develop artistic ideas and work.

Here are types of shapes. What is the difference between geometric and organic?
Practice drawing 5 of each.

Objective: I can create a robot using geometric and organic shapes.



Resources:

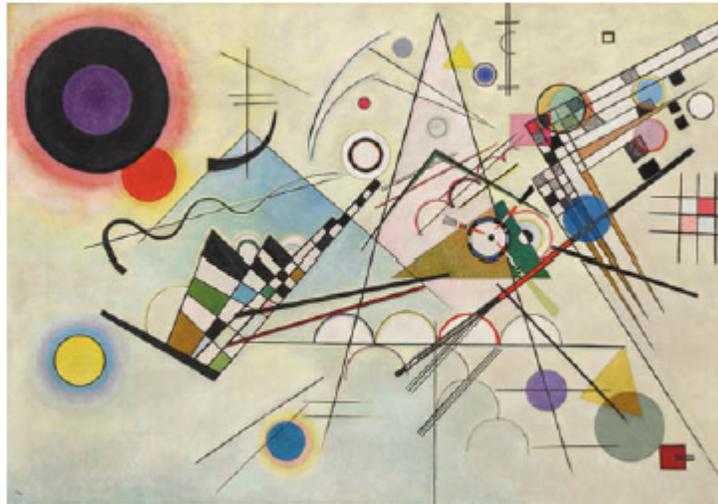
1. Robot Art School-Shape: <https://www.youtube.com/watch?v=zWLSams9Ldk>
2. PBS Shape: <https://www.pbslearningmedia.org/resource/Oe7c9ae9-07f6-4506-adc3-e92120f74be3/elements-of-art-shape/>
3. Artworks that show shape: <https://artclasscurator.com/artworks-that-use-shape/>

Lesson Three: Vasily Kandinsky

Standard: *CREATE/Cr3*: Refine and complete artistic work.

Objective: I can create artwork based on Wassily Kandinsky using knowledge of line and shape.

Draw your own Kandinsky-inspired work using the elements of art (line, shape and color). Use whatever materials inspire you!



Composition 8 by Vasily Kandinsky, 1923. Oil on canvas.

Resources:

1. *The Noisy Paintbox* by Barb Rosenstock
<https://www.youtube.com/watch?v=FNhJ6kEPYGQ>

Lesson Four : Creating Patterns

Standard: *CREATE/Cr2:* Organize and develop artistic ideas and work.

Where do you find patterns? How many can you spot in your house?

Objective: Design a new outfit using as many patterns as can.

PATTERN

IS THE REPETITION OF THE ELEMENTS OF ART OR ANYTHING ELSE.

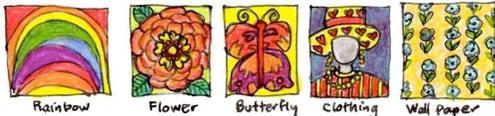
PATTERNS
OF
LINES



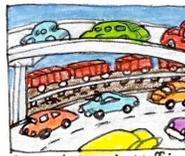
PATTERNS
OF
SHAPES



PATTERNS
OF
COLOR



Birds flying in formation
are a pattern.



Cars stopped in traffic
makes a pattern.



Music has patterns.



Mathematics has patterns.



Jumping jacks are a pattern.



Inhale Exhale Inhale Exhale
Breathing is a pattern.

PATTERN IS EVERYWHERE!

The ABCs of Art: The Elements & Principles of Design - Compiled, organized, and added to by

Resources:

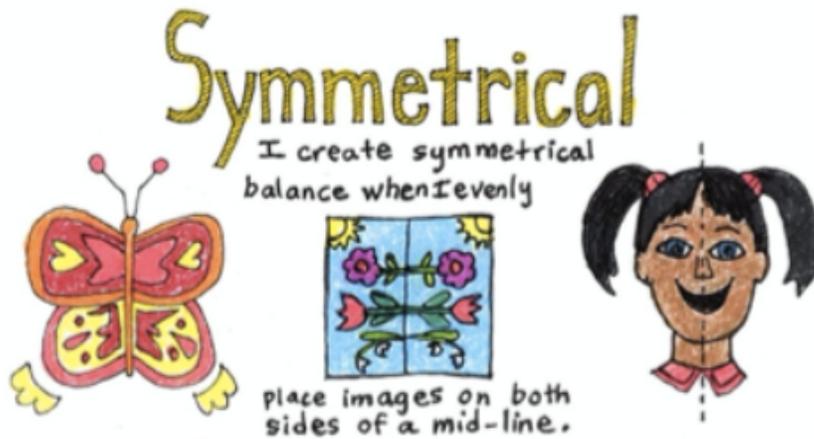
1. Patterns in nature: <https://www.nationalgeographic.com/photography/>
2. We see pattern everywhere: <https://www.youtube.com/watch?v=UuAYp6O8GwU>

Lesson Five: Symmetry

Standard: *CREATE/Cr3:* Refine and complete artistic work.

What is symmetry? Is your face symmetrical? Are plants and animals?

Objective: I can create a butterfly (or any bug) using symmetry.



Resources:

1. Intro to symmetry: <https://www.youtube.com/watch?v=YFzktJNmnPU>

Lesson Six: Landscape

Standard: *CONNECT/Cn1:* Synthesize and relate knowledge and personal experiences to artistic endeavors.

View a landscape. Identify the foreground, middle ground and background the artist incorporates to create the illusion of space.

Objective: Create illusion of space in a landscape drawing.

SPACE



How shapes are arranged in an art work creates a sense of space.
Consider the possible ways shown below to create space.



Draw Big.



Fill the whole paper.



Extend lines off paper.



Placement in relation to horizon



Smaller in distance
Larger closer up



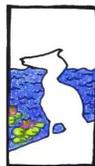
Darker closer up
Lighter farther away



Overlapping



Foreground
(near space)



Midground
(middle space)



Background
(far space)



Positive Space
(the subject or
objects in the work
of art, not the space
around them)



Negative Space
(The empty
space around
the subject
or objects)

Resources:

1. Cassie Stephens Landscape Lessons:
<https://cassiestephens.blogspot.com/2015/08/back-to-art-teacherin-my-fave-landscape.html>

Grades 3-5

Lesson One: Composition

Standard: *CONNECT/Cn1:* Synthesize and relate knowledge and personal experiences to artistic endeavors.

Review parts of a landscape composition, including foreground, middle ground, background, and horizon line. What other elements of art can be used?

Objective: Draw a landscape of your favorite place.

SPACE



How shapes are arranged in an art work creates a sense of space. Consider the possible ways shown below to create space.



Draw Big.



Fill the whole paper.



Extend lines off paper.



Placement in relation to horizon



Smaller in distance
Larger closer up



Darker closer up
Lighter farther away



Overlapping



Foreground
(near space)



Midground
(middle space)



Background
(far space)



Positive Space
(the subject or objects in the work of art, not the space around them)



Negative Space
(The empty space around the subject or objects)

Resources:

1. Cassie Stephens Landscape Lessons:
<https://cassiestephens.blogspot.com/2015/08/back-to-art-teacherin-my-fave-landscape.html>

Lesson Two: Pattern/Rhythm/Movement

Standard: CREATE/Cr3: Refine and complete artistic work.

How do patterns affect rhythm and movement in a composition? What kinds of lines imply movement?

Objective: I can draw a figure to make it look like it's moving.

PATTERN

IS THE REPETITION OF THE ELEMENTS OF ART OR ANYTHING ELSE.

PATTERNS OF LINES

PATTERNS OF SHAPES

PATTERNS OF COLOR

Birds flying in formation are a pattern.

Cars stopped in traffic makes a pattern.

Music has patterns.

10	20	30	40
100	200	300	400
1000	2000	3000	4000
10000	20000	30000	40000
100000	200000	300000	400000
1000000	2000000	3000000	4000000

Mathematics has patterns.

Jumping jacks are a pattern.

PATTERN IS EVERYWHERE!

The ABCs of Art: The Elements & Principles of Design - Compiled, organized, and added to by Contact artist, ms@expandingheart.com, to give feedback. More downloads at www.expandingheart.com & www.artsonartists.com.

RHYTHM AND MOVEMENT

A REGULAR REPETITION OF THE ELEMENTS OF ART CAN CREATE A SENSE OF MOVEMENT/RHYTHM.

Active lines create a sense of movement.

Trees blowing in the wind...

Non-objective design...

People marching...

The ticking of a clock is rhythm.

The day has a rhythm to it. Sunrise... sunset... Sunrise... sunset...

The city has a rhythm.

The ABCs of Art: The Elements & Principles of Design - Compiled, organized, and added to by Contact artist, ms@expandingheart.com, to give feedback. More downloads at www.expandingheart.com & www.artsonartists.com.

Resources:

1. The Art of Seeing Art: <https://www.youtube.com/watch?v=PIcbyJu4zZI>

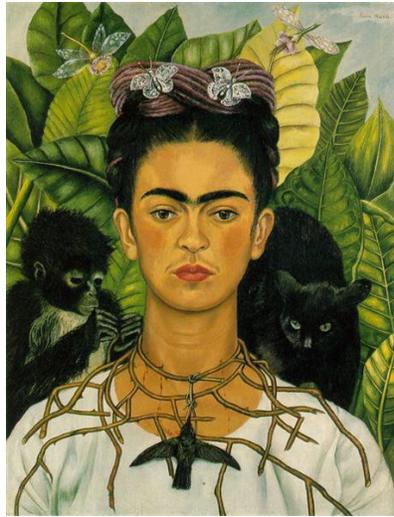
17

Lesson Three: Frida Kahlo

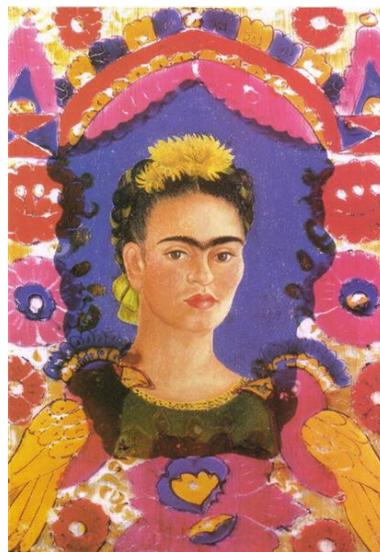
Standard: *RESPOND/R1*: Perceive and analyze artistic work.

Objective: I can learn about Frida Kahlo and analyze her artwork.

1. Watch a short video about the artist: <https://www.youtube.com/watch?v=wfbLR15Bh74>
2. Read more: https://kids.kiddle.co/Frida_Kahlo
3. Discuss what you see in her artwork. What stories is she telling?



Self Portrait with Necklace of Thorns by Frida Kahlo, 1940 Oil on canvas.

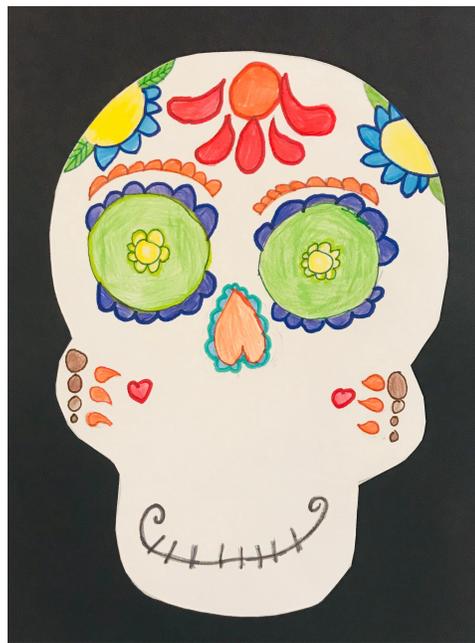
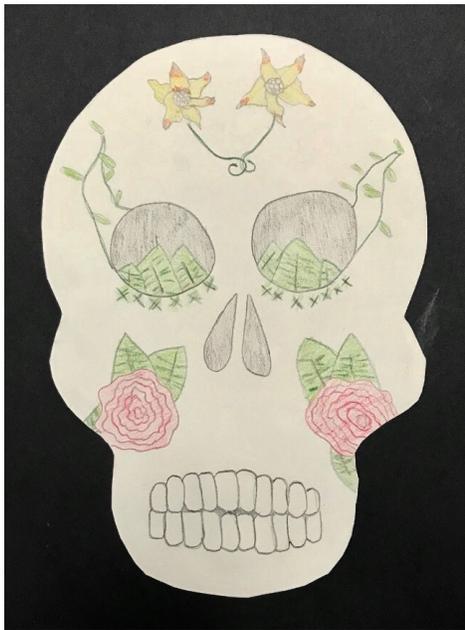


Self Portrait-The Frame by Frida Kahlo, 1938 Oil on canvas . Draw a self-portrait that tells a story about you!s.

Lesson Four : Sugar Skulls

Standard: *CREATE/Cr1:* Generate and conceptualize artistic ideas and work.

Objective: I can learn about Día de Los Muertos and create my own sugar skull using the elements and principles of art.



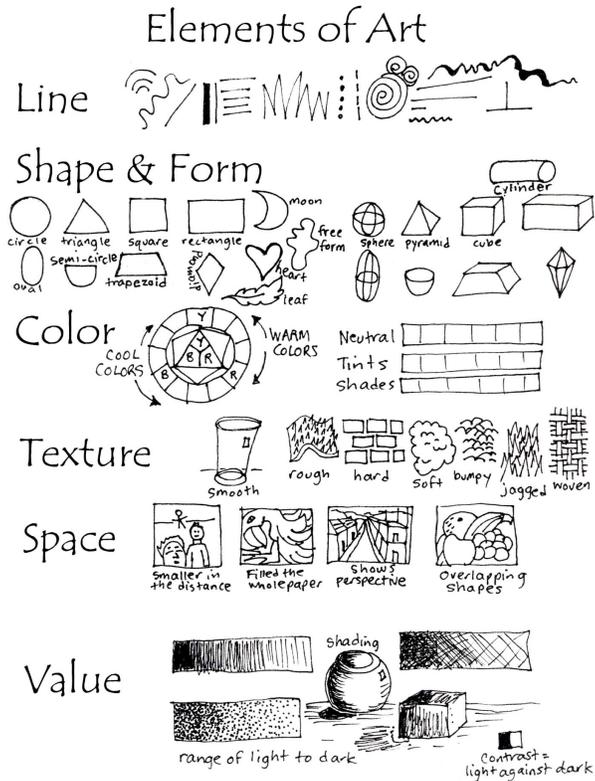
1. National Hispanic Heritage Month is September 15-October 15. Watch this short video: <https://www.pbslearningmedia.org/resource/4e982b0c-8c5f-4ebf-8add-ca692a1cc099/hispanic-heritage-month-all-about-the-holidays/>
2. Learn more at: <http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html>
3. Create your own sugar skull: <https://www.deepspacesparkle.com/sugar-skull-line-drawings-collage/>

Grades 6-8

Lesson One: Review Elements of Art

Standard: *CREATE/Cr1:* Generate and conceptualize artistic ideas and work.

Objective: I can choose an artwork to critique, using vocabulary that includes the elements and principles of art.



The ABCs of Art: The Elements & Principles of Design - Compiled, organized, and added to by W.C. Gillis

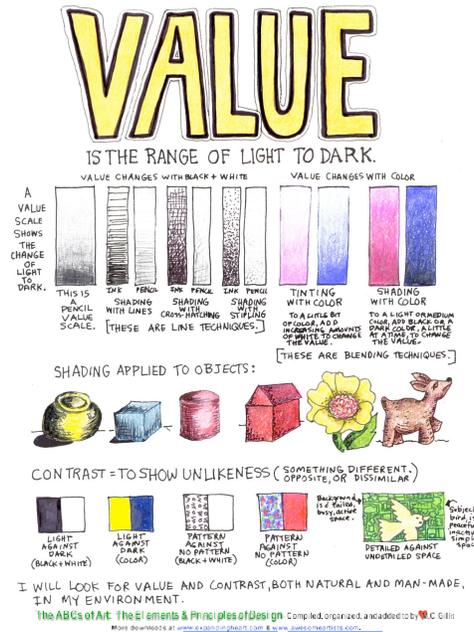
Resources:

1. PBS Elements of Art Video Collection:
<https://www.pbslearningmedia.org/collection/elements-of-art/>

Lesson Two: Value and Shading Techniques

Standard: *CREATE/Cr2*: Organize and develop artistic ideas and work.

Objective: I can practice value and shading techniques.



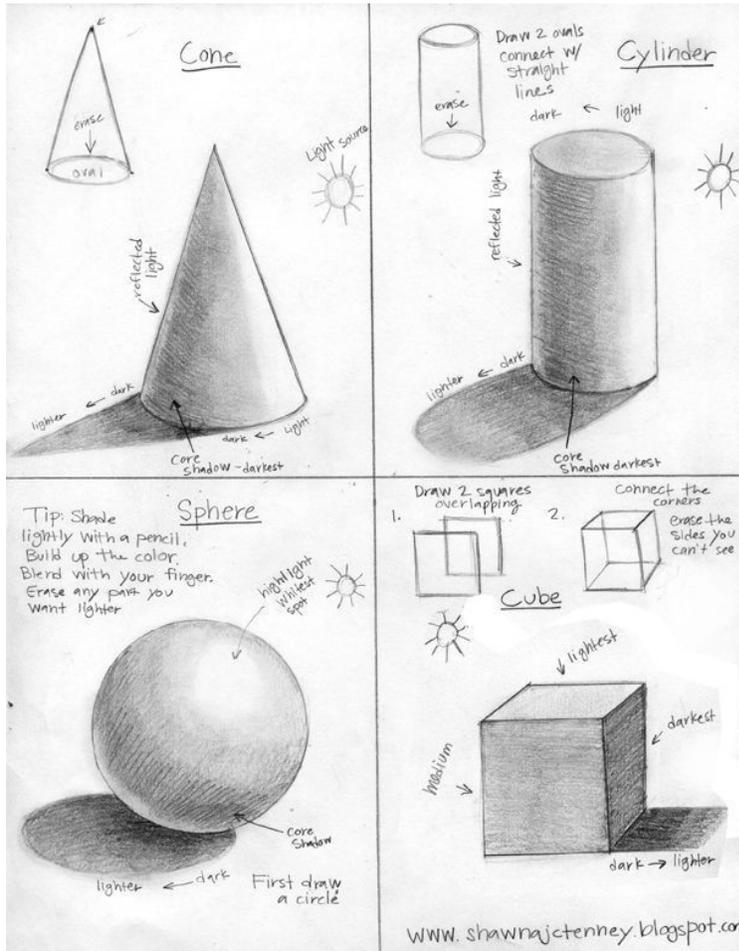
Resources:

1. Basic shading techniques: <https://thevirtualinstructor.com/shading-techniques-basics.html>

Lesson Three: Shape to Form

Standard: *CREATE/Cr2:* Organize and develop artistic ideas and work.

Objective: I can practice drawing each of the forms below.



Resources:

- 1. Shape to form: <https://thevirtualinstructor.com/shapes-into-forms.html>

Lesson Four: Illusion of Space

Standard: *CREATE/Cr3:* Refine and complete artistic work.

Objective: I can use the illusion of space and/or one-point perspective to create a drawing of a bedroom.



Resources:

1. How to use illusion of space: <https://thevirtualinstructor.com/illusionofspace.html>
2. Practice One-point perspective: <https://www.studentartguide.com/wp-content/uploads/2015/02/perspective-drawing.pdf>

Lesson Five: Still Lives

Standard: *CONNECT/Cn1*: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Objective: I can create a still life out of meaningful objects and draw it.



Resources:

1. History of the still life: https://www.timetrips.co.uk/still_life_history.htm
2. How to draw what you see: <https://emptyeasel.com/2006/11/24/how-to-draw-what-you-see-techniques-and-tips-to-improve-your-drawing-skill>

Performing Arts

Share the experience together: Musical games provide an opportunity to share an experience with your child and to provide your child with *positive attention* by looking at them, singing with or listening to them, and imitating their movements and gestures. Songs with hand gestures or body movements provide a platform for parents to naturally follow their child's leads during musical games. This shows your child that you are paying attention to them, approve of their activities, and want to be a part of their activities.

Suggested Music Activities:

- Use a familiar song like *Happy and You Know It* that your child likes and that you can participate in together. Add additional verses with new motions that your child likes or have your child choose the motions and copy them. For example: If you're happy and you know it... Jump up and down! Get tickles! Spin in circles!
- Add variation to a folk song like *Rum Sum Sum* by singing it fast or slow or doing the hand motions large or small. You and your child can take turns making choices and imitating each other in these changes.

Musical games to influence emotions: The main reason people engage with music is because of how it makes them feel. Parent-child music making experiences impact the mood and arousal levels of both children *and* parents. With lots of changes in schedules and routines during these times, activities that help regulate mood are particularly important.

Suggested Music Activities:

- Set a routine for singing a lullaby while cuddling your child. Choose a familiar song that your child enjoys. For older preschoolers, they might find it a fun game to pretend to tuck in their parent and sing a lullaby to you.
- Practice emotions and coping skills through musical games. For example, use the tune of *Happy and You Know It* to sing about different emotions and what to do when you feel that way for different verses (When you're happy and you know it, clap your hands! When you're sad, get a hug! When you're angry, take a breath!). Change your tone of voice and facial expressions to match the emotion. Note that learning these coping strategies in song won't make your child an expert when the real emotions strike. But it's a fun game and practicing coping strategies when you're calm helps them to become more automatic when you need to use them over time.

Musical games for pretend play: Songs provide opportunities for pretend play and imaginative play. Some children love pretending and will be excited to use toys or stuffed animals to act out different songs. For other children, pretend play is a harder skill; familiar songs can provide a structure for learning pretend play routines. Some adults also find pretend play to be challenging; songs can help provide a comfortable way to pretend and be silly with your child.

Suggested Song Activities:

- Use songs that have a narrative that you can act out like *We are the Dinosaurs* by The Laurie Berkner Band, *Fire Truck* by Ivan Ulz, or *Octopus (Slippery Fish)* by Charlotte Diamond.
- For younger children, many classic nursery rhymes provide opportunities for pretending through song- associated gestures like the different verses of *Wheels on the Bus* or *Baby Shark*.

Musical games, speech/language development, and pre-academic skills: With schools out, many families are looking to provide learning experiences for their children. Musical games and songs can be a fun way to spend time together that is also educational. Many children’s songs provide opportunities to practice skills like counting, colors, and letters, as well as listening and following directions.

Suggested Song Activities:

Incorporate songs into story time. The classic *Brown Bear, Brown Bear, What do you See?* By Bill Martin Jr. pairs well with the tune of *Twinkle, Twinkle Little Star*. For younger children you can pause to let your child fill in the color or the name of the animal. For older children, take turns singing by following the question and answer pattern in the lyrics. If you’re not seeing friends or extended family members during this time of social distancing, use a fun variation of this song when looking through a photo album or during video chats (e.g., [Child name, Child name] who do you see? I see Grandma looking at me!”).

- Rhyming skills are important for literacy development. The traditional song *Down by the Bay*, popularized by Raffi, lets children create their own silly rhymes as they pay attention to letter sounds.
- Counting is a popular theme in children’s songs. You can count on your fingers or incorporate toys to count on objects as you re-enact songs like *Five Little Monkeys*, *Six Little Ducks*, or *Ten in the Bed*