

Parent Resources and Materials

Poetry:

“Hope” is the thing with feathers

By Emily Dickinson

“Hope” is the thing with feathers –
That perches in the soul –
And sings the tune without the words –
And never stops – at all –

And sweetest – in the Gale – is heard –
And sore must be the storm –
That could abash the little Bird
That kept so many warm –

I’ve heard it in the chillest land –
And on the strangest Sea –
Yet – never – in Extremity,
It asked a crumb – of me.

Science:

Parents, below is a link to a live feed of someone’s backyard in Ohio on youtube for animal observation. This is a public channel so commercials should be monitored by a parent. It is a good resource if your student cannot see any wildlife from a window for this week.

<https://www.youtube.com/watch?v=OIqUka8BOS8>

Preschool to Early Elementary

Movement Ideas

Three- to seven-year-old children should begin experiencing the music on this CD with the activities suggested for toddlers. When they are successful maintaining beat motions when the beat is in duple meter (two beats) and triple meter (three beats), try the following:

- If the music is in duple meter, tap two times on one leg and chant "here," and then tap two times on the other leg and chant "there." Continue alternating between "here" and "there." If the music is in triple meter, chant "here" for every three taps and "there" for every three taps. When the children are able to maintain the beat and alternate between "here" and "there," stop chanting the words.
- Try tapping on the following parts of your body with both hands tapping in one location ("here") and then both hands tapping in a different location ("there"). Then try to alternate between "here" and "there" while tapping two or three times with one hand and then two or three times with the other hand.

-back of hand	-chest
-forearm	-tummy
-shoulder	-hip
-head	-bottom
-neck	-thigh
-check	-knee
-nose	-calf
-elbow	-foot

- Also try performing the following motions two times "here" and two times "there" when the music is in duple meter, and three times "here" and three times "there" when the music is in triple meter.

- Flap both hands to one side and then the other.
- Flap one hand and then the other.
- Shake your head "yes," looking to one side and then the other.
- Knock with both fists on an imaginary door in one place and then another.



- Twist at the waist to one side, bounce one more time, and then twist the other way and bounce one more time.
- Shrug one shoulder and then the other.
- Point to something with one hand and then the other.
- Push one hand out front and then above your head.
- Push one hand out front and then the other.
- Push one hand above your head and then the other.

• Ask individual children to demonstrate a "here" and "there," and have the other children imitate the motions.

• Distribute rhythm instruments and ask the children to discover two different ways to play them.

Have the children alternate between "here" and "there."

• *Oh Dear, What Can the Meter Be?*

Play various selections

from the CD at random and have

the children discover "here" and "there" by performing motions.

Then ask them to decide whether the music is in duple or triple meter.



*Students should have a good grasp on the movements suggested in the Preschool to Early Elementary suggestions before moving on to the Mid to Upper Elementary suggestions.

Mid to Upper Elementary

Children of this age should be able to perform the activities suggested for the toddlers and the early elementary children before attempting the following. If the children are ready, the following activities are a great way to continue developing beat proficiency while experiencing the wonderful world of classical music.

Stationary:

- *Follow the Leader* – Lead the class in motions as described under “Preschool to Early Elementary.” Have individual children take turns being the leader.
- *Two Plus Two* – Lead the class in motions where one “here” and “there” is paired with another “here” and “there.” Perform these four motions as a set.
- *Prop Dancing* – Have the children imitate the leader’s motions while holding props such as streamers, scarfs, balloons, or paper plates.
- *Fudge* – Perform some motion(s) for the children. Ask them only to watch but not to do the motion until you say “fudge.” As you say “fudge” and the children begin doing the motion, switch to another motion. Tell the children to do the motion you were doing not the motion you are currently doing. Alternate between simple and complex motions.
- *Conducting Patterns* – Learn to conduct the music (usually with your right hand). Start with your hand up, about head level. Conduct duple meter music (simple duple and compound duple) by lowering the hand on “1” and making one bounce returning it back to the up position on “2.” Conduct triple meter music by lowering your hand on “1” and making one bounce to the right on “2” and one more bounce back to the up position on “3.”

Traveling:

- *Walk and Stop* – While a selection from the CD is playing, move around the room in a circle. It is not necessary to remain in single file; one child may pass another child while moving around in the circle. Alternate sections of walking with sections of stopping.

During the sections of walking, try one of these motions:

- Walk.
- Walk on your tiptoes.
- Walk with your toes pointed in.
- Walk with your toes pointed out.

Movement Ideas

- Walk on your heels.
- Walk with your hands touching the floor.
- Walk backwards.
- Walk side-step side-step.

When the music is in triple meter, try one of these steps:

- Wedding Step* – Step forward on “1,” bring your other foot together on “2,” and hold for “3.” Begin again with the opposite foot.
- Waltz Step* – Walk on each beat. This will put the opposite foot forward at the beginning of each set of three.
- Minuet Step* – Step forward with your right foot on “1,” rock back onto your left foot on “2,” and rock forward onto your right foot on “3.” Begin the next set of three beats with the left foot.

During sections of stopping, perform the motions described under “Preschool to Early Elementary”:

- *Walking through Hoops* – Lay 3 or 4 different-colored hoops on the floor in various places. Assign certain movements to each color. As the music plays, walk around the room with the beat. Whenever a hoop is vacant, step inside the hoop and perform 6 of the prescribed motions while counting out loud. Then leave the hoop and begin walking around the room with the beat again until another vacant hoop is found. The fun is in the confusion that is created while various children are at different stages of counting to 6. This game can be done with duple or triple meter music.
- *Making Circles* – Have the children walk around the room keeping the beat with their step and, while walking, decide if the music is in duple or triple meter. Stop the music after the children have had a few moments to figure this out. When the music stops, have the children form circles of three people if the music was in triple meter and form circles of two if the music was in duple meter. Repeat the game with several examples of both meters.
- *Metronome Music* – Use music on the CD as background music to provide a supporting beat while students:
 - Read rhythm patterns.
 - Perform ostinatos on rhythm instruments.
 - Walk the beat and speak newly created rhythm patterns.
 - Alternate between any of the above activities every four beats.
- *Form and Analysis* – Older students can discover the form of the short pieces on the CD and create movements that reflect each form. These movements might be stationary beat movements for younger children or traveling beat movements for older children. You may want to demonstrate one or two examples for the children before they try this on their own.

You are never too young or too old to enjoy classical music and moving with the beat. Enjoy performing these movement activities with the CD or simply listen and enjoy being moved by the music.

Hello 3rd grade artists! I hope you are having fun during the extended Spring Break. I want you to continue thinking about the master works we have been studying so I created this page for you to think about and work on while you are away from school. All you need is a pencil and your knowledge from this year to fill in the blanks.

By the way, I have fired the pinch pots and they will be ready for you when you return. Do you remember where I take the pinch pots in order to fire them? It is called a **kiln** and it works much like an oven. I think you will be very happy to see how great they turned out.

"It is only by drawing often, drawing everything, drawing incessantly (constantly), that one fine day you discover, to your surprise, that you have rendered (made) something in its true character." **Camille Pissarro (1830-1903)**



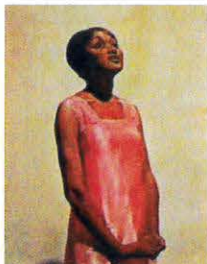
This painting was created in **1888** by **Vincent Van Gogh**. In this painting we can see he used complementary colors. There are three sets on the color wheel. One example of complementary colors is red and green. In this painting, the largest example seen is **blue and orange**. These colors are opposite on the color wheel. Whisper to your pencil the colors in the third and final set. **Purple and yellow**.



Mary Cassatt painted this in 1893. The name of this painting is very logical, "The **Child's Bath**". When we sketched this in class, we talked a lot about positive and **negative** space. Can you point out two objects that fill the positive space? When you come back to school, we will create a **water** color painting of this master work. Originally, this was an oil painting. Was this artist painting her subject realistically or abstractly? Point to an example of abstract art on this page. **Icarus**



French master artist, Henri **Matisse** (pictured right), did not paint this famous work but used cut-outs of **paper** instead (just like we did). This artwork, from 1944, was named after a famous myth about a father and a son who used wings to escape from the island of Crete. The son, **Icarus**, made wax wings though and fell from the sky when the wax that joined his wings was melted by the heat of the sun.



We just finished this project and you put forth great effort. We used a specific medium for this art piece. Art mediums refer to the art materials or artist supplies used during a project. Do you remember what we used for this project? Chalk pastels or oil pastels? Did we use warm colors or cool colors? There are three prime colors: **red, yellow** and **blue**. Two of those colors are warm and one is cool. Write down the name of the cool color: **blue**. Do you remember who painted this in 1928? **James Chapin**.