

# Family Learning Guide: Unified Arts

Marking Period 2: 11/2/20 - 1/29/21



# Welcome to the Family Learning Guide!



*Dear Families,*

*Thank you for reading this Family Learning Guide. We are excited to work with you as partners during these challenging times to ensure that all our students receive an excellent education.*

*As reflected in our district's strategic plan – The District Model of Excellence or DME – we are working hard every day to provide all our students with the resources that they need to thrive.*

*We have developed this resource to support student learning – especially at-home learning – and we are excited to work with you and develop more tools and resources to support your children in their learning.*

*Please reach out with any questions or concerns and suggestions on how to make this guide more useful in the future.*

*Your partners at Hartford Public Schools*



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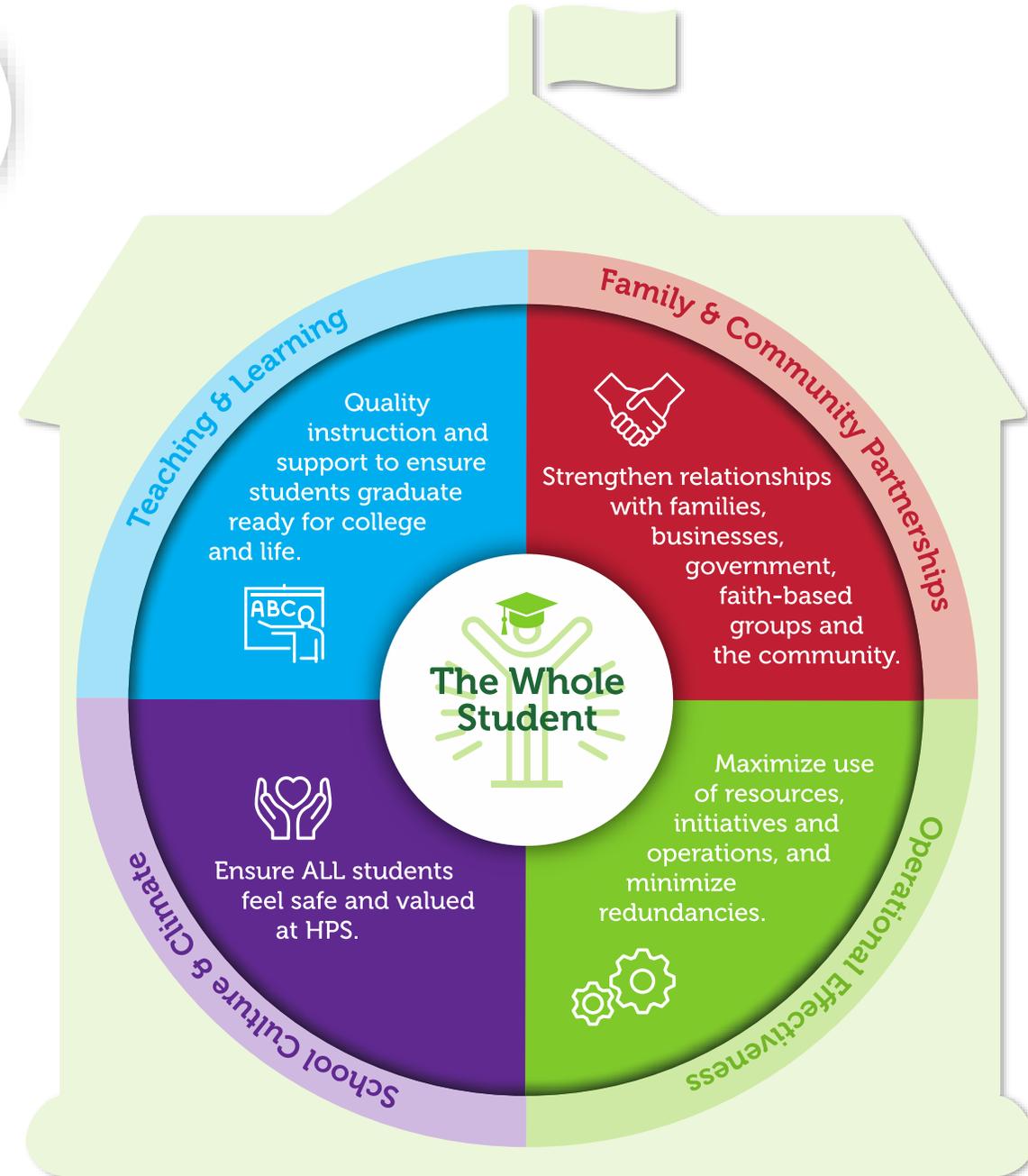
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We are committed to excellence and equity for all our students.



## The District Model of Excellence is our roadmap for providing every child in Hartford with access to a high-quality public school.

We are committed to **excellence** and **equity** for all our students. This means that we cannot and will not allow the pandemic to interrupt high quality instruction for our students.



## Introducing the Family Learning Guide



### WHAT IS A FAMILY LEARNING GUIDE?

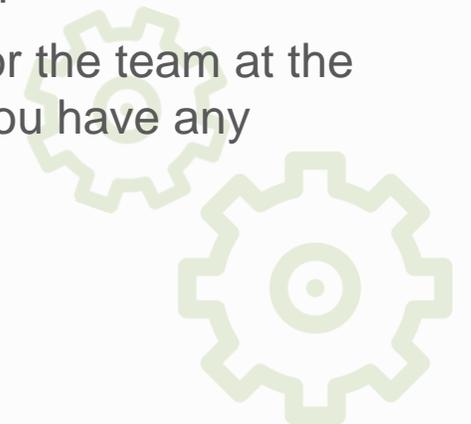
This is a resource developed by the team at Hartford Public Schools to provide you – our families – with an advance look at what your children will be learning in the coming weeks.

Learning requires partnership between families and schools. During the pandemic, this is even more true and we want to be your partner in this challenging time.



### HOW SHOULD YOU USE IT?

1. Review the sample learning objectives so that you can reinforce them at home;
2. Review the resources to support at-home learning so that you can make sure your children have the right supplies;
3. Reach out to your school or the team at the Hartford Public schools if you have any questions!





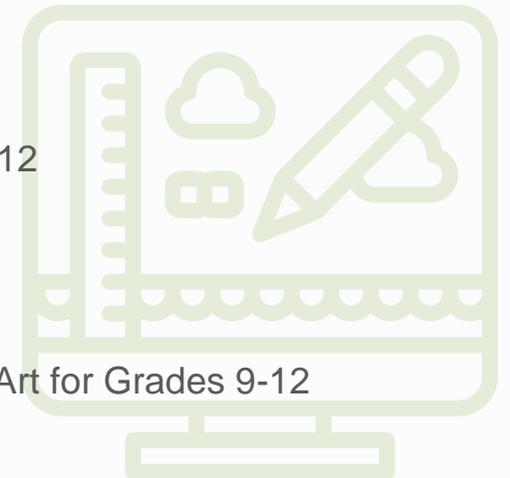
## UNIFIED ARTS FAMILY LEARNING GUIDE

**What are the marking period dates for this Family Learning Guide?**

11/2/20 through 1/29/21

**What are the specific units covered in this Family Learning Guide?**

1. Physical Education for Grades K-5
2. Physical Education for Grades 6-8
3. Physical Education for Grades 9-12
4. Music for Grades K-2
5. Music for Grades 3-5
6. Music for Grades 6-12
7. Music Ensembles (chorus/band) for Grades 6-12
8. Art for Grades K-2
9. Art for Grades 3-5
10. Art for Grades 6-8
11. Foundations of Art / Art 1 for Grades 9-12
12. Graphic Design / Digital Photography / Digital Art for Grades 9-12



# Family Learning Guide Unit 1: Physical Education for Grades K-5



## Unit Topic(s): How can I live a healthy, active, and optimistic lifestyle?

Team Building/Ice Breakers, Pre-Fitness Testing, Physical Fitness Components, Fitness Walking

### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can contribute to my team's success by using positive communication with my peers.
2. I can demonstrate appropriate healthy behaviors by social distancing and making responsible choices.
3. I will be able to explain how to improve physical fitness
4. I can create a list of activities that builds fitness.
5. I can explain the benefits of physical activity/physical education.
6. I can describe and demonstrate examples of the health-related fitness components.
7. I can explain how the health components help improve my fitness level.
8. I can list the benefits walking will have on my personal health.
9. I can challenge myself to improve my walking distance and time.
10. I can value, self-express, and enjoy myself while walking.

### HOW WILL WE TEACH YOUR CHILDREN?

- Team building activities according to age level, with social distancing or video, such as rock/paper/scissors, etc.
- Yoga and mindfulness
- Individual fitness routines
- Fitness logs
- Journal responses
- Fitness Pre-Testing (curl-ups, push-ups, running, flexibility)
- Goal setting to increase fitness levels
- Fitness walking/running
- Personal pursuits

### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device and internet to follow along with the class and the teacher.
- Open space to move!
- No other equipment is necessary

# Family Learning Guide: Physical Education for Grades 6-8



## Unit Topic(s): How can I live a healthy, active, and optimistic lifestyle?

Team Building/Ice Breakers, Pre-Fitness Testing, Physical Fitness Components, Fitness Walking

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?	HOW WILL WE TEACH YOUR CHILDREN?
<ol style="list-style-type: none"><li>1. I can contribute to my team's success by using positive communication with my peers.</li><li>2. I can demonstrate appropriate healthy behaviors by social distancing and making responsible choices.</li><li>3. I will be able to explain how to improve physical fitness</li><li>4. I can create a list of activities that builds fitness.</li><li>5. I can explain the benefits of physical activity/physical education.</li><li>6. I can describe and demonstrate examples of the health-related fitness components.</li><li>7. I can explain how the health components help improve my fitness level.</li><li>8. I can list the benefits walking will have on my personal health.</li><li>9. I can challenge myself to improve my walking distance and time.</li><li>10. I can value, self-express, and enjoy myself while walking.</li></ol>	<ul style="list-style-type: none"><li>• Team building activities according to age level, with social distancing or video, such as rock/paper/scissors, etc.</li><li>• Yoga and mindfulness</li><li>• Individual fitness routines</li><li>• Fitness Pre-Testing (curl-ups, push-ups, running, flexibility)</li><li>• Goal setting to increase fitness levels</li><li>• Fitness walking/running</li></ul>
WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?	
<ul style="list-style-type: none"><li>• Access to a device and internet to follow along with the class and the teacher.</li><li>• Open space to move!</li><li>• No other equipment is necessary</li></ul>	

# Family Learning Guide:

## Physical Education for Grades 9-12



### Unit Topic(s): How can I live a healthy, active, and optimistic lifestyle?

Team Building/Ice Breakers, Pre-Fitness Testing, Physical Fitness Components, Fitness Walking

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?	HOW WILL WE TEACH YOUR CHILDREN?
<ol style="list-style-type: none"><li>1. I can contribute to my team's success by using positive communication with my peers.</li><li>2. I can demonstrate appropriate healthy behaviors by social distancing and making responsible choices.</li><li>3. I will be able to explain how to improve physical fitness</li><li>4. I can create a list of activities that builds fitness.</li><li>5. I can explain the benefits of physical activity/physical education.</li><li>6. I can describe and demonstrate examples of the health related fitness components.</li><li>7. I can explain how the health components help improve my fitness level.</li><li>8. I can list the benefits walking will have on my personal health.</li><li>9. I can challenge myself to improve my walking distance and time.</li><li>10. I can value, self-express, and enjoy myself while walking.</li></ol>	<ul style="list-style-type: none"><li>• Team building activities according to age level, with social distancing or video, such as rock/paper/scissors, etc.</li><li>• Yoga and mindfulness</li><li>• Individual fitness routines</li><li>• Fitness logs</li><li>• Journal responses</li><li>• Fitness Pre-Testing (curl-ups, push-ups, running, flexibility)</li><li>• Goal setting to increase fitness levels</li><li>• Fitness walking/running</li><li>• Personal pursuits</li></ul>
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# Family Learning Guide:

## Music for Grades K-2



### Unit Topic(s): Music can help us express our feelings.

How does melody change the way you feel? How does tempo change the way you feel? How do dynamics change the way you feel? How does tone change the way you feel?

#### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can demonstrate my understanding of the difference between high and low sounds visually, aurally and/or through movement
2. I can demonstrate my understanding of steady beat through singing and movement.
3. I can accurately move my body to match/express different tempos.
4. I can use my body and verbally address when tempos are changing in songs.
5. I can compare and contrast a variety of songs and lyrics about what it means to be helpful.
6. I can demonstrate my understanding by showing the difference between loud and soft sounds aurally, visually and through movement
7. I can demonstrate concepts of mood in music aurally or through purposeful movement
8. I can use standard music notation to label dynamics such as p mf and f (soft, medium and loud)
9. I can explain and give examples of the communities I am a part of and why they are important.
10. I can use different instruments as examples of bright and dark tones.
11. I can demonstrate my understanding of tone color changing my emotions through written and verbal communication.

#### HOW WILL WE TEACH YOUR CHILDREN?

##### **Singing**

Exploring High and Low Sounds – singing and listening to examples from the teacher or a recorded piece of music.

Echo-songs (I sing, then you sing after me)

##### **Moving**

Moving their bodies up high and down low when the melody changes.

Movement for form and expression – usually to classical music – follow the teacher or the video

##### **Beat and Rhythm**

Exploring beat keeping rhymes and chants.

Finding a steady beat using body percussion or a classroom/homemade instrument (pencils, paper plates, anything that taps)

##### **Listening**

Listening to their teacher model good singing voice during Song Tales (songs that tell a story) and identifying high and low (Also using children's literature, such as Goldilocks and the Three Bears)

#### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio and internet to follow along with the class and the teacher.
- Open space to move!
- Items to use for tapping (pencils, etc.) but not necessary. Students can always use body percussion!

# Family Learning Guide: Music for Grades 3-5



## Unit Topic(s): Music can help us express our feelings.

How can we determine the song-writer's meaning? When is a performance ready to present? How do context and the manner in which musical work is presented influence audience response? How do musicians make meaningful connections to creating, performing, and responding?

### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can describe context (such as personal and social) can inform a performance.
2. I can generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
3. I can demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
4. I can demonstrate understanding of relationships between music and the other arts, and daily life.
5. I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
6. I can describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
7. I can with guidance, generate musical ideas (such as movements or motives).
8. I can demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
9. I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
10. I can describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
11. I can with guidance, generate musical ideas (such as movements or motives).
12. I can demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
13. I can apply teacher provided and collaboratively - developed criteria and feedback to evaluate accuracy of ensemble performances.
14. I can generate musical ideas within a given tonality and/or meter.
15. I can demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.
16. I can perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

### HOW WILL WE TEACH YOUR CHILDREN?

Performance analysis of a variety of music (including rap, choral, instrumental).

Students create simple rhythmic music or a rap, including lyrics, that expresses their feelings about the pandemic.

Close reading of lyrics to determine the meaning of songs.

Listening to and then performing rhythmic patterns to create a percussive piece together.

Movement for form, expression, or dance.

### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio and internet to follow along with the class and the teacher.
- Open space to move!
- Items to use for tapping (pencils, etc.) but not necessary. Students can always use body percussion!
- Paper and pencil.

# Family Learning Guide:

## General Music for Grades 6-12



**Unit Topic(s):** Music is an integral part of the society in which we live.

Making digital music. Music in TV and movies. Recording audio books and dramas. Music in my community.

### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can create a project in a DAW (digital audio workstation) and add audio.
2. I can select appropriate instruments and sounds to create a song.
3. I can use the software to mix my instruments and sounds into a final product.
4. I can communicate an emotional message through digital music.
5. I can describe how different musical styles affect the emotional impact of a scene.
6. I can analyze a composer's intent for using specific musical motives within a scene.
7. I can create an appropriate musical backdrop for a scene.
8. I can record my voice using software and hardware I can select appropriate sound effects and use them to impact the story.
9. I can create an appropriate musical backdrop for the story.
10. I can analyze the difference between various genres of music.
11. I can describe the role music plays in the lives of my family and friends.
12. I can evaluate and communicate my feelings and about music that I like.

### HOW WILL WE TEACH YOUR CHILDREN?

- Song construction and layering of voices.
- Creating short songs based on prompts.
- Longer song creation.
- Musical analysis of selected film scenes.
- Recording individual voices for books.
- Selecting or recording sound effects.
- Selecting or creating background music for stories.
- Discussion of various popular genres of the 20/21st century, going by decade.
- Listening to examples and analyzing difference between styles.
- Interviewing friends/family about music they listen to and why they like it or how it makes them feel.
- Collecting song suggestions from interviewees and listening to them with guided questions.

### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Device with audio and microphone.
- Headphones (optional)
- Paper and pencil, as needed.
- Access to the digital platforms.

# Family Learning Guide:

## Music Ensembles for Grades 6-12



**Unit Topic(s): Music is a way for us to be part of something larger than ourselves.**

Which musical elements are necessary for creating music during social distancing? Why is performing in small ensembles important for musical growth? Does a performance have to be public to be meaningful? How do we use the elements of music to create new music?

### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can describe concepts of music theory.
2. I can recognize form within a piece of music.
3. I can create music to express an idea or feeling.
4. I can record my part of a large ensemble work in time with a metronome.
5. I can perform my part of a large ensemble work with the right notes.
6. I can select music at an appropriate difficulty level for me.
7. I can apply technical skills from class to individual music making.
8. I can revise to improve my performance.

### HOW WILL WE TEACH YOUR CHILDREN?

- Whole group (ensemble) "rehearsal" with safe social distancing or on digital software.
- Small group and/or individual lessons with safe social distancing.
- Recording/Filming individual parts
- Video Livestream and/or publishing.
- Instruction on software use
- Student audio/video production
- Research techniques and music selection.
- Individual/paired composition exercises.
- Presentation of projects.

### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Device with audio and microphone.
- Headphones (optional)
- Paper and pencil, as needed.
- Access to the digital platforms.

# Family Learning Guide:

## Art for Grades K-2



### Unit Topic(s): How can art help me to express my feelings?

Color My Mood, Kindness Quilt, Lines the Wiggle, Value Collage

#### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can name my emotion and select a color that feels like that emotion.
2. I can draw a self-portrait that shows how I am feeling using the color that matches my mood.
3. I can use art vocabulary to describe my drawing and link to my feelings.
4. I can create a second self-portrait that shows a different mood as emotions change over time.
5. I can identify and create shapes in my artwork using a variety of materials in a safe way.
6. I can identify the qualities and characteristics of each geometric shape (sides, vertices etc.).
7. I can combine at least different shapes and colors to create a KINDNESS QUILT square that demonstrates SYMMETRY.
8. I can identify the qualities and characteristics of each geometric shape (sides, vertices etc..)
9. I can identify and create different types of line (that show characteristics/ emotions).
10. I can create different values with crayon to build a happy tower of ice cream scoops.

#### HOW WILL WE TEACH YOUR CHILDREN?

- Whole group mini-lessons and teacher demonstrations of artistic skill to complete each project.
- Viewing/reflecting and sharing out about famous works of art.
- Individual experimentation with different art tools and media (pencils, crayons, paint, if available).
- Whole group teacher read-alouds of books about to color, shape, line, and value.
- Discussion and reflection about how art is a way to express feelings.
- Sharing/presenting student artwork and describing the feeling or individual story it is telling about the student.

#### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio and internet to follow along with the class and the teacher.
- Paper, crayons, scissors, pencil, sharpener, eraser.

# Family Learning Guide:

## Art for Grades 3-5



### Unit Topic(s): How can art help me express my feelings?

Mark Rothko Color Field Drawing, Collage: Emotions Mask, Line Landscape, Value Drawing-Holes and Layers

#### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can experiment with a variety of color materials to layer and blend analogous colors within each field.
2. I can discuss with peers how the color in famous works shows meaning.
3. I can create a "color story" in the style of Mark Rothko about how I felt during my time in quarantine.
4. I can communicate the meaning of my artwork in an artist statement.
5. I can explore masks from the theatre or different cultures to brainstorm ideas of shapes and forms
6. I can use a variety of materials to create different shapes for a mask that conveys a specific feeling or emotion
7. I can create artist statements using art vocabulary to describe personal choices in art-making.
8. I can imagine a landscape that makes me feel calm.
9. I can create a sense of space using foreground, middle-ground and background with overlap and size considerations.
10. I can use a variety of lines to fill the space of each part of the landscape.
11. I can use good craftsmanship in my work
12. I can create an artist statement to explain my selection of a place of calm.
13. I can explore the techniques of creating value in an abstract drawing.
14. I can connect my investigation of art forms to my own depths of emotion.
15. I can create an artist statement connecting my abstract drawing to my internal thoughts.

#### HOW WILL WE TEACH YOUR CHILDREN?

- Whole group mini-lessons and teacher demonstrations of artistic skill to complete each project
- Viewing of and reflecting/ sharing out about famous works of art
- Individual experimentation with different art tools and media (pencils, crayons, paint, if available).
- Whole group teacher read-alouds of books about to color, shape, line, and value.
- Discussion and reflection about how art is a way to express feelings.
- Sharing/presenting student artwork and describing the feeling or individual story it is telling about the student.
- Writing individual artist statements to describe their works.

#### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio and internet to follow along with the class and the teacher.
- Paper, crayons, scissors, pencil, sharpener, eraser.

# Family Learning Guide:

## Art for Grades 6-8



### Unit Topic(s): How can art help me express my feelings?

Color Theory/Color Wheel, Optical Illusion, One Point Perspective Social Justice Poster, Value Scale Self-Portrait

#### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can use color layering and blending to create a color wheel mandala.
2. I can create an optical illusion focused on the juxtaposition of shapes on the picture plane.
3. I can use one-point perspective and value shading to create a social justice poster that reflects my feelings about equality and the struggle for justice.
4. I can use different values to create a self-portrait in a monochromatic color scheme.

#### HOW WILL WE TEACH YOUR CHILDREN?

- Whole group mini-lessons and teacher demonstrations of artistic skill to complete each project.
- Viewing of and reflecting/ sharing out about famous works of art.
- Discussion and reflection about how art is a way to express feelings.
- Sharing/presenting student artwork and describing their feeling or individual viewpoint.
- Writing individual artist statements to describe their works.

#### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio and internet to follow along with the class and the teacher.
- Paper, crayons, scissors, pencil, sharpener, eraser.

# Family Learning Guide:

## Foundations of Art / Art 1, Grades 9-12



### Unit Topic(s): Color/Emphasis, Value/Contrast, and Space/Balance

#### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

- I can demonstrate how to differentiate highlights from shadows.
- I can eliminate outlines to create realism.
- I can understand how artists create value to develop form, space, shadow.
- I can use artistic vocabulary when discussing artwork.
- I can understand how artists use the elements and principles of art to create compositions.
- I can demonstrate understanding that artists use color/color families with intent and purpose to communicate their ideas.
- I can use processes, media and techniques with intent and purpose to create highlight and shadow create a range of value with grays.
- I can apply blending techniques to create realistic form.
- I can control medium and apply rendering skills to develop a realistic composition.
- I can select color/color families with intent and purpose to communicate their ideas.
- I can develop dynamic compositions in their drawings.
- I can use proportion and observational drawing strategies to create realistic portraits create portraits that depict emotion, personality, and cultural qualities.

#### HOW WILL WE TEACH YOUR CHILDREN?

- Sketchbook work
- Artist's plan sheets
- Reflections and written critiques of peer, self, and famous works of art
- Revision work of a project
- Do Now/Exit Ticket assignments
- Close reading activities of visuals, artworks, videos, or articles
- Exploration of contemporary & traditional artists/genres (gallery views, virtual museum tours)

#### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio and internet to follow along with the class and the teacher.
- Paper/sketchbook, colored pencils, water color set (if possible) pencil, sharpener, eraser.

# Family Learning Guide: Graphic Design, Digital Photography or Digital Art, Grades 9-12



## Unit Topic(s): Elements and Principles of Art and Design, Photography: Creating Depth, Creating Value

### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can develop an understanding of basic principles of design and color, concepts, media and formats, and apply them to a specific aesthetic intent.
2. I can explore the use of drawing, painting, two-dimensional design, and color theory
3. I can acquire knowledge and skills in the use of basic tools, techniques, and processes.
4. I can explore the expressive possibilities of various media, and the conceptual ideas.
5. I can progress toward developing a consistent, personal direction and style.
6. I can work independently, understand artistic autonomy and fine-tune my time-management skills.
7. I can demonstrate understanding of basic design principles with an emphasis on two-dimensional work.
8. I can identify perceptual stimuli and the concept of aesthetics.
9. I can use drawing media to translate observation to image.
10. I can demonstrate understanding of the possibilities and limitations of various materials through experimentation.
11. I can identify aesthetic and design problems and explore solutions.
12. I can discover and explore an iterative creative process.
13. I can acquire knowledge of art history and theory and the influence of art and design on culture.

### HOW WILL WE TEACH YOUR CHILDREN?

- Sketchbook work
- Artist's plan sheets
- Reflections and written critiques of peer, self, and famous works of art
- Revision work of a project
- Do Now/Exit Ticket assignments
- Close reading activities of visuals, artworks, videos, or articles
- Exploration of contemporary & traditional artists/genres (gallery views, virtual museum tours)
- Create drawings of objects created with line only
- Demonstrate use of line with intent and purpose.
- Control medium and apply rendering skills to develop realistic drawings
- Use observational drawing strategies to demonstrate perspective and 3-D form within a 2-D surface.
- Use processes, media and techniques with intent and purpose to create highlight and shadow
- Create a range of value with grays
- Apply digital blending techniques
- Apply vocabulary and terms within the context of their own work and the work of others.
- Control medium and apply rendering skills to develop a successful composition.

### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio and internet to follow along with the class and the teacher.
- Paper/sketchbook, colored pencils, pencil, sharpener, eraser