

BLOSSOM & ROOT

EARLY ELEMENTARY ARTS AND HISTORY // LEVEL 0

Arts & The History of Me

PARENT GUIDE



LEVEL 0

Weekly Picture Study and Art Projects | Weekly Music and Composer Study | The History of Me

Blossom & Root

Art, Music, History, and Geography

Arts & The History of Me

A Secular Art, Music, History, and Geography
Curriculum

Designed for the Second Edition
of Blossom and Root Level 0

Blossom & Root Art, History, and Geography Level 0: Arts & The History of Me

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Make It Yours

How to Teach This Curriculum

"Children are so talented. Little children, until about the age of 10 or 11, are just little artists. They need to be given the time and the space and the materials to do their work.

That's all they need.."

- Faith Ringgold

Part One: The History of Me

Each week, you will have a simple prompt to complete in your child's notebook, *The History of Me*. You will also have a prompt to learn about the life of the featured composers and artists on many of the weeks in this curriculum. The pages for the artists and composers can be found at the back of the student notebook (*The History of Me*).

Part Two: Picture and Artist Study

Each week, you will conduct a simple picture study. There are instructions for conducting picture study each week in this parent guide. This should only take about five to ten minutes per session.

Part Three: Music and Composer Study

There is a short, scripted prompt for exploring the featured composer each week. You may either read this to your child as written, or use it as a jumping-off point for deeper discussion. You will then choose from the music selections linked in the back of this guide, and listen to them together.

Part Four: Exploring and Expressing with Art

Every week, there is a featured art project that will allow your child to explore the artwork on a deeper level. These are process-based projects. The emphasis should be on delight, exploration, and wonder, not the end result.

How do I schedule this program into our week?

As with all of our Level 0 resources, you are welcome to schedule this curriculum in a way that works best for your family. If you need a little help finding a schedule, here is a template you might try:

Day 1: Complete The History of Me prompt

Day 2: Complete the Picture and Artist Study

Day 3: Complete the Music and Composer Study

Day 4: Complete the art activity

Alternatively, for a three-day schedule, you might do your composer study on day three, and immediately move into the art activity, listening to your music selection(s) for the week while your child creates their artwork.

CLICKABLE LINKS FOR ALL ARTWORKS, VIDEOS, AND WEBSITES CAN BE FOUND AT THE BACK OF THIS GUIDE.

The History of Me

Understanding History and Geography from the Inside Out

During this first gentle year of elementary school, your child will be introduced to the concept of history by exploring their own personal history and the history of their family. Moving outward, they will then be introduced to important historical and / or contemporary figures of your choosing. The idea is for them to “shake hands” with important people that they will run into again later, when they begin to study world and local history, as well as current events, formally.

During the first half of the year you will spend time during each weekly history lesson sharing stories, photos, memories, and home videos (if available) of your family. Use the notebook pages in your child’s history and geography notebook to guide the week’s exploration. For example, on week 3, the notebook asks for the child to illustrate a story about them when they were a baby. Your job, as the parent, is to write down the story for your child on the lines below their picture. During the lesson for this week, you would tell them a story of something that happened when they were little. You could show them pictures or videos of it, if you have any. Next, your child would make a drawing of what happened in the box on the notebook page. You would record the story on the lines.

During the last part of the year, you will learn about important historical or contemporary figures of your choosing. Because our families come from all over the world, and have vastly different values and beliefs, we leave it up to you to decide who to study for these profiles. Use books from the library, encyclopedias, Netflix, videos and documentaries, YouTube clips, children’s television programming, games, and more to study these figures for the week.

We also include pages at the end of the notebook to study the artists and composers from our arts curriculum. The prompts for these studies are spread out throughout the year. Again, use books, Netflix, YouTube, children’s programming, etc. to learn about each artist or composer and complete the appropriate notebook page together at that time.

You will use the same approach for geography, working from the inside out. During many weeks in the history and geography curriculum, you will be asked to research and talk about different locations on the map. You will discuss where your child was born, where other family members were born, where different artists and composers came from, where your chosen historical or contemporary figures came from, and the geography of your child’s immediate world, beginning in their own bedroom and moving outward to their country and its flag.

Anytime a prompt in the notebook or teacher’s guide calls for a map, simply do a google image search for a map of that location, print it out, and glue it to the notebook. Or you can make a photocopy out of an atlas or encyclopedia. You could also simply pin a note to a large family map on display in your homeschool area. Don’t worry about your child memorizing, or even fully grasping the concept of these locations. You are simply bringing awareness to the fact that people come from different places in the world, and these places can be found on maps and globes.

Contents: Art and Music

Weeks

- 1 - 4 **Claude Monet and Errollyn Wallen**
- 5 - 8 **Ruth Asawa and Scott Joplin**
- 9 - 12 **Marc Chagall and Frédéric Chopin**
- 13 - 16 **Elizabeth Catlett and Pyotr Ilyich Tchaikovsky**
- 17 - 20 **Diego Rivera and Joanne Shenandoah**
- 21 - 24 **Louise Nevelson and Unsuk Chin**
- 25 - 28 **Faith Ringgold and Undine Smith Moore**
- 29 - 32 **El Anatsui and Anna Thorvaldsdottir**
- 33 - 36 **Maria Martinez and Leonard Bernstein**

Contents: The History of Me

Weeks

1 - 5 **The History of Me**

6 - 20 **The History of My Family**

21 - 26 **Where I Live**

28 - 36 **Inspiring Profiles (Parent's Choice)**

Supply List

General Supplies Used Throughout the Year

- an apron or work shirt to protect clothing
- a tarp or tablecloth to protect work surface
- painting paper
- watercolor paper (140 lb. cold-press recommended)
- acrylic paint in a variety of colors, including black
- optional: tempera paint (poster paint) in a variety of colors
- watercolor paint in a variety of colors
- paintbrushes in a variety of sizes
- scissors
- glue or glue stick
- hot glue gun and glue sticks for it (adults only)
- scrap paper
- pencils
- crayons and oil pastels
- paper plates or up-cycled plastic lids to use as paint palettes, etc.
- construction paper in a variety of colors (including black or dark purple or dark blue)
- air-dry clay
- sculpting tools (from the craft store or from your kitchen)

Weeks 5 and 6

- pipe cleaners

Week 7

- Borax (available at most grocery stores)
- large glass bowl or oversized mason jar
- a 4 x 6 photograph OR doll clothes OR pages that have fallen out of old books (second-hand stores would be a good place to find these)
- tongs
- saucepan
- drying rack

Week 8

- small canvas (optional)

Week 9

- pictures of animals and people (from magazines or printed off internet)

Week 14

- Plaster of Paris
- a balloon
- a zipping baggie (gallon-sized)
- up-cycled bottle with a narrow mouth (not a wide one)

Supply list, cont.

Week 15

- up-cycled styrofoam lid (like the kind used for take-out--ask your neighbors to save one for you)
- a tool to use as a stylus (toothpick, chopstick, etc.)
- a small paint roller or brayer

Week 19

- a little bit of sand

Week 21

- several up-cycled cardboard paper towel tubes (ask neighbors to save some for you)
- an up-cycled square of cardboard

Week 23

- a metal baking pan or tray with a lip
- several plastic or metal containers of various sizes
- food coloring

Week 25

- paper for sun prints (sun print paper / solar paper)
- natural objects responsibly gathered from outside (leaves, flowers, etc.)--you'll need these again in week 29

Week 31

- a camera or camera phone and some way to print out a few pictures

Week 33

- Modge Podge or another sealant (optional)

Week One

Note: Clickable links for all artworks, websites, and videos can be found at the back of this guide.

Part One: The History of Me

Weeks One - Five: The History of Me

Use the prompts on the notebook page for the week to guide an exploration and discussion about your child's personal history. Share pictures with them, tell them about when they were born, show them home movies if you have them, and point out their birthplace on a map. On the notebook page, allow your child to either illustrate each prompt or glue a copy of a photograph to the page. If your child is comfortable with writing, allow them to do some of the writing on the page (their name, for example.) Otherwise, do the writing for them. Children love to hear about themselves as babies, so enjoy these special weeks together. Feel free to add more pages, or let your child draw on the backside of the pages provided, if you want to share more than what is prompted in the notebook.

Week One Topic: How I Got My Name

Complete the page for week one in your notebook (*The History of Me*.)

Part Two: Picture and Artist Study

Claude Monet

Explain to your child that, for the next few weeks, you will be looking at artwork by an artist named Claude Monet. Show your child the piece titled *Luncheon on the Grass* by Claude Monet (clickable link in back of guide.) Let your child gaze upon it for a few minutes. Then, hide the work from view and ask them to recall as many details about it as possible. (Colors, shapes, figures, features, feelings, etc.) Once your child is finished, tell them the title of the piece and remind them of the name of the artist.

For children, picture study can be a world of extremes. They may want to look at the artwork for several minutes, or they may find it unpleasant or uncomfortable and only look for a moment. They may want to talk about it with you in great detail, or they may give short and stilted responses. All of these are appropriate, and we encourage you to let the child own their individual experience of the art, whatever that may look like. The main objective is to introduce the child to a body of work from each of the featured artists. There are no right or wrong answers.

Important Note: Édouard Manet also created a piece called *Luncheon on the Grass*. This is not the intended picture for this week's study, but often comes up when you search for Monet's piece.

Tip: Please be aware that, during picture study, some of the text on the linked websites may not be appropriate for children. We suggest using the "full screen" button to focus on the artwork itself.

This Week's Featured Work of Art:

Claude Monet

Luncheon on the Grass

1865

Links to each week's artwork can be found in the clickable links at the end of this guide.

Part Three: Music and Composer Study

Errollyn Wallen

For the first four weeks, you and your child will be listening to the music of Errollyn Wallen. In week two, we will share some information about her life and her work. This first session should be treated as an introduction to her music.

Tell your child that you will be listening to music written by a composer named Errollyn Wallen during the next few weeks. Before you listen, explain that some music is vocal, and some music is instrumental. Vocal music focuses on the human voice, and instrumental music primarily focuses on instruments. We will often hear instruments in vocal music, but they are there to support the voice(s.) And sometimes we will hear voices in instrumental music, but they are there to support the instruments. Choose a selection from the Errollyn Wallen links at the back of this guide, and try to decide (together) if it is a vocal music selection or an instrumental music selection. There are some of both in your links list. If you have time, listen to excerpts from multiple pieces to compare them.

Tip: We recommend doing Parts Three and Four together, in the same session. Your child can listen to the music as they create their artwork.

Part Four: Exploring and Expressing with Art

Supplies You Will Need:

- one piece of painting paper
- acrylic paint or tempera paint (poster paint) in a variety of colors
- paint brushes
- apron or work shirt to protect clothing
- tarp or tablecloth to protect work surface

Paint a Tree Using "Dabbing" Technique

Read to your child:

In this week's painting, we see several trees, their leaves lit up from the sun above them. Today, we are going to paint trees using a special technique for making leaves. Instead of drawing the leaf with the paint, we are going to dab the leaves with the paint.

On a scrap piece of paper, show your child how to "dab" leaves with the brush. Show them how to dab green and then yellow to give the colors more depth and complexity.

Now it's your turn. Start by painting a tree trunk, then use the dab technique I just showed you to make the leaves on top of the trunk.

Allow your child to paint freely, taking as much or as little time as they like. Once their painting is dry, record any notes and a title, if they like, on the back of the painting. Have your child "sign" their name, and remember to write the date as well.

Week Two

Note: Clickable links for all artworks, websites, and videos can be found at the back of this guide.

Part One: The History of Me

Weeks One - Five: The History of Me

Please review the information provided in week one, if needed.

Week Two Topic: When and Where I was Born

Complete the page for this week in your notebook (*The History of Me*.) You will also be completing the page for Errollyn Wallen in composer study. Pages for artists and composers can be found toward the back of the student notebook.

Part Two: Picture and Artist Study

Claude Monet

Remind your child that, for the next few weeks, you will be looking at artwork by an artist named Claude Monet. You will learn a bit about his life next week.

Show your child the piece titled *Boats in the Port of Honfleur* by Claude Monet (clickable link in back of guide.) Let your child gaze upon it for a few minutes. Then, hide the work from view and ask them to recall as many details about it as possible. (Colors, shapes, figures, features, feelings, etc.) Once your child is finished, tell them the title of the piece and remind them of the name of the artist.

For children, picture study can be a world of extremes. They may want to look at the artwork for several minutes, or they may find it unpleasant or uncomfortable and only look for a moment. They may want to talk about it with you in great detail, or they may give short and stilted responses. All of these are appropriate, and we encourage you to let the child own their individual experience of the art, whatever that may look like. The main objective is to introduce the child to a body of work from each of the featured artists. There are no right or wrong answers.

Tip: Please be aware that, during picture study, some of the text on the linked websites may not be appropriate for children. We suggest using the "full screen" button to focus on the artwork itself.

This Week's Featured Work of Art:

Claude Monet

Boats in the Port of Honfleur

1866

Links to each week's artwork can be found in the clickable links at the end of this guide.

Part Three: Music and Composer Study

Errollyn Wallen

This week, you and your child will continue listening to the music of Errollyn Wallen. This week you'll also explore her life a bit.

Remind your child that you will be listening to music written by a composer named Errollyn Wallen. Before you listen this week, read through the information on her provided on the next page, and choose some of the tidbits to share with your child. There are not many book resources on Wallen at this point, but there are a few videos featuring her. We've included these in the clickable links at the back of this guide. You may wish to screen one to share with your child. After you've learned a bit about Wallen, find her page in the student notebook (*The History of Me*) and fill it out together. Finally, choose another music selection by Errollyn Wallen to listen to this week. Links to recommended selections can be found in the back of this guide.

Part Four: Exploring and Expressing with Art

Supplies You Will Need:

- one piece of painting paper
- acrylic paint or tempera paint (poster paint) in a variety of colors
- paint brushes
- construction paper in a variety of colors
- scissors and glue or glue stick
- apron or work shirt to protect clothing
- tarp or tablecloth to protect work surface

Mixed Media Sailboats

Read to your child:

In this week's painting, we find a lovely scene with sailboats. What colors do you notice? What shapes do you see? Today, we are going to make an ocean scene using paint. Once it dries, you will make a sailboat out of paper to glue on top. To paint the ocean scene, you may use whatever colors you like, and add whatever you like to it--birds, buildings, clouds, sea monsters, anything!

Allow your child to create the painting, taking as much or as little time as they like. Once the painting dries, pull out the scissors, glue, and construction paper.

Okay. You are ready to make the sailboat. What shape did you say the sailboats were? We are going to make the sails out of paper.

Have your child choose a piece of colored construction paper, and let them draw a triangle for the sail. Help them to cut it out, if they need your assistance. Then show them how to glue it down where they want it on their painting. Once they finish, write any notes, and a title if they like, on the back. Have them "sign" the picture, and record the date.

BLOSSOM & ROOT

The History of Me

STUDENT NOTEBOOK



Here I am!

This book is all about:

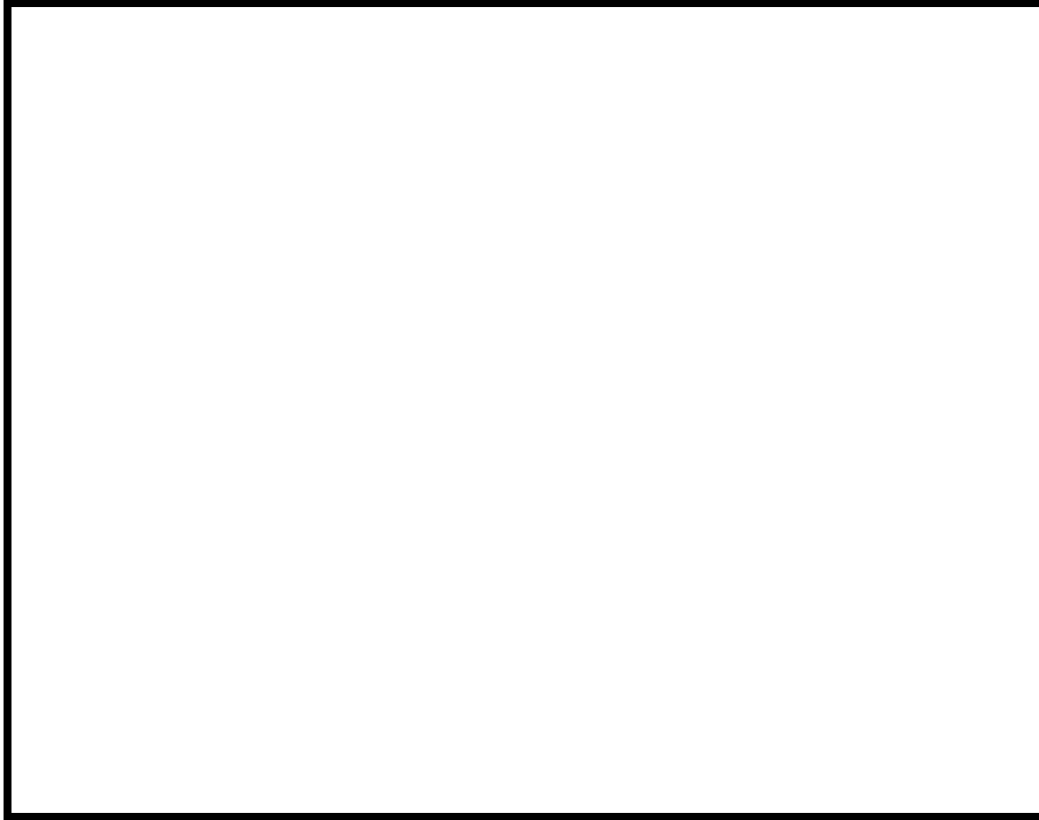
LEVEL 0

The History of Me and My Family



THE HISTORY OF ME

Draw or paste a picture of yourself here:



THIS IS ME!

My Name is:

How I Got My Name:



THE HISTORY OF MY FAMILY

MEET ONE OF MY FAMILY MEMBERS!

Their name: _____.

My name for them: _____.

They were born on: _____.

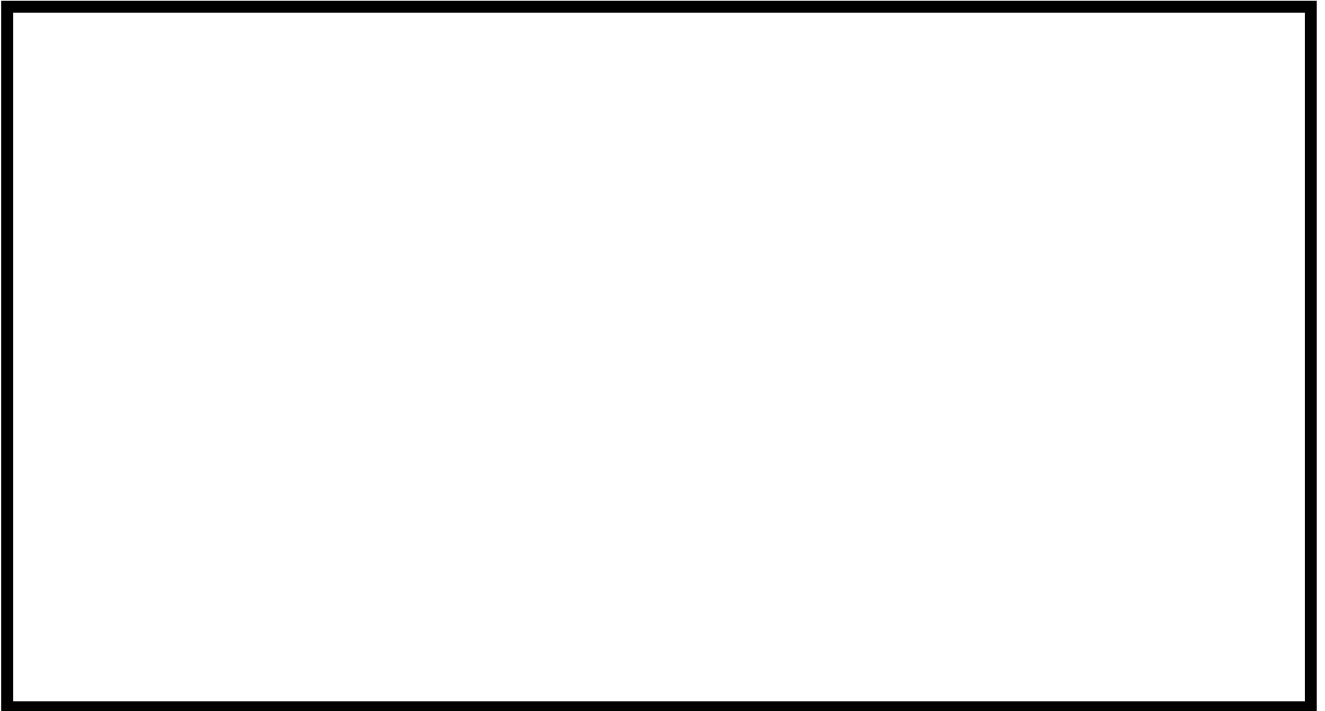
They were born in: _____.



THE HISTORY OF MY FAMILY

How They Got Their Name:

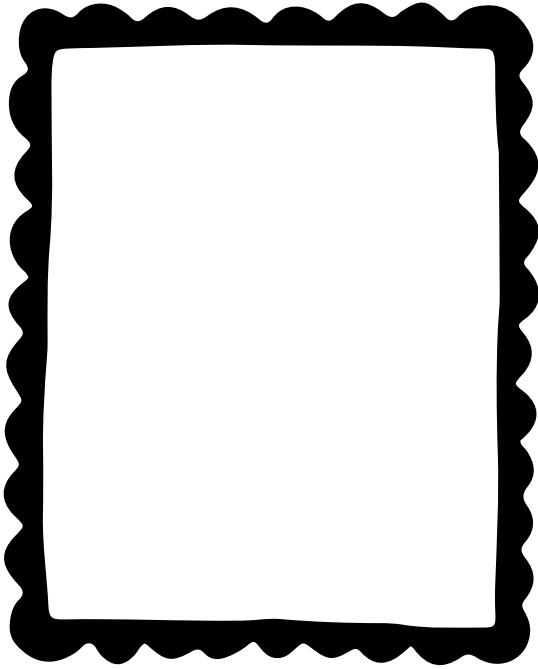
Here is a picture of them when they were little:



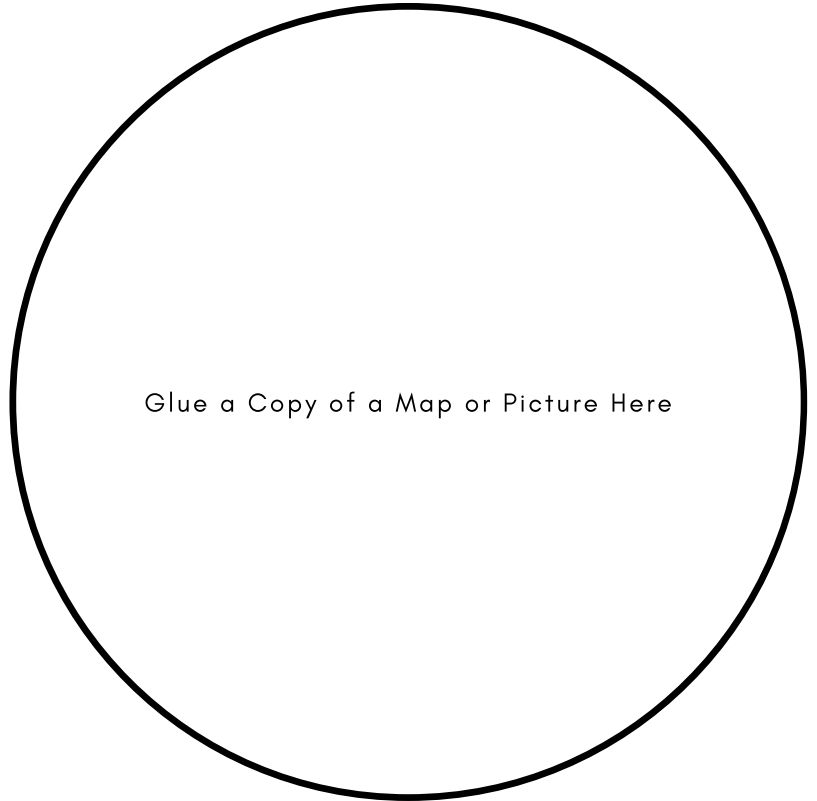
Here is a story about them when they were little:



ARTIST STUDY



WHERE THEY WERE FROM:



Glue a Copy of a Map or Picture Here

CLAUDE
MONET

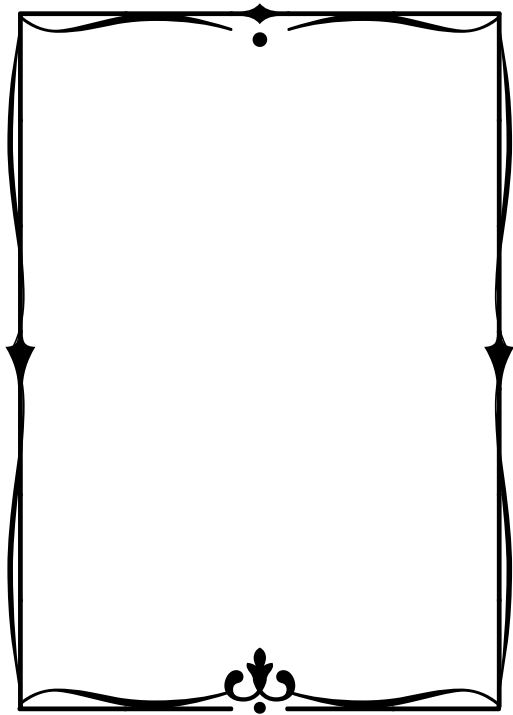


MY FAVORITE
WORK OF ART
BY THIS ARTIST

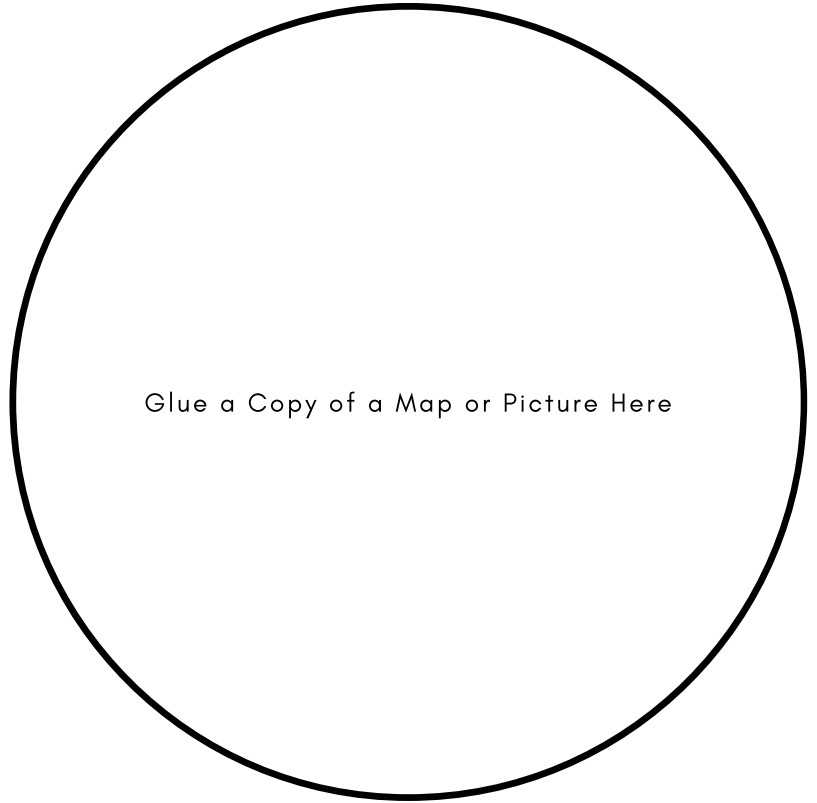




COMPOSER STUDY



WHERE THEY WERE FROM:



Glue a Copy of a Map or Picture Here

ERROLLYN
WALLEN

WHEN I LISTEN TO THEIR MUSIC, I THINK ABOUT...

A large, empty rounded rectangular box for a student to write their thoughts about the composer's music.