

Arts Enrichment/PE Curriculum Guide 2017-2018

Art Maspons

Description of the Trimester

The elementary art curriculum focuses on integrating aesthetics, studio art, and art history in an engaging, creative, and imaginative environment. Many projects and discussions incorporate art with the classroom curriculum.

Aesthetic visual discussions make frequent use of projected images. Students discuss various aspects of the images, such as color, space, line, and form; how these images make them feel; what they see; and what they like and dislike. Knowledge of the artists and the society they were part of also plays a role in students acquiring an understanding of art and the context in which it is created.

Student Objectives

In each of the grade levels, students will...

Kindergarten

- Use the elements of art to create art: recognize and find those elements (line, shape, color, form) in art, everyday objects, and nature; use lines to draw and create shapes; use basic geometric shapes in art; know and use the primary colors (hues) in art.
- Recognize the essence of form of a known object; develop sculptural form through a combination of several assemblages; treat the surface of a form with line, color, or added space.
- Be able to begin to talk about your art in the basic language of art.
- Use principles of art to create art: recognize principles of pattern/repetition and texture and find them in art, everyday objects, and nature; use repetition and texture to create art.
- Use a wide variety of art materials/media - to create art and functional objects.
- Complete many kinds of art alone and with others; respond to one's own art and the work of others with respect.
- Experience art created by some cultures and by master artists: Know how the art in these cultures is different in subject matter and media; learn about some master artists; make art inspired by the art of these cultures and artists.
- Create and respond to art in a responsible, respective manner: use materials appropriately and safely; appreciate the creativity of others; identify, locate, manage, and clean up and put away tools and materials; create art with respect for self and others.

First Grade

- Expand ability to use the elements of art to create art: find and use organic and geometric shapes in art; recognize primary and secondary colors, warm and cool colors, and contrast created by hues and value changes; recognize how mood is derived from colors, and use a variety of colors in art for expressiveness.
- Expand skills and knowledge in additive and subtractive sculpture: develop sculptural form through a combination of several media, such as assemblage, clay, plaster or paper.
- Expand ability to use the principles of art to make art: understand the "variety" principle, and find it in art, everyday objects and nature; use variety to make art.
- Expand variety of art materials/media used to create art and functional objects.
- Identify the idea behind one's art, and be able to express feelings associated with making art.

- Experience art made by some culture and by two or three master artists: learn how art made in these cultures is different (subject matter, media) and how artists get ideas in these cultures; examine works by master artists in this culture; and create art inspired by these cultures and artists.
- Feel comfortable discussing works of art.

Second Grade

- Expand ability to use the elements of art to create art: recognize and use horizontal, vertical, diagonal lines and their visual impact; recognize and use foreground, middleground, and background; expand use of colors, such as mixing primary colors to secondary colors, and understanding how a color wheel works.
- Understand and identify textural differences in art: experiment with texture in a variety of media; differentiate between actual or simulated texture; creating textural effects on three-dimensional formats.
- Expand ability to use the principles of art to make art: identify and create examples of pattern and movement.
- Expand variety of art materials/media used to create art: experience form through manipulation of a variety of media.
- Complete a variety of art projects independently and with others
- Feel comfortable discussing works of art: identify the idea behind the work; express feelings associated with creating art; identify line, shape, color, texture, variety, pattern, and movement in your art.
- Experience art made by some cultures and master artists: learn how art made in these cultures is different (subject matter, media); examine works by master artists in this culture; and create art inspired by these cultures and artists.

Third Grade

- Expand ability to use the elements of art to create art: recognize and learn to use contour line drawing, positive and negative shapes, and color scheme, and experiment further with primary and secondary colors and color value; use the horizon line and overlapping shapes to create illusion of space.
- Expand use of textural differences: identify and describe textures by touch and appearance; use real and simulated textures
- Expand ability to use the principles of art to make art: Balance (symmetrical and asymmetrical), unity, movement, proportion, contrast, variety, and pattern
- Use many kinds of two and three-dimensional media to create art, independently and with others; plan or sketch ideas before beginning to work; show and explain the elements and principles of art and include a materials list.
- Experience art made by some cultures and master artists: learn how art made in these cultures is different (subject matter, media, history) and how artists get ideas in these cultures; examine works by master artists in this culture and identify some masterworks; and create art inspired by these cultures and artists, explain how it was influenced by that art

Fourth Grade

- Expand ability to use the elements of art to create art: recognize and learn to use positive/negative space, form and color intensities in two and three-dimensional art.
- Expand ability to use the principles of art to make art: further explore balance (symmetrical and asymmetrical).
- Expand ability to preplan the work and use many kinds of two and three-dimensional media to create art, independently and with others; show and explain the elements and principles of art and include a materials list.
- Expand ability to discuss process, ideas and feelings in creating and responding to art.
- Experience art made by some cultures and master artists and sculptors: learn how art made in these cultures is different (styles, subject matter, media) and how artists get ideas in these cultures; examine works by master artists in this culture, and identify some masterworks; and create art inspired by these cultures and artists, explain how it was influenced by that art
- Expand ability to use a variety of art materials and tools, and practice proper maintenance.

Fifth Grade

- Expand ability to use the elements of art (line, color, shape, texture, form and space) to create and respond to art, including perspective, symbolic forms, the color wheel, hue placement and mixing.
- Further develop skills needed to achieve realism, such as contour drawing, eye/hand coordination, and drawing by observation rather than preconception.
- Expand ability to distinguish among principles and elements of art, recognize and learn to use unique characteristics of a variety of materials, and pre plan work.
- Appreciate the many kinds of world art, with a concentration in American artists; learn artist's basic background, anecdotal details, and how they express ideas and feelings; recognize and learn to use different ways artists get their ideas (thumbnails, brainstorming, rough sketch, reference, imagination, sketching from life); create art inspired by the art studied.
- Begin to make connections between art and other disciplines: learn about how art history is related to history in general; learn about some of the mathematical principles related to art (proportion and scale, geometry, pattern and repetition, measurement, etc.); use visual art to respond to other art forms (literature, music, dance).

Student Work

All classes will showcase throughout the school during the trimester where they have Arts Enrichment. Families will also have an opportunity to purchase products with their child's artwork on it through the program Art by Me. At the end of the trimester, students will take home all remaining pieces of artwork.

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific Enrichment question arises, please directly email Ms Maspons and an answer will be provided within 48 hours.

Maria Maspons, K-5 Art Teacher (mmaspons@charlottelabschool.org)

Music
Quinn

Description of the Trimester

In music class, we learn and develop muscle memory through repetition. After starting every class with a song or two, we'll work our way through learning instrumental skills and developing music theory knowledge.

Enrichment Topics, Objectives & Vocabulary

- Develop and demonstrate an understanding of music through singing, instrumental performance, movement, and critical listening
- Understand the basic principles of rhythm and how they relate to mathematics
- Understand how to optimize use of the voice through vocal and mindful breathing exercises
- Practice "Mindful Listening" in the context of a wide repertoire of musical pieces
- Develop an understanding of the relationship of music to history and culture
- Understand the history, instruments and culture of a wide variety of genres of music
- Demonstrate critical analysis of musical pieces selected by both the teacher and student

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Music Theory	Learn how to read the notes of the Grand Staff; learn how to locate the notes on the piano	Treble, Bass, Clef, Accidental, Sharp, Flat, Natural, Ledger Line, Key Signature, Time Signature
Instrumental Performance	Learn 6 chords on the ukulele and perform a song as a group at the end of the trimester; learn proper piano technique while learning scales and chords	Ukulele, Piano, Chord, Scale, Attack, Strum, Fingering, Beat, Tempo,
Genres	Learn to identify and analyze a wide range of genres of music	Classical, Jazz, Rock and Roll, Blues, Hip-Hop, Reggae, Salsa, Country,
Sight Singing	Learn to sing a simple piece of music that they've never seen before	Solfege

Approach to Learning

Music is a language. Like any other new language our students will learn how to...

- Read the language of music by learning how to identify notes and symbols in written music
- Speak the language of music through their voice, piano, and ukulele
- Write the language of music by learning how to dictate and compose music

Student Work

All classes will have a performance at the end of the trimester. Parents will be notified by email 2 weeks before the performance.

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific Enrichment question arises, please directly email Mr. Quinn and an answer will be provided within 48 hours.

Woody Quinn, K-6 Music Teacher (wquinn@charlottelabschool.org)

K-1 Drama

Children's Theatre of Charlotte

Description of the Trimester

Charlotte Lab School has a continued partnership with Children's Theatre of Charlotte. All K-1 students have an opportunity to participate in this enrichment class for one trimester. The goal of this experience is not necessarily to "perform" a play at the end of 12 weeks, but rather to showcase a variety of dramatic practices that the students were engaged in during the trimester.

Student Objectives

Throughout the trimester, students will...

- Exercise their imaginations
- Build confidence and comfortability speaking and performing in front of others
- Explore elements of story through movement, characterization and improvisation
- Develop important social skills
- Investigate theatre concepts and and vocabulary
- Receive exposure to literary/literacy connections through reading/writing

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific Enrichment question arises with CTC, please directly email Cat Malone (cmalone@charlottelabschool.org) and an answer will be provided within 48 hours.

2-3 Chess

Young Master Chess

Description of the Trimester

Charlotte Lab School has a continued partnership with Young Master Chess. All grades 2-3 students have an opportunity to participate in this enrichment class for one trimester. Throughout the 12 weeks, students learn to play the game as well as build a number of important life skills. Chess is a game that stresses many developmental, social and problem-solving skills. Research studies have show chess can improve memory and imagination, and lead to higher verbal, reading and math abilities among children.

Student Objectives

Throughout the trimester, students will...

- Learn critical thinking skills
- Gain an understanding of cause and effect, risk management and spatial understanding
- Practice visualization and sportsmanship
- Test strategies for success

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific Enrichment question arises with CTC, please directly email Cat Malone (cmalone@charlottelabschool.org) and an answer will be provided within 48 hours.

4-5 Coding Morales

Description of the Trimester

Students create computer programs with loops and events and write algorithms for everyday tasks. Through this they learn to collaborate with others meaningfully, investigate different problem-solving techniques, persist in the face of difficult tasks, and learn about Internet safety. By the end of this course, students create their very own custom game or story that they can share.

Topics, Objectives & Vocabulary

Below is a list of the topics that will be introduced this trimester

<u>Topics</u>	<u>Objectives</u> Students will...
Jigsaw: Learn to drag and drop	<ul style="list-style-type: none"> Students gain familiarity with a computer by solving jigsaw puzzles, which accustom them to the Code.org system and also to the idea of dragging and dropping. Students learn how to collaborate with others on assignments at the computer.
Maze: Sequence	<ul style="list-style-type: none"> Using the same environment as the prior lesson, students are presented with a maze and a pre-written program that fails to get the character to the goal. Students will have to "debug" or fix the pre-written program.
Real-Life Algorithms	<ul style="list-style-type: none"> Over the first 2 lessons in this curriculum, students have been writing algorithms. This lesson calls out ways we use algorithms in our daily lives. This lesson also focuses on the bigger picture of computer science and how algorithms play an essential part.
Bee: Sequence	<ul style="list-style-type: none"> Students write programs that move a cartoon bee around that gathers nectar and makes honey. This is a more complex version of Maze.
Artist: Sequence	<ul style="list-style-type: none"> Students write programs that move a character around, drawing a line behind it wherever it goes.
Building a Foundation	<ul style="list-style-type: none"> Students build a marshmallow structure using only provided supplies. Structures must complete a task (reach a certain height or bear a certain weight), and students discuss the idea of persisting during a task.
Artist: Shapes	<ul style="list-style-type: none"> Students write programs that draw simple shapes, while describing their position relative to other shapes (above, below, etc).
Spelling Bee	<ul style="list-style-type: none"> Students write programs that moves a Bee around a grid of letters. The path the bee takes spells out simple words.

Getting Loopy	<ul style="list-style-type: none"> This lesson introduces the programming concept of loops (repeated instructions) through a dance activity. Students will learn simple choreography and then be instructed to repeat it.
Maze: Loops	<ul style="list-style-type: none"> Students write programs in the Maze that involve using a loop.
Bee: Loops	<ul style="list-style-type: none"> Students write programs in the Bee environment that involve using a loop.
The Big Event	<ul style="list-style-type: none"> Students are introduced to the programming concept of “events,” which are actions that a computer constantly monitors for. The teacher will press buttons on a fake remote, and students have to shout specific phases depending on which button is pressed.
Play Lab: Create a Story	<ul style="list-style-type: none"> Students write event-driven programs that create games or tell stories. There are puzzles with certain goals and at the end, students are encouraged to express their creativity to create whatever they’d like.
Going Places Safely	<ul style="list-style-type: none"> The Internet is a powerful, but sometimes dangerous place. Teachers introduce to students how to stay safe while navigating the Internet.
Artist: Loops	<ul style="list-style-type: none"> Students write programs that draw interesting and beautiful patterns using loops.

Approach to Learning

Many of the projects, assignments, and activities in our curriculum ask students to be creative, to express themselves and then to share their creations with others. While certain lessons focus on learning and practicing new skills, our goal is always to enable students to transfer these skills to creations of their own. Everyone seeks to make their mark on society, including our students, and we want to give them the tools they need to do so. When computer science provides an outlet for personal expression and creativity, students are intrinsically motivated to deepen the understandings that will allow them to express their views and carve out their place in the world.

Student Work

This year, Charlotte Lab School is using an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In CODE, students post to SeeSaw to share their current work and progress toward their personalized goals. Teachers provide regular feedback as well.

Parent-Teacher Communication

Please communicate general questions to your student’s advisor. If a specific question about CODE arises, please feel free email and an answer will be provided within 48 hours.

Marcelo Morales: mmorales@charlottelabschool.org

K-5 Sports Skills

Moore

Description of the Trimester

Students will learn of internationally recognized sports, and healthy living skills. We begin our class, with a mindful introduction. Where we use funny voices, to confirm they are present in class. We then move onto 3-4 exercises. Exercises, that will warm their muscles up. And prepare them for the activities ahead. <http://www.totalsportek.com/most-popular-sports/>

Student Objectives

Throughout the trimester, students will be able to answer...

- What makes a sport popular in select countries?
- Why is sportsmanship as important as physical improvement?
- How do we develop and further a proper competitive mindset?

Parent-Teacher Communication

Please communicate general questions to your student's advisor. If a specific question about Sports Skills arises, please feel free email and an answer will be provided within 48 hours.

Darius Moore: dmoore@charlottelabschool.org