

Brandon Valley School District
District Learning Plans
May 11-15, 2020

Grades 5-6

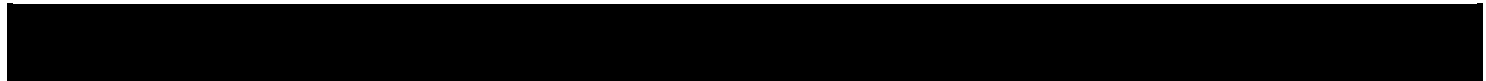
Encore



Brandon Valley School District Distance Learning Plan

SUBJECT/GRADES: Encore / Grades 5 - 6

DATES: May 11-15, 2020



<p>What do students need to do?</p> <p>Link to PE instructional video</p> <p>Link to Music instructional video</p> <p>Link to Counselor instructional video</p> <p>Link to Art instructional video</p>	<p>Monday (5/11): PE</p> <ul style="list-style-type: none"> ● Create Your Own Workout Activity <p>Tuesday (5/12): Music</p> <ul style="list-style-type: none"> ● Reading Music - This small packet introduces how to READ music - a universal language. Students will read the packet, and complete 5 examples at the end of the packet. <p>Wednesday (5/13): Counselor</p> <ul style="list-style-type: none"> ● Challenge Negative Thoughts ● Family Connection: Family Traditions <p>Thursday (5/14): Art</p> <ul style="list-style-type: none"> ● Nature Mandala <p>Friday (5/15): PE</p> <ul style="list-style-type: none"> ● Create Your Own Workout Activity (create a new workout from Monday)
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<p>What do students need to bring back to school?</p>	<p>Students are not required to submit evidence of completion; however, (if they wish) they may submit participation photos to their Encore teachers. We encourage students to attempt all Encore learning activities even if they were not currently enrolled in all three courses.</p>
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<p>What standards do the lessons cover?</p>	<p>PE: NASPE Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. NASPE Standard 5- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Music:5.MU.Cr.1.1.b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. 5.MU.Pr.4.2.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. Cn.10: Synthesize and relate knowledge and personal experiences to make artistic works.</p> <p>Art:6-8.VA.Cr.1.1 Apply methods/strategies visually or verbally to overcome creative blocks with a variety of media (such as preliminary sketching, painting techniques or brainstorming).6-8.VA.Cr.2.1 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or</p>
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	<p>designing6-8.VA.Cr.2.3 Apply visual organization strategies (such as the principles of design) to produce a work of art or media that clearly communicates information or ideas.</p> <p>Counselor:M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being; M 2. Self-confidence in ability to succeed ;B-LS 1. Demonstrate critical-thinking skills to make informed decisions.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Necessary Materials:</p> <ul style="list-style-type: none"> ● PE: Active attire ● Music: Worksheet, scissors, tape or glue, pencil or pen ● Art: Access to a variety of nature based leafs, buds, flowers, etc. OR they can use random objects around the house that have multiples of the same objects (noodles, seeds, beads, etc.) ● Counselor: <p>Extra Resources:</p> <ul style="list-style-type: none"> ● PE: https://drive.google.com/drive/u/0/folders/1vIFX2oReeJTNmRu2tioGCYQkHtN-YYpv ● Music: Youtube video to help learn Lines of Treble Clef https://www.youtube.com/watch?v=4r9LA60BtTw&list=PLjSFVo4yvnrKPtmK1PCiMEswf18LX4Kko&index=9&t=0s https://www.youtube.com/watch?v=U2TLtRu6Hqk&list=PLjSFVo4yvnrKPtmK1PCiMEswf18LX4Kko&index=9 http://www.musictechteacher.com Click on Quizzes, then use any of the lessons to challenge yourself on your music skills. Let me know what your FAVORITE game is on this site! Online Piano resource-kitty sounds https://www.youtube.com/watch?v=v3XHP47MjiU Online interactive Piano - https://www.youtube.com/watch?v=4ANsoKKSgM4 Online interactive Boomwhackers https://www.musick8.com/boomwhackers/playboomwhackers.php Online interactive drumming - https://www.virtualdrumming.com/drums/online-virtual-games/online-virtual-games-drums.html ● Art: https://www.youtube.com/watch?v=sDJ0XZ6TSn0 ● Counselor: none
<p>What can students do if they finish early?</p>	<p>PE: I have posted some family scavenger hunts in the extra resource section.</p> <p>Music:</p> <ul style="list-style-type: none"> ● Write your own song or rap using the rhythms and notes we have learned. Feel free to send Mrs. Ackerman a pic or video of what you create! ● Resources used in the instructional video were used with permission. https://www.youtube.com/watch?v=nfnU590QwsY https://www.youtube.com/watch?v=lgeW_Uk13dk <p>Art:https://www.youtube.com/watch?v=sD6EcdUIdiM&t=65s</p> <p>Counselor:</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Valley Intermediate School Building Principal: Mr. Skibsted- Nick.Skibsted@k12.sd.us Assistant Principal: Mr. Pearson- Rick.Pearson@k12.sd.us</p> <p>Teachers PE: Mr. O’Connell- Jeffrey.OConnell@k12.sd.us Ms. McGuire- Coty.McGuire@k12.sd.us Music: Ms. Ackerman- Jodi.Ackerman@k12.sd.us</p>

	Art: Ms. Terwee- Jennifer.Terwee@k12.sd.us Counselor: Ms. Hart- Jennifer.Hart@k12.sd.us
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Notes:

Instructional materials are posted below (if applicable)

Brandon Valley School District

Create Your Own Workout

Intro: In this activity, you have the opportunity to take what you have learned over the course of the year and put together your own workout. As many of you have learned during this time of school closure, sometimes we are forced to get creative with what resources we have to accomplish our goals. You now have the opportunity to put together a workout just the way you would like. Remember to be safe at all times and have fun.

Set Up:

Before you start, sit down with a pencil and paper to write down a few of your favorite activities you have done and what kind of equipment you have around the house to use in your workout. If you are going to be borrowing anything, make sure you ask for permission. Remember if you use an item, be responsible and put it back where you got it from. If you make a mess, clean the mess!

The Activity:

You will be creating your own 15-20 minute workout using your own creativity and items you have around the house. I have listed some strength and cardio exercises below. Use these exercises, your own personal interests, or any other resources you have to create your own workout. You are not limited to things listed on this sheet and feel free to add in sports based skills! You do not have to fill in every line, I wanted to give you enough space in case you want to make two separate workouts for your two days of PE.

Cardio: Jumping Jacks, Jogging in place, running around the house, high knees, butt kickers, jump rope, star jumps, line jumps, mountain climbers, knee tuck jumps, rocket jumps, stair runs

Strength: push-ups, sit-ups, v-push ups, squats, lunges, lunge jumps, squat jumps, crunches, tricep dips, planks, suitcases, russian twists, calf raises, wall sits.

Exercise	How many or How long

Remember: It's sometimes easier to get a good workout if you have someone to workout with. See if someone else in your family wants to tackle your workout with you. Aim for at least 15-20 minutes of activity that gets your heart rate up, and think of ways to make it fun!

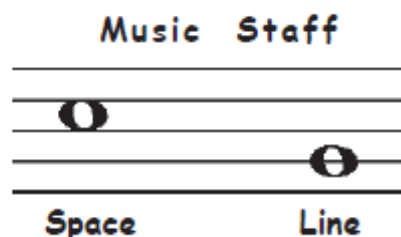
If you would like to share a picture of your creative workout, please email it to Mrs. McGuire or Mr. O'Connell so we can see what you have been doing!

Reading Music: Treble Clef

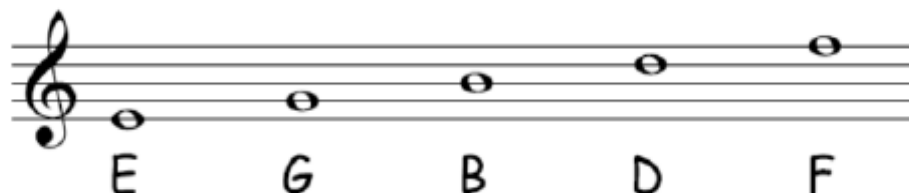
The musical alphabet consists of the following seven letters:

A B C D E F G

Each letter represents a different musical note. These notes are written on a **staff**, which consists of 5 parallel lines. Notes are written on these lines and in the spaces between them.



This symbol is called the **treble clef**. The treble clef is also called the **G clef** because the circle in the middle goes around the G line on the staff. A clef sign is always placed at the beginning of a piece of music, and the treble clef sign is the most common one used.



The names of the lines in treble clef are E G B D F. You can remember this by using a **mnemonic device**. A mnemonic device helps you remember something else. A few examples of mnemonic devices that you can use to learn the names of the lines in treble clef are:

- "Even Good Boy Does Fine"
- "Every Good Boy Deserves Fudge"
- "Every Girl Buys Dad Flowers"
- "Empty Garbage Before Dad Flips"
- "Elephants Go Break Dancing Fridays"



The names of the spaces in treble clef are F A C E. A mnemonic device that you can use to remember the names of the spaces is that the word "FACE" rhymes with "SPACE."



We have now learned all the names of the lines and spaces. As you can see, when you put the lines and spaces together, they go in alphabetical order. Since we only use the letters A-G in musical notation, when we get to G, we have to start back over with A.

Oftentimes, **composers**, people who write music, want to use more notes than you see on the above line of music. They want to go higher or lower than the notes that fit into the spaces and lines. In order to do that, we need to add **ledger lines** to the music. A ledger line is a line that goes above or below the staff so that the notes can be higher or lower than the notes on the staff would allow. In order to figure out what note the ledger line represents, simply count in alphabetical order to the ledger line, including both lines and spaces.



Write the word out that each line of music spells. On the last staff, fill in notes and then write out another word that is spelled entirely with letters from the musical alphabet.

Five musical staves with treble clefs. The first four staves have notes on lines and spaces that spell out words. The fifth staff is empty.

- Staff 1: Notes on lines 1, 2, 3, 4, 5. Spelling: **FACE**. Blank line for writing.
- Staff 2: Notes on spaces 1, 2, 3, 4, 5. Spelling: **FEED**. Blank line for writing.
- Staff 3: Notes on spaces 1, 2, 3, 4, 5. Spelling: **FACE**. Blank line for writing.
- Staff 4: Notes on spaces 1, 2, 3, 4, 5. Spelling: **FACE**. Blank line for writing.
- Staff 5: Empty staff. Blank line for writing.

Challenging Negative Thoughts

When faced with a thought that you believe could be negative, there are some questions you can ask yourself to help stay in control of those thoughts and keep them positive and realistic. Negative thoughts can lead to big emotions and those emotions are often uncomfortable emotions. When you catch yourself caught in a negative thought pattern, try asking yourself these questions:

- 1) Am I 100% sure it will happen?
- 2) Is this a fact or does it sound like a false belief?
- 3) Is this a possibility or a certainty?
- 4) What would I tell a friend who had this thought?
- 5) What would a friend say about this thought?
- 6) Is _____ so important my future depends on it?
- 7) Is this a situation I have control over?

Family Connections:

Family Traditions

Family traditions are things that we do as a family year after year. We often have family traditions surrounding holidays or sometimes related to a certain time of year. For example, maybe your family picks apples every fall or has a firework show every 4th of July. What family traditions do you love the most? Are there any new traditions you would like to add? For this activity, each family member answers those 2 questions? Maybe your family will agree on a new family tradition to add to your list.

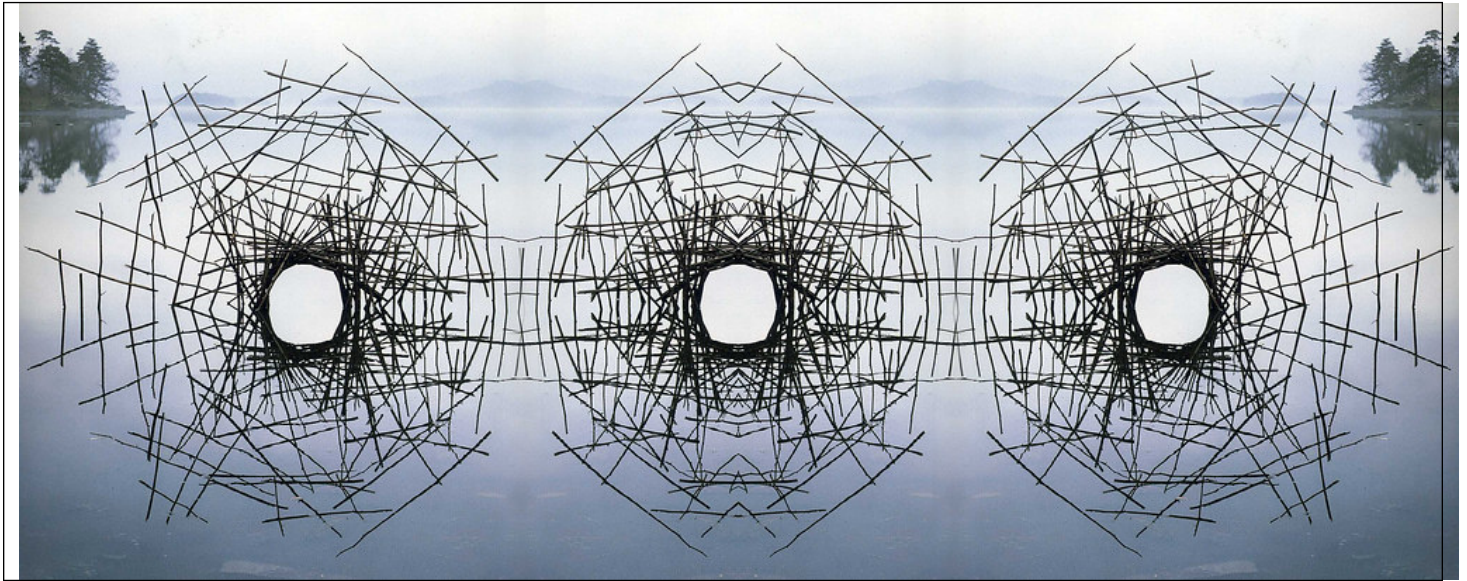
- 1) What is your favorite family tradition and why?
- 2) If you could add a new family tradition, what would it be and why?

Art Lesson Distance Learning week 9 (May11-15): "Nature Mandala"

Supplies needed: Anything that you can find in multiples. I encourage you to go OUTSIDE and find items from nature.

The Goal: Create a Mandala out of materials found outside or if need be, in your house.

Artist Andy Goldworthy was well known for his art work made from nature. He would often make radial designs.



Terms to know:

- * Mandala- abstract design made in a circular pattern.
- * Radial design: has a center point and designs that move out from the center point.
- * Symmetrical: The same on both sides.

For this assignment you have two options (choose Just ONE):

*1) Go outside and find objects from nature that you can use to make a Mandala. You will want to find items that are in multiples: Leaves, flowers, seeds, pine cones, rocks, sticks. Arrange these in a radial design.

*2) Look around the house and find objects that you can use to make a Mandala. You will want to find items that are in multiples: chocolate chips, noodles, fruit, nuts, pencils, etc. Arrange these in a radial design.

This is my radial/ mandala design outside



This is my food radial design (not done) 🙄



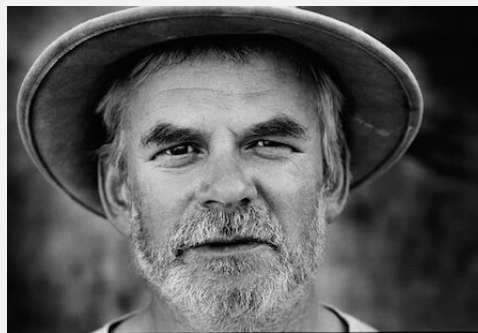
"Winter Ends and Spring Begins" by Mrs. TerWee

"Kitchen Art" by Mrs. TerWee

*****Please consider submitting these to me via email.*****

Natural Mandalas

Andy Goldsworthy



"I enjoy the freedom of just using my hands and "found" tools - a sharp stone, the quill of a feather, thorns. I take the opportunities each day offers: if it snowing, I work with snow, at leaf-fall it will be with leaves; a blown-over tree becomes a sources of twigs and branches. I stop at a place or pick up a material because I feel that there is something to be discovered. Here is where I can learn."

Andy Goldsworthy

