

Mrs. Wendy's Kindergarten

Music Integration Lesson Plan

Objective: The student will be able to create rhythmic patterns, using body percussion and movements, to a given song ("Grand Old Flag"), practice the song and movements, and perform the song for an audience by the end of the 21-22 school year with 90% accuracy.

- Students will learn "Grand Old Flag" to perform at their Kindergarten Graduation ceremony. They will also create their own movements to the beat of the song as they sing.

Standard:

- CR.1A: I can experiment vocally and instrumentally with expression and elements of music.
- CR.1.B: I can improvise a musical idea using melodic and rhythmic patterns.

Materials Needed:

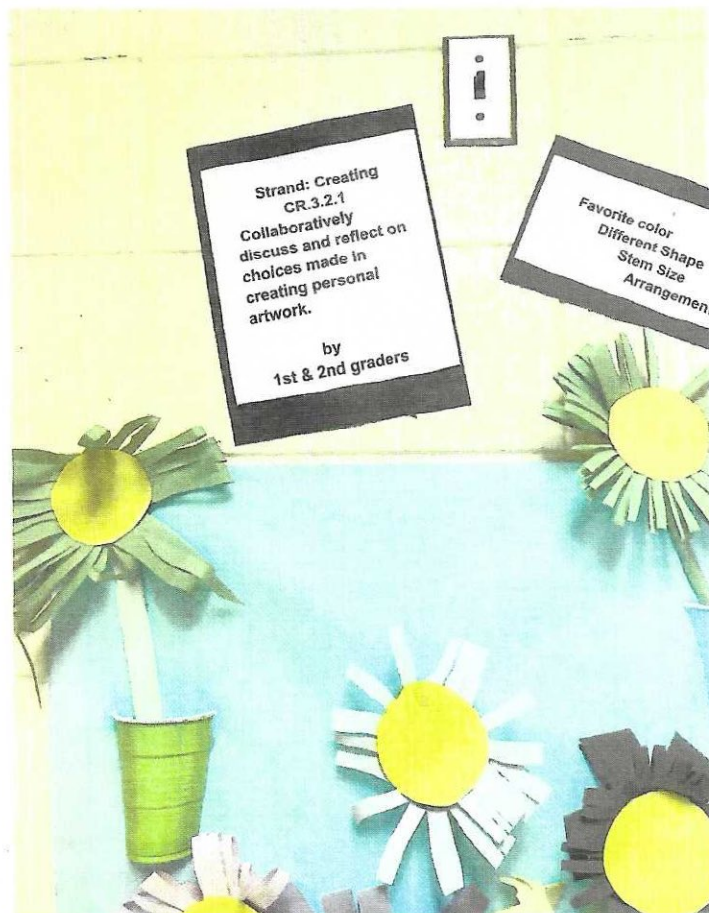
- "Grand Old Flag" performance track
- Rhythm Sticks
- Pool Noodles

Structure/Activity:

1. Day One: Students will be introduced to "Grand Old Flag" in Assembly as a Patriotic Song.
 - a. In class, we will discuss what a Patriotic Song is and why we sing them.
 - b. We will practice the words in class after Assembly.
2. Days Two & Three: Students will use rhythm sticks to find the beat of the song and tap it out. Teacher will show them how to find the rhythm by listening to the music and tapping it for them first.
3. Days Three & Four: After students have found the rhythm, they will be given pool noodles for desk drumming. The teacher will show them different ways of using the pool noodles. Students will be allowed to use the pool noodles to create their own percussion and movements to "Grand Old Flag".
4. Day Five: Students will create their own body percussion/movements to "Dance Along" to "Grand Old Flag". Students will choose their favorite move and present it to the class. The class will vote on the movements to the song.
5. Throughout the year: Students will practice "Grand Old Flag" with the movements they voted on.
6. May 24: Students will song and perform their song for an audience at their Kindergarten Graduation on May 24, 2022.

Lesson Plans for Jeannie Sitzler for the week of 2/28/2022 (Page 1)

	Period 1	Period 2	Period 3	Period 4
Mon February 28	2nd grade Review addition/subtraction facts, number words, comparing numbers 1st grade Review addition/subtraction facts, number words, comparing numbers	2nd Grade identifying map skills 1st Grade Identifying map skills	2nd Grade Identifying mammals 1st Grade Identifying mammals	9:10 - 9:50 Spanish 10:25 - 10:45 Recess 10:50 - 11:20 Lunch 11:25 - 11:55 PE 2:40 - 3:00 Recess 3:25 Carline 4:00 Buses ART Lesson - Creating: CR.3.32.1. Collaboratively discuss and reflect on choices made in creating personal artwork. Students will design and construct paper flowers to be displayed in containers, reflecting on various sizes and shapes as in the style of Georgie O'Keeffe.
Tue March 01	2nd grade Review addition/subtraction facts, number words, comparing numbers 1st grade Review addition/subtraction facts, number words, comparing numbers	2nd Grade identifying map skills 1st Grade Identifying map skills	2nd Grade Identifying mammals 1st Grade Identifying mammals	9:10 - 9:50 Spanish 10:25 - 10:45 Recess 10:50 - 11:20 Lunch 11:25 - 11:55 Keyboarding 2:40 - 3:00 Recess 3:25 Carline 4:00 Buses
Wed 1	2nd grade	2nd Grade	2nd Grade	9:10 -

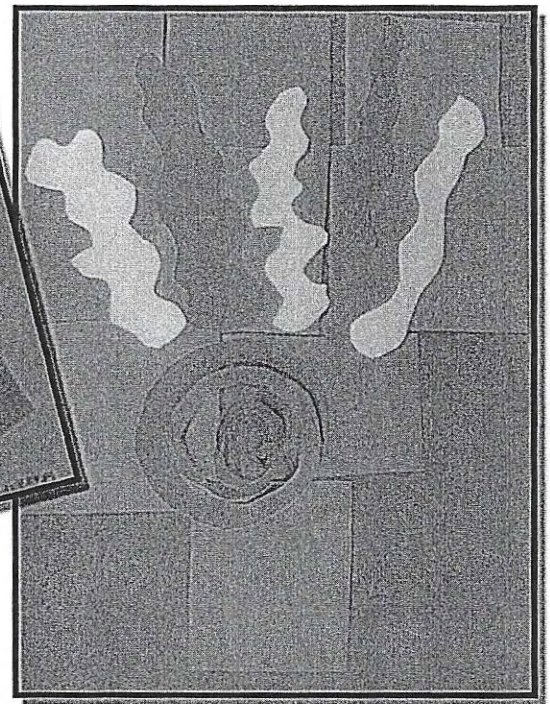
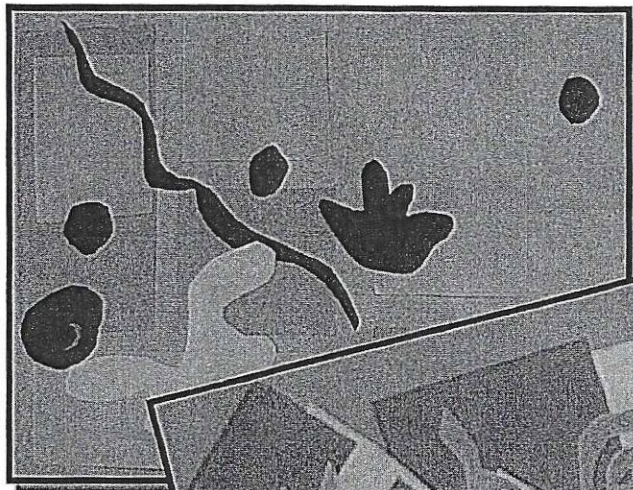


Comprehensive
Art Lessons

Creating Art
With Kids

for Elementary
Classrooms

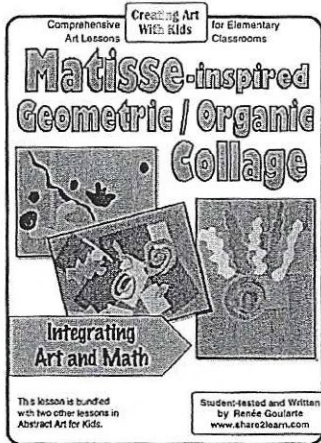
Matisse-inspired Geometric / Organic Collage



**Integrating
Art and Math**

This lesson is bundled
with two other lessons in
Abstract Art for Kids.

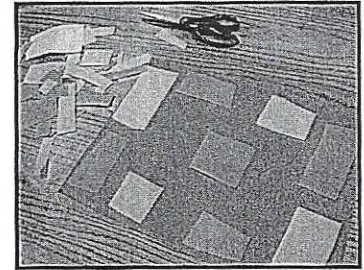
Student-tested and Written
by Renée Goularte
www.share2learn.com



Matisse-inspired Geometric/Organic Collage: Overview

In this art activity, students use geometric and organic shapes in warm and cool colors to create a layered composition that shows rhythm and movement. The lesson is introduced with an observation and discussion of work by Henri Matisse. For art-making, students choose colors they will use for three layers of their abstract composition.

This activity requires little preparation and produces colorful, interesting art work that can make a vibrant classroom display. The art-making can be as challenging or as simple as teachers and students care to make it. Extend the activity by having students write about their art work, and/or by having students read and respond to a short biography of Matisse (included in this resource).



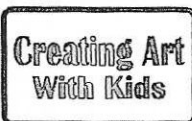
Included with this lesson is an artist biography and student worksheet, plus an art reflection worksheet designed to help students assess their own abstract work.

This lesson supports the National Core Visual Arts Standards.

This lesson is bundled with other lessons in *Abstract Art for Kids*.

Creating Art With Kids and **Share2Learn** art resources incorporate art appreciation, art technique, and art analysis. Focused primarily on the creative process and authentic art-making, they are intended to be open-ended enough to encourage student creativity and detailed enough to give clear direction. Listed grade levels are suggestions only; any of these lessons can be simplified or made more complex to work for any elementary grade.

Suggested read-aloud books and/or art works are ones that have worked well with these lessons. Other books and art examples may work just as well. Examples of art works can be found with an Internet search. Under **fair use copyright law**, images may be projected or printed for the lesson. Please remember to **name the artist**.



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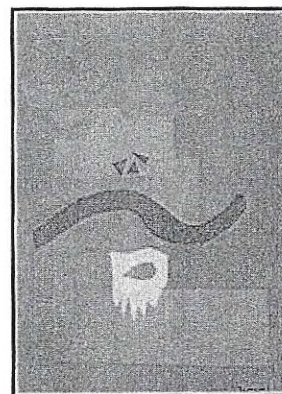
Matisse-inspired Geometric/Organic Design

Components • Connections • Standards

This lesson includes three components:

- **Introduction:** art appreciation, vocabulary, and technique
- **Art Making:** the art activity as a creative process
- **Aesthetic Valuing:** analyzing and discussing student work.

Together, these components provide a comprehensive art experience designed to foster art appreciation and art knowledge embedded in the creative experience.



Students will:

Create

observe and discuss art by Henri Matisse
generate ideas, plan and execute a design
use art materials and tools safely and appropriately
work creatively, attend to details. and refine work during process

Present

share and discuss personal art work with others
use art vocabulary and concepts to discuss art work

Respond

compare features of student art work
respond appropriately to others' art work
evaluate personal and others' artwork according to given criteria

Connect

make connections to the art world through their own art-making
identify successful elements in personal art work
read and write about Matisse; analyze personal art work for quality

National Core Visual Arts Standards Supported

Gr 3: Cr1.1.3, Cr1.2.3, Cr2.1.3, Cr2.2.3, Cr3.1.3, Re7.2.3, Re8.1.3 Re9.1.3

Gr.4: Cr1.1.4, Cr2.1.4, Cr2.2.4, Cr3.1.4, Re7.1.4, Re7.2.4, Re8.1.4, Re9.1.4

Gr.5: Cr2.1.5, Cr2.2.5, Cr3.1.5, Re7.1.5, Re7.2.5, Re8.1.5

Language Arts Connection

- read and respond to artist biography
- write about abstract art and personal art work

See <http://www.nationalartsstandards.org/> for full text of the National Core Visual Arts Standards

Matisse-Inspired Geometric/Organic Collage

Use geometric and organic shapes, and warm and cool colors, to create an abstract collage in the style of Henri Matisse.

3 • 4 • 5

Art Concepts and Skills

- use elements of art: line, color, shape
- use collage technique to create an abstract composition
- use a combination of geometric and organic shapes
- identify and use warm and cool colors
- use art vocabulary to discuss personal art work

Materials: red, orange, yellow, blue, green, and purple construction paper, 9x12, 6x9 and scraps; scissors; glue sticks

Suggested Art Works by Henri Matisse

The Creole Dancer

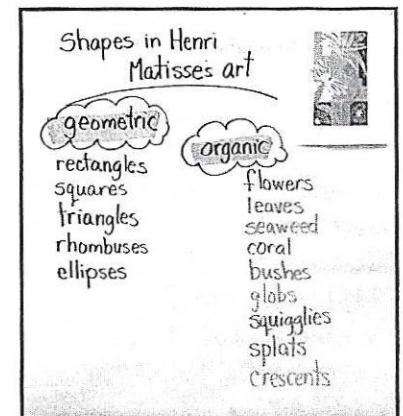
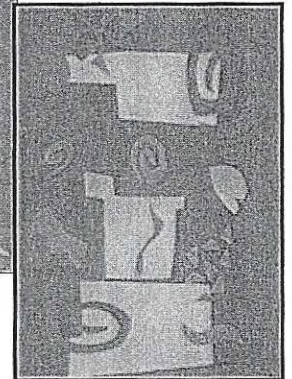
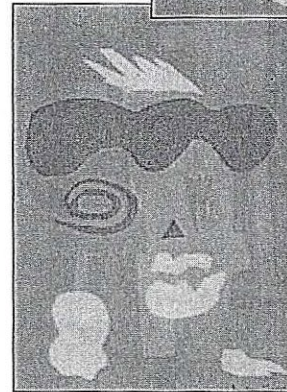
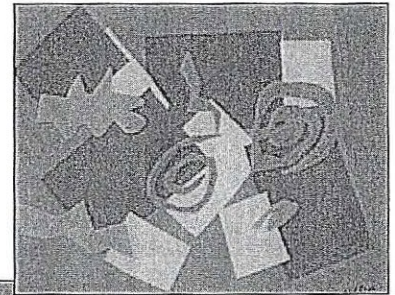
Lagoon

Panel With Mask

Vocabulary: complimentary colors abstract
geometric organic

Introduction

- Show one or more examples of collage work by Matisse.
- Have students describe the shapes they see in the work, and discuss how the shapes are arranged. Some works have partial borders, some are representational, and some are non-representational. Chart their responses, listing geometric shapes in one column and organic shapes in another column. Label the two columns **after** all responses are charted, then discuss the difference between geometric shapes (squares, rectangles. etc.) and organic shapes (squiggles, splotches, free-form shapes, etc.).
- Ask students to identify any shapes that might represent something ("What does it look like to you?").
- Introduce the idea that two-dimensional art can show movement and rhythm. Have students identify any elements of Matisse's work that they think show movement and explain how this effect is achieved (arrangement of the shapes, overlapping, etc.).
- Ask students to identify warm and cool colors. List them on the board for reference. For purposes of this activity, restrict the lists to red, yellow and orange (warm) and blue, green, and purple (cool).
- Explain to students that they will create a collage using warm and cool colors, that they will use either all warm or all cool colors for the background and a layer of geometric shapes and the contrasting color group for a top layer of organic shapes.



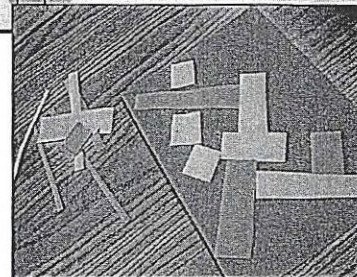
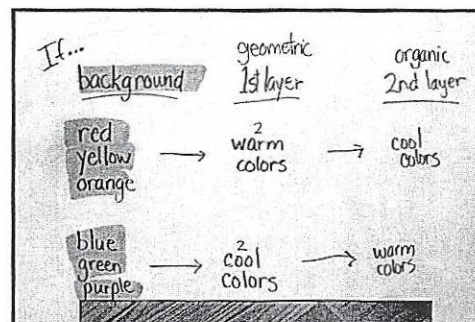
Art Making

Step 1: Create the Geometric Background

- Choose a warm or cool background color.
- Cut several different-sized rectangles from the other two colors in your chosen category (warm or cool). (Example: yellow and orange rectangles on red background, red and yellow rectangles on orange background, green and blue rectangles on purple background, etc.)
- Arrange the rectangles on the background in a random order, overlapping some shapes. Try several different arrangements before choosing how to glue the shapes.

Step 2: Add the Organic Shapes

- From all three colors in the opposite, complimentary color group, cut several organic shapes: spirals, squiggles, splotches, etc.
- Arrange the organic shapes on the background and rectangles, as desired. Try several arrangements. Try to show movement with the arrangement of shapes. Glue.



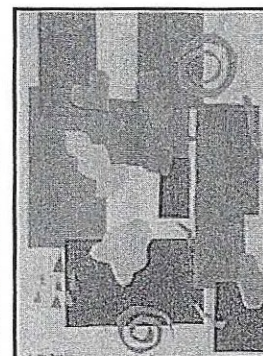
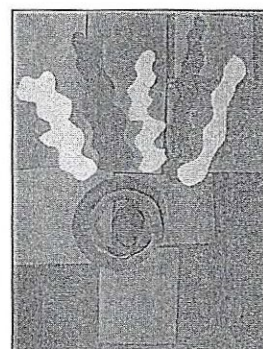
Variations

Use textured or patterned paper for one or two of the organic shapes.

Discussion: Aesthetic Valuing

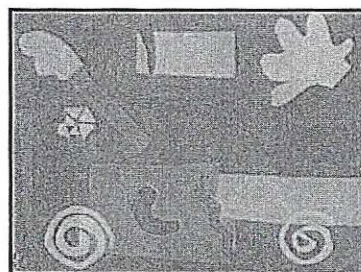
Have students do a "gallery walk" to look at everyone's art work. Ask them to tell about interesting things they noticed in other students' work.

Discuss the concept of contrasting colors, using student examples. Point out how some colors seem to come forward and stand out. Have students identify and point out any examples that show rhythm or movement.



Writing Extensions

- Have students give titles to their art work and explain how the title fits the work.
- Have students explain and describe the difference between geometric and organic shapes.



Follow-Up Reading Extension - Have students read the included artist biography, *About Henri Matisse*, and respond to their reading on the *Thinking About Henri Matisse* worksheet.

Art Reflection Extension - Have students analyze their own art work using the included worksheet, *My Abstract Art*. This worksheet can be used for any student-created abstract work.

About Henri Matisse

Henri Matisse was born in 1869 in France. His parents owned a general store. Henri went to school in Paris and became a lawyer.



When he was twenty years old, Matisse became ill with appendicitis. While he was getting better, his mother gave him some art materials to keep him busy. Matisse loved painting and decided to become an artist, which disappointed his father.

Matisse went to art school for a while, but he left to study privately with another artist, Gustave Moreau. When he was twenty-eight years old, Matisse met Vincent Van Gogh and began to study a type of art called *Impressionism*. Matisse got a lot of ideas from other *Impressionist* artists.

Soon, Matisse started to paint with bright colors that he used in an abstract way. He used color to show feelings and often used unusual colors for his subjects. He and other artists began to show these kinds of paintings to the world. An art critic called them *the fauves*, which meant "wild beasts." From then on, Matisse and these fellow artists were known as *Fauvists*.

When he was older, Matisse started to make art with cut paper. Some of these collages are very well-known. One of his most famous collages is called *Icarus*.

Matisse died in 1954. He is considered a leading modern artist, and has influenced many other artists. Some of his paintings have sold for over \$20 million dollars.

Thinking About Henri Matisse

Name _____

An interesting fact about
Henri Matisse is...

If Henri Matisse painted a
portrait of my me, it might
look like this:

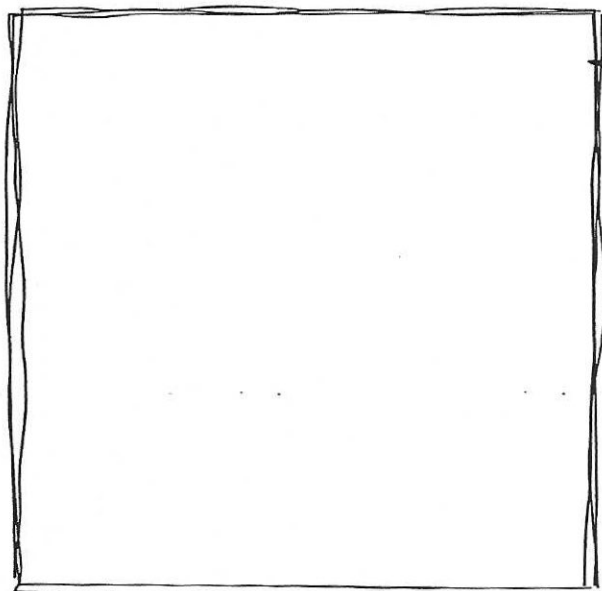
One thing I know about
Henri Matisse's art work is ...

I think Henri Matisse...



My Abstract Art

Name _____



Here is a quick sketch
of my art work:

This art work is

☐ representational

☐ not representational



Hint: Representational means it
looks like something you can name.

A good title for this art work is

If someone else were
describing my art work, they
might say...

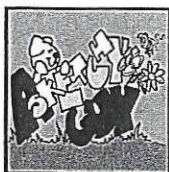
While creating this art work
I tried to ...

My art work is successful
because...

Thanks for purchasing **Matisse-Inspired Geometric / Organic Collage**

I hope you and your students enjoy this art lesson! After you've reviewed or used it in your classroom, please consider taking a moment to rate it and give me feedback. I would love to know how this lesson worked for you and for your students. If you have any questions or suggestions about this lesson or any of my resources, please feel free to use the Q&A at my TpT store or email me at creatingartwithkids@gmail.com

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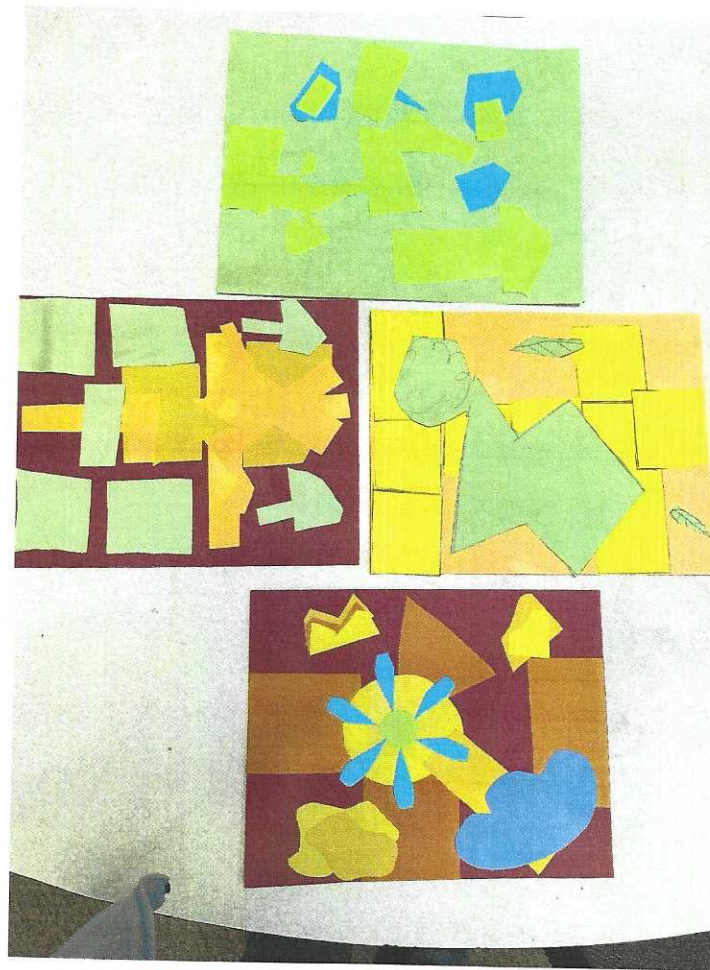
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Examples from 5th & 6th grade math
Matisse

Reading

Lesson: The Power of the Church (unit 2 chapter 5 4th)

Materials: Reader, big book, sheet protectors, sharpies

Standards:

PR.6 Students will convey meaning through the presentation of artistic work.

CR.1 Students will generate and conceptualize artistic ideas and work

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

SL.4.1 Engage effectively in a range of collaborative conversations/discussions

Objective:

Students will refer to examples from the text when discussing the influence of the church on the daily lives of people in medieval Europe.

Students will discuss the architecture and building designs of the church during this time period.

Students will create their own stained glass window to be displayed around the school.

Explanation:

Students will begin with an introduction to the chapter. We will then break into whole group reading for chapter five. While reading the chapter we will pause and discuss things we notice within the chapter about the architecture, building styles, art, and influence of the church during the middle ages.

Students will then complete Big Book work independently. After that they will share with a partner around the room.

To wrap up students will create their own stained glass windows using sharpies and sheet protectors.