



Parent Volunteers in Action 2005-07
Agenda

Volunteer Day 2006 – Creative Arts Agenda

12:30 – 12:35	Introduction
12:35 – 1:15	Visual Arts Workshop
1:15 – 1:45	Music Workshop
1:45 – 2:15	Drama Workshop
2:15 - 2:30	Video Clips Questions Survey/Feedback Forms

Thanks for your dedication to The Arts!!!

Lina Caminiti – Grade 3 St. Daniel

E.D.C.C.C. Conference

Feedback Sheet for Professional Development

This is to be completed anonymously. I will use the feedback to help me prepare future workshops in the area of Creative Arts.

Presenter: *Lina Caminiti*

Something I liked about the presentation:

Something I would like to see or do more of next time:

General Comments/Questions:

Thanks once again for your feedback. It is an important part of the learning process.

Visual Arts

One of the most asked questions is "Yes, but how do we teach that?" Don't throw away all the crafts that you do. Children need to do crafts so we must find a way to teach the **elements of art** in those crafts. No matter what, parents will still want fridge art, special event cards and crafts!!!

Grade 1-8

Expectation

Explanation

Color

primary: red, yellow, blue
secondary: orange, green, purple

warm: red, yellow, orange
cool: blue, green, purple

tint: any hue (color) blended with white
shade: any hue (color) blended with black

value: the lightness or darkness of a hue

monochromatic hues: different values of a single color

Variety of line

direction: vertical, horizontal, diagonal
types: long, short, thick, thin, straight, zigzagged, curved, looped, dotted, broken

Shape/Form

symmetrical: equal in size or shape
asymmetrical: unequal in size or shape
form: the outline or external contour of an object
geometric shapes: forms or shapes characterized by points, lines, angles, planes, and measure
organic shapes: forms or shapes that occur in nature (clouds)

Texture

the look and feel of a surface: rough, smooth, soft, hard, even, uneven

Elements of design

color, line, texture, shape, form and space

Foreground, Middle ground, and Background

Foreground: area that appears closest to the viewer,

Middle ground: area between the foreground and background,

Background: area furthest from the viewer

Art tools

paint brush, crayon, pastel, modeling clay, stencil, sponge

etc.

2-Dimensional

an object that has length and width (flat)

3-Dimensional

an object that has length, width, and depth

Tips:

- Collect a variety of materials for use in art (spools, sandpaper, paint sticks, wax paper, styrofoam balls, ribbon, paper bags, aluminum foil, yarn, fun fur, glitter, wallpaper books, etc.) The more you have to work with, the more varied and creative the masterpiece.
- When putting up a display, try to think "off" the bulletin board. Be creative and try to make some items three-dimensional. Example, Valentines Day garland in a heart shape on the wall with student's work inside the heart.
- Encourage individuality and remember to tell students that they are all artists!!!

Community Resources:

ArtsSmarts Foundation – Schools can apply to receive grants to help with creative arts projects

Looking at Pictures (*The Friends of the Gallery*) – Volunteers from the National Art Gallery can be requested to come and visit your classes

Building Supply Stores - They are always willing to donate paint sticks

Parent Community – Ask parents to send in various materials for art projects

Fabricland (Baseline Rd.) – They usually have bags of scraps to give away (fun fur, ribbon, various fabrics)

Drama - Primary

Freeze and Break

- general introduction
- children run/skip/hop/trot/gallop etc. and react to the freeze and break signal (clap hands/tambourine/drum)

Freeze and Break in Positions

- same as above but they freeze in positions such as dog, baseball batter, soccer player, elephant, airplane, big truck, cat, mouse, hockey goalie, hockey player etc.

- Introduce emotion into the movement

Movement in the Environment

- have them move like a tree in a windstorm, like a flower, water, bird flying, snowflake, snowball, water fountain, clock ticking, cat stretching, horse grazing. Emotion can be added to these suggestions.

Music and Movement

- listen to and move to music (usually classical music). Discuss movement according to the music i.e. slow walk, quick walk, angry walk etc.

Sports Figure

- have each child pose as a sports figure and the remainder of the children can guess the sport. Remind them that they have to hold the pose for a count of 5 seconds.

Facial Expressions

- talk to the children about making faces and emotions. Discuss each emotion and when they would occur. Play a "Guess My Emotion" game. You can also play "Emotion Freeze Frame" where students close their eyes with their heads down. You describe a situation and on your signal, they hold up their head with an emotion and freeze in that position for 5 seconds.

Mime, Nursery Rhymes and Fairy Tales

- review/read some nursery rhymes/fairy tales to the class. In groups of about 5, have students act out a rhyme in **mime** (no sound or words) and the groups try to guess the rhyme or fairy tale.

Drama – Junior

Warm-up games

Line up according to: Oldest to youngest, Biggest shoe size to smallest, smallest house number to largest, alphabetical order

Sculptor and the Statue: One person is the sculptor and the other the clay. The sculptor moves the clay by touching the body part and positioning it in place. When the sculpture is complete, other groups can guess what the sculptor made. This is done without talking.

The Magic Banana: Take an object and mime a use for it. Example, take a roll of paper and pretend it is your toothbrush, comb, spoon, golf club, etc.

Tips for Drama:

- Collect as many different items as your imagination lets you for use in mask-making, props, scenery, and costumes
- Have the children make the props, costumes, scenery in a production, no matter how large or small the scale
- Always have a hot glue gun available – it is quick and easy
- Plays do not require a stage – classrooms or pod areas work just fine
- Plastic table cloths (dark and light blue and green) make great back drops.
- Use scented plug-ins for a olfactory effect (ex, pine smell for the forest).
- Get the audience involved when possible (ex, they blow the house down with the wolf in the Three Little Pigs).
- Actors should never have their back to the audience – you need to practice this.
- Have students do a part in small groups for better sound and it helps those shy ones (ex, two children are Pig #1 – one is the head holding a mask and the other is the tail).
- Use cardboard boxes, easels, chalkboards on wheels to make simple 3-D sets (ex, trees, castle, house, bridge, window, doorway etc.)
- Have students paint a backdrop

- Have someone tape the performance so the children can see their efforts and be proud of their work. Play it during Education Week. Have a booklet where viewers can make comments about the play.

ART WORKSHOP ACTIVITIES:

- **Color theory** (food coloring demo with water and clear cups)
- **Coffee filter demonstration** (butterflies, flowers, turkeys)
- **Plasticene leaves/birds** – blending of colors/texture
- **Van Gogh "The Starry Night"**
Discuss the painting and artist. Show story book about Van Gogh.
Do a **crayon picture** based on this painting.
Discuss **foreground** and **background**.
- **Warm vs Cool Colour backgrounds** – Show "Serengeti Silhouettes and Halloween Silhouette" art samples.
- **One-Point Perspective** – Do a one-point perspective scene and refer to foreground, background and horizon line.
- * Show the **resist technique** with thinned black paint.
- * Show Halloween story with resist technique.
- * Show **Foam tray prints** – printing technique/patterning/line/shape
- * Show **3-D tree** activity with "The Ungalli Tree" from the story "The Name of the Tree". You can also do 3-D trees with newspaper or brown paper roll to create large displays in the hallway or classrooms.

Resources :

- * Look for **ART IMAGE** kits or that are available in schools.
- * How to Teach Art to Children Gr.1-6, Evan-Moor, EMC760
- * Masterpieces of the Month, Teacher Created Materials

MUSIC WORKSHOP ACTIVITIES:

- Demonstrate **beat** in "London Bridge" (tapping)
- Demonstrate **rhythm** in "London Bridge" – you can feel rhythm
- Play "**MYSTERY SONG** " game using **beat** and **rhythm**. Note the difference. You can't guess the song when you hear only the beat. *It could be anything!!!*
- Review basic **music theory** using hand-outs.
- Review basic **recorder notes B, A, G, C, D** and show proper fingering.
- Play a **Rhythm Ensemble** using Rhythm Instruments.
- **Sing:** **Twinkle Twinkle Little Star** with its partner song.

Tiny Little Star

(Partner song to Twinkle, Twinkle Little Star)

*Tiny little star, tiny little star,
Wish you could tell me who you are.
Shining your light so high above me,
Nothing on earth is quite so lovely.
Tiny little star, tiny little star,
Wish you could tell me who you are.*

* **Rhythmic Ostinato:** a small piece of rhythm repeated over and over until the end of the song.

*Examples: **London Bridge: "Falling Down"**, repeated over and over until the end of the song.*

*Twinkle, Twinkle Little Star: "Twinkle, Twinkle",
repeated over and over until the end of the
song.*

* **Musical Instruments:** introduce poster of the instrument families and the key features of each. You can play "**Name the Instrument**" by hiding the instruments behind a box and students guess the instrument name. We usually do this with percussion instruments because that is all that we have in our schools. If you have access to other instruments that would be GREAT!!!

* **Round:** one group starts a song and after a certain count the next group chimes in.

DRAMA WORKSHOP ACTIVITIES:

- Demonstrate how to play “**Name Intro**” game: You say “I’m Lina and I like volleyball” then the next person introduces themselves in the same fashion and then also introduces Lina, and so on around the circle.
- Review primary drama handout and play the following:
 - “**Sports Figure**” (baseball player, skier, hockey player)
 - “**Emotion Freeze Frame**” examples:
 - *It’s Christmas morning and you come downstairs to see what is under your tree*
 - *Your pet cat ran away from home*
 - *You just won your first soccer game*
 - *Your little sister just ripped your favorite hockey poster*
- Review **Junior warm-up games** and play the following:
 - “**The Magic Banana**” using a paper stick/frisbee

Choral Speaking – Review elements and perform the Dinosaur Dinner

Tableau – Do a hockey game tableau and a scene from Cinderella (trying on the slipper)

Review **tips for Drama in handout

Show video clips of some drama presentations done in the classroom/gym.

***Websites to visit:

www.dsokids.com (Music activities and info on composers)

www.sfskids.com (Music activities)