

THE  
MUSIC  
CENTER



42<sup>ND</sup>  
ANNUAL

VERY SPECIAL

ARTS  
FESTIVAL  
*Goes Virtual*

STUDY GUIDE

*"Seeds of Kindness"*

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Festival Premiere | Friday, April 16, 2021  
10:00 a.m.

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## *The Music Center's* **42<sup>nd</sup> ANNUAL VERY SPECIAL ARTS FESTIVAL GOES VIRTUAL**

### WHEN

Friday, April 16, 2021  
10:00 a.m. – 11:00 a.m.

### SPONSORS

*The Very Special Arts Festival, a TMC Arts program, is made possible by generous support from:*

**Jerry and Terri Kohl**

**The Kenneth T. and Eileen L. Norris Foundation**

**LSMK Investments**

**Marie Song**

**In memory of Wyatt James Compton**

## ABOUT THE VERY SPECIAL ARTS FESTIVAL



*The 2019 Very Special Arts Festival at The Music Center. Photo by Will T. Yang.*

The Music Center's Very Special Arts Festival is an annual inclusive event celebrating the artistic achievements of students with all abilities. The festival features student and professional performances, visual and performing arts workshops, and a student art exhibit created around the theme. Presented in partnership with the Los Angeles Unified School District and the Los Angeles County Office of Education, the Very Special Arts Festival is free and open to all grade levels. This year, the festival takes on a new virtual format which will offer students and teachers the opportunity to experience performances and participate in multiple art workshops in their distance learning or hybrid settings.

Included in this study guide are three lesson plans that were crafted to help teachers explore various ideas related to this year's theme "***Seeds of Kindness***". Each lesson is standards-based and employs various aspects of Social Emotional Learning competencies. We have also provided rubrics for assessment. Teachers may wish to incorporate some of these ideas into their existing curriculum in preparation for the festival. There are also step-by-step guides for the arts workshops that will be offered on the day of the festival premiere.

We can't wait to see you there!

## LESSON PLANS

Lessons Designed by Jeannine Flores – Los Angeles County Office of Education (LACOE)



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LOS ANGELES COUNTY OFFICE OF EDUCATION ARTS & STREAM UNIT

### LESSON 1:

### Expressing Kindness Verbally and Physically

Lesson Title:	Expressing Kindness Verbally and Physically
Grade(s):	TK-2
Arts Discipline(s):	Theatre
Brief Description:	Students will read or listen to stories on Kindness and respond to the text using a Theatre technique called pantomime.
Instructional/ Technology Materials & Resources:	Books: "Planting Seeds of Kindness" by Rose Bunting Video Read Along: <a href="https://youtu.be/F1U1ULNH7Mw">https://youtu.be/F1U1ULNH7Mw</a> Book: "Seeds of Kindness" by Dianne White Video Read Along: <a href="https://youtu.be/-1KxCl1IYA8">https://youtu.be/-1KxCl1IYA8</a> Pantomime Video Example: <a href="https://youtu.be/R87lux8E0u8?t=16">https://youtu.be/R87lux8E0u8?t=16</a>
Essential Questions and Learning Outcomes  <i>What do I want my students to understand?</i>	<ul style="list-style-type: none"> <li>• What does kindness look like?</li> <li>• How can we use our words and our body to show kindness?</li> </ul>
Key Terms:	Empathy, Kindness, Pantomime
Instruction:  <i>Sequence of key</i>	<b>Getting Smarter about Kindness</b> <ol style="list-style-type: none"> <li>1. Read, listen, or watch a reading of book(s).</li> <li>2. Explain to students that pantomime tells emotions through facial</li> </ol>

<p><i>learning activities</i></p>	<p>expressions and body gestures. You can share the video example.</p> <ol style="list-style-type: none"> <li>3. After reading the book, have students respond to the text through facial expressions, gestures, and body movements to the following questions:             <ol style="list-style-type: none"> <li>a. What does kindness look like to you?</li> <li>b. What does sadness look like to you?</li> <li>c. What does anger look like to you?</li> <li>d. What does happiness look like to you?</li> </ol> </li> <li>4. Encourage students to explore their face and body movements by expanding the space they use, exaggerating their expressions, and changing their body shapes.</li> </ol> <p><b>Making Connections to Kindness</b></p> <ol style="list-style-type: none"> <li>5. Have students identify why they chose certain gestures, shapes, and expressions to express emotions.</li> <li>6. Have students share a personal experience of when someone showed them kindness or they offered kindness to others.</li> <li>7. Have students identify feelings the characters in the book might be feeling.</li> <li>8. Discuss Social Awareness competency of empathy and how it relates to the book and the activity.             <ul style="list-style-type: none"> <li>- How do you feel when people are kind and caring? What kinds of behavior kind and caring? Which are not?</li> </ul> </li> </ol>
<p>Arts Assessment:</p>	<p>Theatre Rubric</p> <p>I can create detail in my pantomime and movement</p> <p>I can recognize and express various emotions</p> <p>I can share my pantomime with others (in class, at home, virtual class)</p>
<p>Social Emotional Learning (SEL):</p> <p><a href="#">CASEL Competencies</a></p>	<p>Social Awareness: Empathy, Kindness</p>
<p><a href="#">Cultural Relevance:</a></p> <p><i>How will my students connect to the content?</i></p>	<ul style="list-style-type: none"> <li>● Establishing powerful relationships that nurture success.</li> <li>● Creating environments of enrichment rather than remediation.</li> <li>● Being responsive to the lives of our students and families.</li> <li>● Providing affirmation, mutual respect, and validation.</li> <li>● Promoting assets-based rather than deficit-focused perspectives and behaviors.</li> </ul>
<p><a href="#">Other Considerations:</a></p> <p><i>Please include accommodations/</i></p>	<p>Depending on student ability, this lesson can be adapted for limited movement, limited speech, and create alternative ways to discuss the theme of empathy.</p> <p>To expand the lesson:</p>

<p><i>modifications for differentiation</i></p>	<p>1. Have students draw/write/dance the emotions felt during the book</p> <p>2. Pick two different contrasting emotions and make an “emotion sandwich” (e.g., Happy (bread) – Sad (middle) – Happy (bread))</p>
<p><u>CA Arts Standards:</u></p>	<p>Theatre, Grade 1 (can be modified up and down)</p> <p><b>1.TH:Pr6</b> - With prompting and supports, use movement and gestures to communicate emotions in a guided drama experience and share with others.</p> <p><b>1.TH:Re8.b</b> - Identify causes of character actions in a guided drama experience.</p> <p><b>1.TH:Re8.c</b> - Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience.</p> <p><b>1.TH:Cn10</b> - Identify character emotions in a guided drama experience and relate it to personal experience.</p> <p><b>1.TH:Cn11.1.a</b> - Apply skills and knowledge from different art forms and content areas in a guided drama experience.</p> <p><b>1.TH:Cn11.2.a</b> - Identify similarities and differences in stories from one’s own community in a guided drama experience.</p>
<p>Integrated Content Area(s):</p>	<p>ELA/ELD</p>
<p>Common Core State Standards:</p> <p>English Language Arts <a href="#">ELA</a></p> <p>Eng. Lang. Development <a href="#">ELD</a></p> <p>Mathematics <a href="#">Math</a></p>	<p>Grade 1 used here. Can be modified up and down.</p> <p><b>CCSS.ELA-LITERACY.RL.1.1</b></p> <p>Ask and answer questions about key details in a text.</p> <p><b>CCSS.ELA-LITERACY.RL.1.2</b></p> <p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CCSS.ELA-LITERACY.RL.1.4</b></p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>CCSS.ELA-LITERACY.RL.1.7</b></p> <p>Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>CCSS.ELA-LITERACY.SL.1.2</b></p>

	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>CCSS.ELA-LITERACY.SL.1.5</b></p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>ELD</p> <ul style="list-style-type: none"> <li>A. Collaborative 1-4</li> <li>B. Interpretive 5-6</li> </ul>
<p>Notes:</p>	<p>At the TK-2 level, some students will not have been identified. Consider modifications for non-verbal learning disabilities, Autism Spectrum Disorder, or students affected by trauma who have difficulty identifying emotions and facial expressions. This might include using photos or emoji images to help identify feelings and facial expressions.</p>

## LESSON 2: *Reading Artworks: Seeds of Kindness*

Lesson Title:	Reading Artworks: Seeds of Kindness
Grade(s):	Modifiable Grades 3-12
Arts Discipline(s):	Visual Art, Music
Brief Description:	Using the Visual Thinking Strategies protocol, students will interact with various artworks based on images and/or songs inspired by seeds.
Instructional/ Technology Materials & Resources:	<p><b>Visual Art</b></p> <p><a href="#">Incredible Portrait of Ai Weiwei Made From 20,000 Sunflower Seeds</a> includes a short reading, images, and a video about artist, Red Hong Yi.</p> <p>Artwork of Jean-Francois Millet (1814-1875/France)</p> <ol style="list-style-type: none"> <li>1. <a href="#">Google Arts &amp; Culture Collection</a></li> <li>2. <a href="#">The Art Story Collection</a></li> <li>3. <a href="#">Getty Center</a></li> </ol> <p><b>Music</b></p> <p><a href="#">Seeds of Kindness</a> performed and composed by Tony Chen</p> <p><a href="#">About Seeds of Kindness</a> Tony Chen website</p>
Essential Questions and Learning Outcomes  <i>What do I want my students to understand?</i>	<p>How does close observation/listening change my perspective?</p> <p>What does the artist want to convey in their artwork?</p> <p>How does Art make me feel?</p> <p>What does kindness feel like?</p>
Key Terms:	Perspective, Observation, See, Hear, Think, Wonder, Meaning, Context
Instruction:  <i>Sequence of key</i>	Visual Thinking Strategies (VTS) is a questioning technique that is focused on student responses. The teacher asks only three questions and repeats exactly what the student says without interpretation or corrections. This technique helps



<p><i>learning activities</i></p>	<p>reinforce student voice, experience and language. It can be used with many different types of images. In this lesson, you have the option to look at artwork or listen to a song. The questions are modified for music.</p> <p>The Visual Thinking Strategy protocol consists of three questions:</p> <ol style="list-style-type: none"> <li>1. What’s going on in this picture?</li> <li>2. What makes you say that?</li> <li>3. What else can we find?</li> </ol> <p>As the discussion is taking place, the facilitator must: Paraphrase each student’s observation; Point at what they are observing; Make connections between the student’s observations.</p> <p><b><u>Visual Art</u></b></p> <ul style="list-style-type: none"> <li>● Display an image on your screen.</li> <li>● Ask the student(s) “What is going on in this picture?”</li> <li>● After a student responds, repeat what they said as closely as possible.</li> <li>● Then ask, “What do you see that makes you say that?” or “What more can we find?” Continue to repeat what the student says as close as possible.</li> <li>● After the discussion, you can share more about the artist, the artwork, or other aspects you want to draw out of the students.</li> <li>● In the examples provided, share the words of the artists about their work. Have students look at the artwork again considering this information and respond.</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>● Play the desired piece of music one time and listen without interruption.</li> <li>● Play the music a second time and ask these questions:</li> <li>● Ask the student(s) “What do you hear?”</li> <li>● After a student responds, repeat what they said as closely as possible.</li> <li>● Then ask, “What do you hear that makes you say that?” or “What do you wonder?” Continue to repeat what the student says as close as possible.</li> <li>● After the discussion, you can share more about the artist, the music, or other aspects you want to draw out of the students.</li> <li>● In the example provided, share the “About Seeds of Kindness” verbally or have students read. Have students respond to the music considering the new information.</li> </ul>
<p>Assessment:</p>	<p>Rubric</p> <p>I can make observations about a piece of artwork.</p> <p>I can make inferences about a piece of artwork.</p> <p>I can communicate details about a piece of artwork.</p> <p>I can relate artwork to my personal life.</p>

<p>Social Emotional Learning (SEL):</p> <p><a href="#">CASEL Competencies</a></p>	<p>Social Awareness: Perspective-Taking, Empathy, Appreciating Diversity, Respect for Others</p> <p>Relationship Skills: Communication</p>
<p><a href="#">Cultural Relevance:</a></p> <p><i>How will my students connect to the content?</i></p>	<ul style="list-style-type: none"> <li>● Identifying and building on student strengths.</li> <li>● Engaging students actively in the learning process.</li> <li>● Creating environments of enrichment rather than remediation.</li> <li>● Asserting the legitimacy of students’ languages and dialects and using students’ languages, cultures, experiences, and skills to create new successes.</li> <li>● Developing a sense of community, self-determination, trust, and democracy.</li> <li>● Providing affirmation, mutual respect, and validation.</li> <li>● Creating a safe learning environment and modeling high expectations for learning.</li> <li>● Promoting assets-based rather than deficit-focused perspectives and behaviors.</li> <li>● Honoring students' voices and creating environments where student voice permeates the classroom instruction.</li> <li>● Intentionally connecting new learning to students’ background knowledge and experiences. Helping students bridge from prior knowledge/learning to new learning.</li> <li>● Challenging students and providing opportunities for them to “stretch”, expanding their potential to do more complex thinking and learning.</li> </ul>
<p><a href="#">Other Considerations:</a></p> <p><i>Please include accommodations/modifications for differentiation</i></p>	<p>You know your students and their needs best. Some of these activities will need to be modified for student abilities. Use your teacher discretion and expertise.</p>
<p>Extensions:</p> <p><i>How can the lesson be expanded?</i></p>	<p>Visual Arts Extensions:</p> <ul style="list-style-type: none"> <li>● Use different artworks/images according to your lesson/theme.</li> <li>● Relate artwork to their personal lives and experiences.</li> <li>● Have students draw/sketch to the theme of an image or concept.</li> </ul> <p>Music Extensions:</p> <ul style="list-style-type: none"> <li>● Use different songs according to your lesson/theme.</li> <li>● Have students graph out the music - that could be by dynamics (louds/softs), pitch (highs/lows), or tempo (fast/slow)</li> <li>● Have students draw/color an image while listening to the music or inspired by the music.</li> </ul>

<p><u>CA Arts Standards:</u></p>	<p>Visual Arts (Grade Three used as example)</p> <p><b>3.VA:Re7.1</b> - Speculate about processes an artist uses to create a work of art.</p> <p><b>3.VA:Re7.2</b> - Determine messages communicated by an image.</p> <p><b>3.VA:Re8</b> - Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p> <p><b>3.VA:Cn11</b> - Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p> <p>Music (Grade Three used as example)</p> <p><b>3.MU:Re7.1</b> - Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p> <p><b>3.MU:Re7.2</b> - Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p> <p><b>3.MU:Re8</b> - Demonstrate and describe how expressive qualities (such as dynamics, tempo, and timbre) are used in performers' personal interpretations to reflect creators' expressive intent.</p> <p><b>3.MU:Cn11</b> - Identify and demonstrate connections between music and societal, cultural, and historical contexts.</p>
<p>Integrated Content Area(s):</p>	<p>ELA, ELD</p>
<p>Common Core State Standards:</p> <p>English Language Arts <a href="#">ELA</a></p> <p>English Language Development <a href="#">ELD</a></p> <p>Mathematics <a href="#">Math</a></p>	<p><b>ELA</b> (Grade 3 used as example of possible standards addressed)</p> <p><b>CCSS.ELA-LITERACY.SL.3.1</b> - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>CCSS.ELA-LITERACY.SL.3.1.B</b> - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CCSS.ELA-LITERACY.SL.3.1.D</b> - Explain their own ideas and understanding in light of the discussion.</p> <p><b>CCSS.ELA-LITERACY.SL.3.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CCSS.ELA-LITERACY.SL.3.6</b> - Speak in complete sentences when appropriate to</p>

	<p>task and situation in order to provide requested detail or clarification.</p> <p><b>CCSS.ELA-LITERACY.RI.3.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>CCSS.ELA-LITERACY.RI.3.6</b> - Distinguish their own point of view from that of the author of a text.</p> <p><b>CCSS.ELA-LITERACY.RI.3.7</b> - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELD</p> <p>A. Collaborative 1, 3-4 B. Interpretive 5-6</p>
<p>Next Generation Science Standards: <a href="#">NGSS</a></p>	<p>N/A</p>
<p>Notes:</p>	<p>The resources provided are suggestions to support the theme of <i>Seeds of Kindness</i>. You can do VTS with any image or theme to reinforce/teach concepts in your classroom or home.</p> <p>To learn more about VTS, check out <a href="#">this document</a> from the San Jose Museum of Art.</p>

## LESSON 3: *Seed Mosaic*

Lesson Title:	Seed Mosaic
Grade(s):	Adaptable for Grades K-12
Arts Discipline(s):	Visual Arts
Brief Description:	Students will learn about seed mosaics by learning about an artist and creating their own seed art.
Instructional/ Technology Materials & Resources:	<p>Seed Art with Cathy Camper: <a href="https://youtu.be/tnzAwyNISM0">https://youtu.be/tnzAwyNISM0</a></p> <p>Seed Mosaic lesson (Fort Worth Museum): <a href="https://youtu.be/a17TLZ-i6wk">https://youtu.be/a17TLZ-i6wk</a></p> <p>Seed Art Example: <a href="https://g.co/arts/BPktuJxkQdd3ENww6">https://g.co/arts/BPktuJxkQdd3ENww6</a></p> <p>Optional: Seed Time Lapse: <a href="https://youtu.be/ECibetK2EYI">https://youtu.be/ECibetK2EYI</a></p> <p>Materials Needed: Assorted beans and seeds, paper plates, glue</p>
Essential Questions and Learning Outcomes  <i>What do I want my students to understand?</i>	<ul style="list-style-type: none"> <li>• How do the materials used in the work of art impact or change the piece?</li> <li>• Talking about my art helps me learn about myself and for others to learn about me and my art.</li> <li>• Why do artists and designers experiment with forms, structures, materials, concepts media and art-making approaches?</li> </ul>
Key Terms:	Mosaic, pattern, image, seeds, beans, artist statement
Instruction:  <i>Sequence of key learning activities</i>	<ol style="list-style-type: none"> <li>1. Introduce students to mosaic by showing pictures or videos. Watch the Seed Art video to learn how one person uses seeds to make art. A mosaic is a picture or pattern produced by arranging together small colored pieces of hard material, such as stone, tile, seeds or glass.             <ol style="list-style-type: none"> <li>a. Lead students in answering:                 <ol style="list-style-type: none"> <li>i. What did you see?</li> <li>ii. What do you wonder?</li> </ol> </li> </ol> </li> <li>2. For the activity, students will be creating a piece of art using seeds and beans. Watch the Seed Mosaic Lesson video. Have students discuss and collaborate on what they want to make with their mosaic. It could be an image or a pattern. Have them experiment with the different textures and sides of the seeds/beans as well as the use of glue. You will use</li> </ol>

	<p>paper plates, glue, and various seeds and beans to create with.</p> <ol style="list-style-type: none"> <li>3. For wrap up, re-watch the Seed Art video and discuss             <ol style="list-style-type: none"> <li>a. Now that you have made a seed mosaic, how has your appreciation of Cathy’s artwork changed?</li> <li>b. Do you think your seed mosaic is appropriate to display indoors or outdoors? Why?</li> <li>c. Share your artwork with your classmates by telling them how you came up with the idea and what you like about your art.</li> </ol> </li> <li>4. Have students write an artist statement for their artwork. An artist statement is a short narrative describing the inspiration to an artwork, the materials used, and/or the story behind the artwork.             <ol style="list-style-type: none"> <li>a. Display the seed mosaic along with the artist statement in your home or classroom.</li> </ol> </li> </ol>
<p>Assessment:</p>	<p><a href="#">Visual Arts Mosaic Rubric</a></p>
<p>Social Emotional Learning (SEL):</p> <p><a href="#">CASEL Competencies</a></p>	<p>Self-Awareness, Self-Management</p>
<p><a href="#">Cultural Relevance:</a></p> <p><i>How will my students connect to the content?</i></p>	<ul style="list-style-type: none"> <li>● Engaging students actively in the learning process.</li> <li>● Creating environments of enrichment rather than remediation.</li> <li>● Situating learning in the lives of students.</li> <li>● Building a broad array of language/literacy, cross-cultural, and multimedia communication skills.</li> <li>● Being responsive to the lives of our students and families.</li> <li>● Providing affirmation, mutual respect, and validation</li> <li>● Creating a safe learning environment and modeling high expectations for learning.</li> <li>● Supporting students in using their learning to create new knowledge, art, and understanding.</li> <li>● Providing a clear process for reflecting and acting on teacher/peer feedback.</li> <li>● Intentionally connecting new learning to students' background knowledge and experiences. Helping students bridge from prior knowledge/learning to new learning.</li> </ul>
<p><a href="#">Other Considerations:</a></p> <p><i>Please include accommodations/modifications for differentiation</i></p>	<p>For the artist statement, the teacher can provide a sentence frame, write down what the student says, or use other means to capture the artist statement from the student.</p> <p>For the activity, seeds and beans can be very small or large. Tweezers might help some students. Going with larger beans might be better for some. You can add glue and then pour seeds over the glue if the tactile skills are still developing. Use your best judgement on what is appropriate for each child.</p>

<p>Extensions:</p> <p><i>How can the lesson be expanded?</i></p>	<p>You can expand the lesson to creating other objects out of seeds, like bird feeders.</p> <p>Seed Bird Feeders: Beginner <a href="https://youtu.be/_AtcInI5ABg">https://youtu.be/_AtcInI5ABg</a> Intermediate, guided <a href="https://youtu.be/7yV6V6rtpyc">https://youtu.be/7yV6V6rtpyc</a></p>
<p><u>CA Arts Standards:</u></p>	<p><i>Grade 4 given as an example.</i></p> <p><b>4.VA:Cr1.1-</b> Brainstorm individual and collaborative approaches to a creative art or design problem.</p> <p><b>4.VA:Cr2.1-</b> Explore and invent art-making techniques and approaches.</p> <p><b>4.VA:Cr2.2 -</b> When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p><b>4.VA:Pr5 -</b> Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</p> <p><b>4.VA:Re7.1 -</b> Compare responses to a work of art before and after working in similar media.</p> <p><b>4.VA:Re9 -</b> Apply one set of criteria to evaluate more than one work of art.</p> <p><b>4.VA:Cn10 -</b> Create works of art that reflect community cultural traditions.</p>
<p>Integrated Content Area(s):</p>	<p>ELA, ELD - Grade 4 given as an example.</p>
<p>Common Core State Standards:</p> <p>English Language Arts <a href="#">ELA</a></p> <p>English Language Development <a href="#">ELD</a></p> <p>Mathematics <a href="#">Math</a></p>	<p><b>ELA</b></p> <p><b>CCSS.ELA-LITERACY.RI.4.2 -</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>CCSS.ELA-LITERACY.W.4.1.C -</b> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p><b>CCSS.ELA-LITERACY.SL.4.1.B -</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>CCSS.ELA-LITERACY.SL.4.1.C -</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><b>ELD</b></p> <p>A. Collaborative 1-4</p> <p>B. Interpretive 5-6</p>
<p>Next Generation Science</p>	<p>While this is not a science lesson, there are areas that a teacher can develop. Here are two suggestions:</p>

Standards: <a href="#">NGSS</a>	<p><b>3-LS1-1</b> - Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.</p> <p><b>5-LS1-1</b> - Support an argument that plants get the materials they need for growth chiefly from air and water.</p>
Notes:	



## ARTS WORKSHOPS

### DANCE WORKSHOP with ROBIN OLIVE and STRAIGHT UP ABILITIES

Everyone is invited to dance along with Robin Olive and two of her All-Star dancers, John Tucker and Marci Landeros, from Straight Up Abilities. This non-profit believes “Everyone can and should dance.”



## DANCE WORKSHOP with TARA COOK DAVIS

### DESCRIPTION

This workshop embodies kindness by using the vehicle of dance for self-expression and lots of fun. Viewers will learn choreographed movement and have the opportunity to create moves of their own.

### INTRODUCTION

**Dancers use a wide range of dynamic movements, gestures, and shapes to communicate ideas and feelings.** We will be moving our bodies through space as a form of self-expression. We will learn about A-B-A format and create some frozen shapes with our bodies using the elements of dance.

### VOCABULARY

- **A-B-A** - The A represents the first idea, the B represents new, contrasting idea, and the final A represents a return to the familiar first idea.
- **Choreography** - A sequence of steps or movements.
- **Elements of Dance** - Elements of dance are body, action, space, time, energy.

### WARM UP

- Follow along as we get our bodies moving!
- Stretching – Helps to keep the muscles strong and flexible.

### MOVEMENT

- What is A-B-A format?
- Learn, Dance, Choreography!
- Create your own frozen shapes.
- Combine the Choreography and frozen shapes.

*Thank you for dancing!*

## MUSIC WORKSHOP with JOSEPH PECK

### DESCRIPTION

The Scavenger Drum Circle introduces various percussion instruments and how to play them through making a drum and shaker, learning the rhythmic scale, and participating in an Engine Room Jam!

### What is Percussion and the Caribbean Engine Room?

- What is Percussion?
  - Any instrument you strike, hit, or shake to produce a musical tone.
  - E.g., djembe, shaker, piano, and steel drum
- What is the Caribbean Engine Room?
  - The percussion instruments that accompany a steel drum band
  - Brake Drum (The heartbeat of an Engine Room)

### Let's Make an Instrument Scavenger Hunt

The hunt is on to find the necessary supplies to make your engine room instrument. What will you need to find?

- **Shaker Supplies:**
  - Container (paper towel roll cut in half, toilet paper roll, empty bottle with cap)
  - Filler - lentil, beans, or rice
  - End caps and/or tape
  - Decorating supplies: construction paper, glue, tape
- **Drum Supplies:**
  - Empty Box or another container that can be struck with hands.
  - Tape

### Constructing and Playing Percussion Instruments

- How to make a shaker and play a drum

### The Rhythmic Scale

- Thom, Ta, TaKa, TaKaDiMi

### Engine Room Jam

- Play along to the percussion jam using shaker or drum!

## MEDIA ARTS WORKSHOP with LYNN OKIMURA

### DESCRIPTION

Participants will learn how to cut and move simple shapes around to make paper cutout characters drawn from imagination. Gather your materials - At least 2 different colored pieces of paper and scissors. Any color or size of paper will be ok. If you don't have scissors, you can tear shapes out of the paper.

- Choose one colored piece of paper to use as a background.
- Make some shape pieces to move around - Start by cutting or tearing 2-3 squares or rectangles out of a different colored piece of paper that is not your background paper.
- Move and position those squares and rectangles around on your background paper. It's ok if you don't have an idea of what to make yet. You will imagine things you don't expect by moving your shapes in different arrangements. Try different positions and combinations of pieces on your background until you can imagine something forming out of the new shapes they make.
- Let your pieces rest on the background and take a moment to see if you can imagine different things or characters from the way your pieces are placed on the background.
- Add triangles and more pieces to your background - Cut or tear some triangles and more rectangles and squares of different sizes to move around. It's still ok to not have an idea before you make and move your pieces. Your imagination is already working!
- Move and position all your pieces around on your background and let them rest on the background. Take another moment to see if you can imagine different things or characters from the way your pieces are placed on the background.
- Let's try it again as many times as you want to. Do you have an idea of what to make before you move your pieces? Or do you like to be surprised by what you imagine when you move the shapes without an idea?
- Move and position all your pieces on your background. Cut more pieces if you need to and don't stop moving your pieces until you can see a character forming. Let them rest on your background and take another moment to see if you like the way your shapes are placed. Make any changes you want to your character.
- If you like your character and feel that you are done, you can choose to glue your pieces down on your background. You don't have to glue your pieces. You could also use them again to move in different ways and see what you can imagine!

## THEATRE WORKSHOP with THE CHAMELEONS

### DESCRIPTION

After viewing a short performance by the Chameleons Mime Theatre, participants will learn an invisible rope illusion that can be applied to a short mime piece, called “The Tug of War.”

### VOCABULARY

**MIME:** A theatrical art form where we tell stories primarily using our bodies, our hands, and our faces and not a lot of words.

**PANTOMIME:** The creation of invisible objects.

**OBSERVE:** The Chameleons perform “The Crazy Circus”.

### LEARNING PANTOMIME

1. **5-finger exercise:** Start with an open hand. Bend each finger down separately one at a time as you count with Miss Sharon. (Challenge yourself to only move the fingers you are bending keeping the others still.) Then, bring each finger up separately.
2. **Stirring Cookie Dough:** Grab two points creating a giant invisible spoon. Stir some imaginary cookie dough with it. Try keeping your hands directly on top of each other about a foot apart and use a lot of *tension* to show thickness and that it is hard to stir.

### THE INVISIBLE ROPE

1. Grab two points in space, lining them up horizontally to create the rope.
2. Slowly pull both hands back passed your body and freeze!
3. Release the back hand, grab it in front. Release the other hand, grab it in front. Pull the rope again as if pulling another person.
4. Now show the other person pulling you by moving *hands* forward followed by *arms, shoulders,* and finally *torso*.

### PERFORM “TUG O’ WAR” WITH MISS SHARON

1. Pull Miss Sharon and get pulled going back and forth adding *resistance* to make it look like you’re playing Tug O’ War.
2. Pull the rope fast and win the Tug O’ War!

### PERFORM AT HOME

Try teaching the Tug O’ War to someone else and perform it for your family. You can even have someone cut the rope. Then fall down in slow motion – so you don’t break any furniture!

(Remember: Maintain the same distance between your hands and your partner’s. Focus your eyes on your partner the whole time so you know when to pull and when you are being pulled. Use emotion to help tell the story.)

## VISUAL ARTS WORKSHOP with BETH PETERSON

### **DESCRIPTION**

Participants will have the opportunity to dream up and create a hand puppet character who can plant a seed of kindness! Each participant will create a modified hand puppet. This puppet will be a person or animal who can show kindness or plant a seed of kindness.

### **Steps to design and create your hand puppet:**

1. Gather supplies and materials.

#### **Materials needed:**

- Old cereal box or cardstock
- Pencil, Paper
- Markers or color pencils
- Masking tape
- Handkerchief or 1-foot square scrap of fabric or discarded t-shirt
- Toilet paper tube or paper towel tube
- Scissors

2. **Draw the head and hand or wing or paw of your puppet idea.**

- a. Sketch and decorate head with color.
- b. Sketch and decorate hands/paws/wings with color.

3. **Putting it all together**

- a. Cut out pieces.
- b. Use the masking tape to attach face and fabric to tubes and hands/paws/wings.

4. **Perform the puppet – how does the puppet sound? Walk? Move?**

- a. Share your puppet doing or saying or conveying kindness.

**Resources** - We have provided some templates for the puppets, which can be found on the next page. Please note that participants are encouraged to create their own character, but these are here for you to use if needed.





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