

Arts Integration Choice Board:

Directions: Art is about creating. This week we will be looking at art and making your own creations. Get ready to use your creativity this week. It is suggested that you allow your child to choose one activity a day or complete them as you see fit. Set a goal with your child on how many sections to complete this week. Have fun digging deep with your child!

1

Acrostic:

What is your favorite thing to do? Choose one word that describes your favorite thing to do.

- Write each letter of the word down the left side of your paper
- Write a complete sentence that begins with each letter that describes your favorite thing to do
- You may use the acrostic template and directions attached to help you write your acrostic

Share your acrostic with a member of your family or on Twitter using @KCSGifted

Challenge: write the letters down the RIGHT side of your paper. Each sentence will END in that letter.

Acrostic

T	_____
H	_____
I	_____
N	_____
K	_____

2

Chant:

A chant has repeating words with rhythm and a beat.

- Try writing a chant poem about something you like to eat
- Use the attached directions and framework to help you write your chant
- Share your poem with a friend or family member
- Try writing another chant poem with someone in your family and perform it

When I eat pizza
 I like pepperoni
 When I eat pizza
 I taste the cheese
 When I eat pizza
 I crunch crispy crust
 When I eat pizza
 It makes me smile
 When I eat pizza

3

Dance:

Pick a style of dance to research: ballet, hip-hop, lyrical, jazz, etc...

- Create a one-minute video on what you learned
- You can write and draw about it too

*Extension activity
 Create a dance from the style you studied. Choose a song and come up with a dance in that style. Share with your family and friends. Maybe even teach them your new dance!



4

I Am Poem:

Walk around your home or neighborhood. Pick an animal or person. Using the template below, write a poem from the perspective of that person. Challenge: pick an inanimate object!



I am _____
and _____
I am not _____
I like _____
I think _____
I am _____



Kowalski, B. (2008). Teaching Without Appearances, 2nd ed. Austin, TX: Professional Associates Publishing.

5

Sound Effect Story:

a

Add sounds to enhance your favorite story. Pick fiction or nonfiction text.

- As you read the text the first time through, think about what sounds could be occurring and make note of those
- Second time through, practice reading the text and adding in those sounds
- Final time through, record yourself reading and adding in the sound effects



6

Lyrics:

Read the lyrics of a traditional folk song or the one below. What is the songwriter trying to say? Perform it for your family.

Lyrics:

I've got a mule, her name is Sal,
Fifteen miles on the Erie Canal
She's a good old worker and a good old pal,
Fifteen miles on the Erie Canal

We've hauled some barges in our day
Filled with lumber, coal and hay
And we know every inch of the way
From Albany to Buffalo.

Chorus:

Low bridge, everybody down
Low bridge for we're coming to a town
And you'll always know your neighbor,
You'll always know your pal
If you've ever navigated on the Erie Canal.

We better get along on our way ol'gal,
Fifteen miles on the Erie Canal
'Cause you bet your life I'd never part with Sal,
Fifteen miles on the Erie Canal.

Git up there mule, here comes a lock,
We'll make Rome about 6 o'clock
One more trip and back we'll go,
Right back home to Buffalo.

Chorus

7

Poetry Read:

Read the poem below or pick another one.

- Use different types of voices as you read the poem such as robot, Santa Claus, high voice, deep voice, sloth, cheetah
- Poll your family and friends which voice is their favorite
- Create a graph using the template below to show which voice is the most liked

8

Painting Review:

Choose one of the paintings below and answer the following questions:

- What title would you give this artwork? Why?
- What is the setting for this artwork?
- What can you imagine could have happened just before this scene?
- What in this picture reminds you of your life?
- If you had to change something in this picture, what would it be? Why?

9

Act it Out:

Pick two people you have studied this year. They can be real or fiction.

- Write a dialogue between the two people from when they first met
- Pick someone at home with you to read aloud and act out each person's script

Arts Integration- is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.

There is more and more information available that shows how crucial arts integration is to creating well-rounded, well-prepared learners and leaders.

- 1. Working in the arts helps learners to develop creative problem-solving skills.**
- 2. Teaching through the arts can present difficult concepts visually, making them more easy to understand.**
- 3. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness.**
- 4. Visual arts teach learners about color, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work.**
- 5. Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork.**
- 6. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world.**
- 7. The arts provide challenges for learners at all levels.**
- 8. Art education connects students with their own culture as well as with the wider world.**

Box 1:

Using the Acrostic Strategy

Adapted from Bertie Kingore in *Teaching Without Nonsense*

Parents/Guardians,

You can use acrostics at home to push your child's thinking. Use an acrostic with a character's name, a book title, a science concept, math vocabulary, etc. If your child is not familiar with acrostics, complete one together to build their confidence. These can easily be done on paper, typed in a Word document with an image behind them, or even outside with sidewalk chalk. Feel free to get creative.

Acrostics are an alternative learning task for students that are simple to prepare and encourage application, analysis, and synthesis. Acrostics promote conceptual thinking and can be used as an assessment tool to check for "accuracy, depth and complexity of information." This strategy can be easily adapted for all levels of learners and utilized in all content areas. For younger students, start with just one word per letter, but for older students, use the ideas below to really make it a challenge. You may need to help brainstorm a list of words that begin with the letters of the alphabet, especially with the less frequently used letters. Challenge your child to use more complex words/wording.

How to use an Acrostic:

Each line of an acrostic is completed as a single word response, a list of several words or a phrase. To add complexity, each line can be written as a sentence, with a specific number of syllables or with certain lines rhyming. You might choose to specify a number of adjectives. To increase degree of difficulty, it can be completed as continuous text, which is then read like a paragraph. This requires students to think more extensively to plan the structure of information.

Types of Acrostics:

Acrostic

T	_____
H	_____
I	_____
N	_____
K	_____

Simple, easy to implement
Concept word as beginning letter

Telestich

_____	T
_____	H
_____	I
_____	N
_____	K

Concept word as last letter of each response

Double Acrostic

T	_____	T
H	_____	H
I	_____	I
N	_____	N
K	_____	K

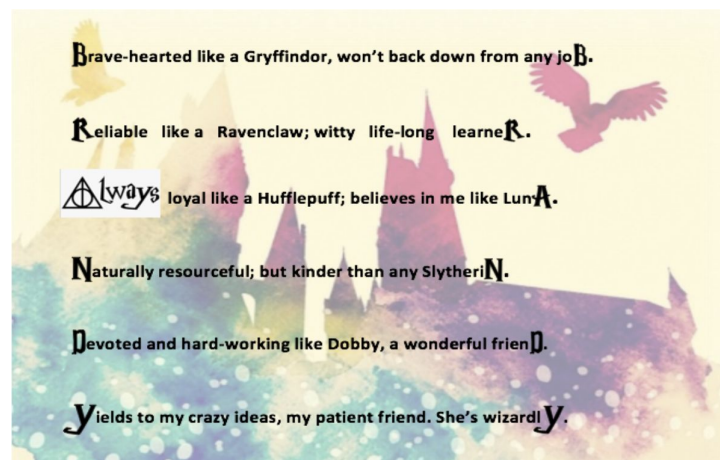
Repeats concept word; each response must begin and end with the letters in a concept word.

Examples of

Acrostics:

Adaptable
Creative
Rigorous
Open-ended
Strategic
Tricky
Insightful
Challenging

Can create a picture that is vibrant
It is flexible
Word choice makes the student insightful
Can use word, phrase, or sentence
Works with all subjects
Create in partners or independent
Finding the words is a safari
A finished acrostic is an accomplishment
Word placement is strategic
Add complexity by making it into a paragraph



Box 2:

How to write a chant poem:

A chant poem has repeating lines and changing lines. It has a rhythm and a beat. Look at this example of a chant poem about a pizza:

When I eat pizza
I like pepperoni
When I eat pizza
I taste the cheese
When I eat pizza
I crunch crispy crust
When I eat pizza
It makes me smile
When I eat pizza

Look at the lines in red. They are all repeating.

Look at the lines in other colors. They are different but they all describe what I like about pizza. All the lines are short and have the same beat. The last line of the poem is the repeating line.

You may use the framework on the next page to help you write your chant poem. You do not have to use all the lines, but your poem must end with the repeating line.

Chant Poem

Poem Title: _____

Author: _____

Line 1: _____ (repeating line)

Line 2: _____ (changing line)

Line 3: _____ (repeating line)

Line 4: _____ (changing line)

Line 5: _____ (repeating line)

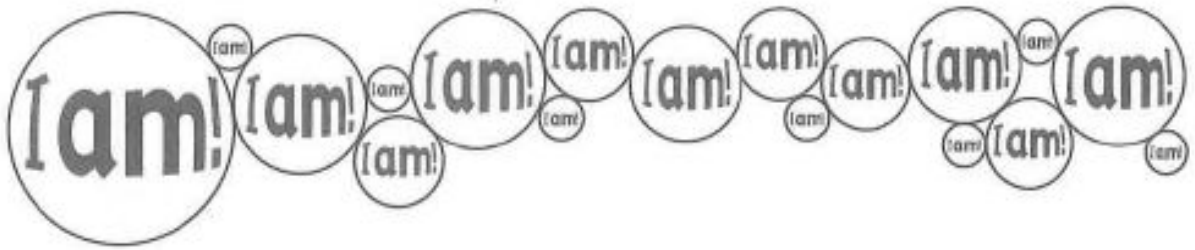
Line 6: _____ (changing line)

Line 7: _____ (repeating line)

Line 8: _____ (changing line)

Line 9: _____ (repeating line)

Box 4:



I am _____

and _____

I am not _____

I like _____

I think _____

I am _____



Box 6:

Lyrics:

**I've got a mule, her name is Sal,
Fifteen miles on the Erie Canal
She's a good old worker and a good old pal,
Fifteen miles on the Erie Canal**

**We've hauled some barges in our day
Filled with lumber, coal and hay
And we know every inch of the way
Fom Albany to Buffalo.**

Chorus:

**Low bridge, everybody down
Low bridge for we're coming to a town
And you'll always know your neighbor,
You'll always know your pal
If you've ever navigated on the Erie Canal.**

**We better get along on our way ol'gal,
Fifteen miles on the Erie Canal
'Cause you bet your life I'd never part with Sal,
Fifteen miles on the Erie Canal.**

**Git up there mule, here comes a lock,
We'll make Rome about 6 o'clock
One more trip and back we'll go,
Right back home to Buffalo.**

Chorus

Box 7:

New Friend
By Maria Fleming

A new friend, a true friend

A cheers-me-when-I'm-blue friend

A sunny-day-hurray friend

A nice-in-every-way friend

A new friend, a true friend

A turns-the-gray-skies-blue friend

A talk-and-talk-non-stop friend

A giggle-till-we-drop friend

A none-can-ever-top friend

A new friend, a true friend

A happy-I-met-you friend.

Different Voices

10						
8						
6						
4						
2						
0	Robot	Santa Claus	High Pitch	Deep Pitch	Sloth	Cheetah

Box 8:

