

Fine Arts Newsletter, April 2017

Visual Arts with Ms. Keely

Please visit our hallways throughout the school year for ongoing displays of your children's artwork. Their art really brings great life to the walls of our school! I've really enjoyed creating artwork with your children!

4-5 Year Olds

Students created **monochromatic** (one color) acrylic paintings with geometric shapes mounted on wood. Students learned how to make tints of color by adding white to their favorite color. We explored and named the **geometric shapes** and their attributes to reinforce math studies. Students were able to create **patterns** and **designs** with these shapes. These pieces are displayed in the classrooms.

Thank you to Patricio Torres (Ms. Melody's husband) for supplying the wood base, and to Jonathan Brock with Farmers Insurance, for donating the geometric wood pieces used in this project.



6-9 Year Olds

First Years

First year students have been working on learning how to draw different **pollinators**, including: bees, hummingbirds, long-tongued bats, and butterflies. Students learned how to draw and name the different parts of the bodies of these creatures. For example, they learned that bees are insects, have three body parts: head, thorax and abdomen, and that they have six legs. Students used a wax crayon as a **resist**, and then learned and used the wet-on-wet technique with **watercolors**. While making the tissue paper flowers, students learned about three different types of flowers and their leaf shapes. Students will be making rice paper Koinobori next! Please look through the hallways for displays of this artwork!

Second and Third Years

Koi (Carp) Windsocks

Students in the 6-9 classes are learning about and creating Koinobori out of paper and fabric. While integrating learning about the continent of Asia with their art project, students learned in art class about Children's Day in Japan. They also learned that the carp represents strength and perseverance, since it swims up a waterfall and is energetic and brave. Reinforcing the Montessori lesson of "parts of the fish", students learned how to draw the carp to create their windsock. Patterns and variations of line were taught to our students, so that they could decorate and enhance their Koinobori.

Many of the fabric Koinobori that were created, are hanging in our outdoor classrooms, in recognition and celebration of the generous work and contribution of **Fish and Wildlife** for our outdoor classrooms. Please enjoy the displays inside and outside of our school!

We are thankful for the donations of muslin fabric to the art program for this project from Jonathan Brock with Farmers Insurance and from classroom parents Megan Holland and Ashley Hatcher.



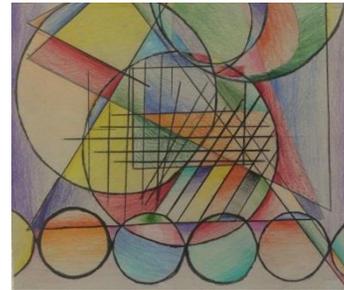
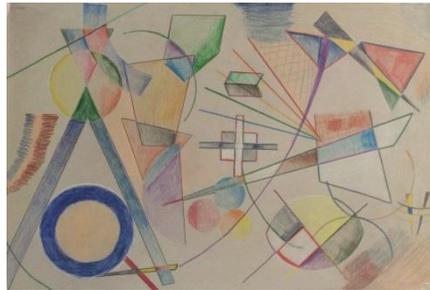
9-11 Year Olds

Students learned about the Fauve artist, Henri Matisse, and created still life drawings and watercolors inspired by him. Initially, students were given drawing lessons and practice with actual still lifes, which were set up in the classroom. Students then moved to drawing with colored pencil on watercolor paper, and then they were introduced to Matisse's use of decorative pattern in his still lifes, through the use of wallpaper and tablecloth decorations. Real patterned fabrics were displayed in class for this inspiration. After students drew the patterns, they used bright colors, while using watercolors, to complete their watercolor paintings. Students were taught drawing and watercolor techniques throughout this project. Overall, the students were able to use their own sense of creativity to create the final product!



TMMS- Middle School

Middle School students wanted to create abstract artwork, so I introduced them to the “Grandfather of Abstract Art”: Russian artist, Wassily Kandinsky. During these studies, students learned about non-representational art (art without a subject) and an introduction to color theory, which Kandinsky developed. Since Kandinsky had **synesthesia**, which simply stated means: that when one of his senses was activated, another sensation would occur. For example, with Kandinsky, when viewing color he felt emotional feelings. This exploration allowed students to learn about how color can create feelings in people, and what the associated colors and feelings may be. Students learned techniques to create variation of line and color, to add interest and enhancements to their artwork. Students used different instruments, including rulers and compasses to create the shapes and lines for these works. The medium used in these pieces is colored pencils. Overall, a wide variety of drawings were created, which were inspired by Kandinsky’s work.



Suzuki Violin and Viola with Ms. Megan

As the school year winds down, the strings students are beginning to prepare for Classroom Concerts on May 10. During PARCC testing, we are trying to keep working as normally as possible.

2nd Grade

Second grade classes are reviewing Twinkle and learning pieces of Lightly Row. They should all have reference sheets to help in practicing, in addition to their Suzuki books.

3rd Grade

Third grade classes are learning Song of the Wind and reviewing Lightly Row and Boiling Cabbage Down. The music to Song of the Wind can be found in the Suzuki book.

4th and 5th Grade

Fourth and fifth graders are progressing through the repertoire at their own individual pace. Students are working on polishing Haste Thee Nymph for the classroom concerts.

Suzuki Cello with Mr. Nick

Class Goal:

Learn new music to present at the classroom concert on May 10.

General Group Assignments:

2nd grade- Lightly Row

3rd grade- Lightly Row and Song of the Wind

4th/5th grade- Song of the Wind or May Song

Advanced- Swallow Tail Jig (assigned parts) and Judas Maccabaeus (assigned parts)

Reminders:

- Cellos **MUST** be dropped off, left in, and picked up from the cello classroom. Instruments are not to be taken to class.
- Practice is expected to happen daily.
- All students must have a Suzuki Cello Part Volume 1 **AND CD**. Many students have misplaced or lost either or both and need to be replaced ASAP.

General Music with Ms. Tonja

We have been busy learning many things in General Music this semester. In order to focus on meeting state and national standards for music the recorders have not been used this semester. They will join the curriculum for fourth and fifth graders next year.

~ Pre-K, Kindergarten and First grade spent the first part of the semester working on music for the Gala. They did a fantastic job! Since the Gala we have been learning musical concepts. The game "Lucy Locket" teaches about dynamics and introduces the solfa notes of so, la and mi. "Grizzly Bear" also teaches loud and soft while "Bee, Bee Bumblebee" focuses on keeping a steady tempo and recognizing the rhythm pattern involved.

~ 2nd and 3rd grade have also been learning and reviewing musical concepts. We've focused quite a bit on note reading and rhythm reading. The students played a note spelling game in which they were to spell a particular word on the music staff and a rhythm notation game. We have explored unpitched percussion instruments with the book Alexander and the Terrible, Horrible, No Good, Very Bad Day as well as many uses of body percussion. Students have also written their own original eight measure rhythm with given parameters.

~ 4th and 5th grade have also been busy with learning and reviewing musical concepts through games and activities. A favorite activity was the traditional folk song and dance "John Kanaka". Many concepts are introduced in this activity including keeping and dancing to a steady beat and singing together as a group. We

created a “sound carpet” with pitched and unpitched instruments set to short poems which were performed in groups for their classmates. We had fun with Boom Whackers, which are pitched plastic tube instruments. This month we are doing a unit on Jazz and Blues artists and their music. So far, we have learned about Billie Holliday, Ella Fitzgerald, Duke Ellington, Miles Davis and Thelonious Monk.

~Middle School spent the first three months preparing for the school wide Gala by learning three choral pieces which were all Folk Songs from different countries. Their performance was great! Since the gala we have had more relaxed class time with the students playing musical games and singing karaoke. Before the year ends students will write a simple composition using the skills they have acquired during this and previous year’s class.

Orchestra with Mr. James

9-11 Orchestras

After a very successful joint performance at the Gala, the three groups are preparing for upcoming classroom concerts. They are working on two-octave G scales, which require shifting for violas and cellos and polishing Haste Thee Nymph.

TMMS Orchestras

After also performing successfully at the Gala, the students have all been working on solos so that they may focus and get feedback on their individual playing.