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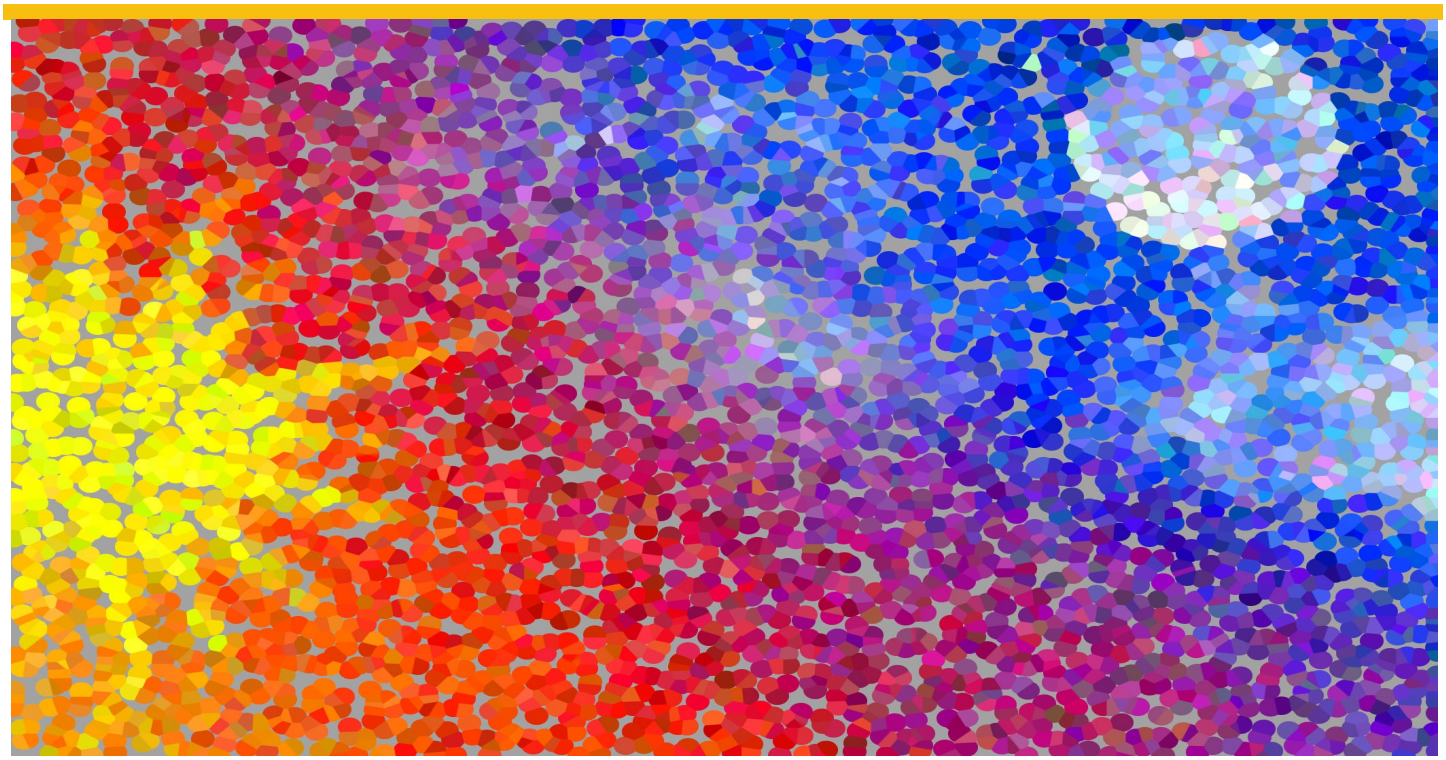
Teaching and Learning Across the Curriculum

GRADE K Unit Overview

Day and Night



Unit Essential Questions

How can I observe the changes of the sky over time? How can I identify the differences between the day and night sky? Why is important for me to know the changes between the day and night sky? How do the changes in the sky occur during daytime and night time?

UNIT DESCRIPTION

This Kindergarten Unit uses art to address the differences between the day and night sky and the observable changes in the sky over a 24 hour period. In Project 1 students will be creating a stop motion video illustrating the changes in the day and night sky over time. In Project 2 students will analyze and interpret music compositions to represent daytime and nighttime. In Project 3 students will create dramatic scenes that depict activities during the day or night. The goal of this unit is for students to approach learning using various art forms as they explore the day and night sky and the changes that occur over time.

PROJECTS

- **Project 1: Day and Night Stop Motion**
- **Project 2: Music and Movement**
- **Project 3: My Day Drama**

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

UNIT OVERVIEW

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UNIT ESSENTIAL QUESTION

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Why is important for me to know the changes between the day and night sky?
How do the changes in the sky occur during daytime and night time?

CROSS-CUTTING INTERDISCIPLINARY CONCEPT

Changes over time
Patterns

REAL WORLD CONTEXT

It is important for students to have an understanding of why the sky changes during the day and night.

PROJECT ESSENTIAL QUESTIONS

PROJECT 1: How can I use technology to represent the observable changes in the day and night sky?

PROJECT 2: How can I use the performing arts to compare and contrast the daytime sky with the

nighttime sky? How can music and movement be used to explore activity in the daytime and nighttime?

PROJECT 3: How can I use drama strategies to dramatize daytime activities and nighttime activities? What conclusions can we draw from our observations of the day and night sky?

STANDARDS

Curriculum Standards	Arts Standards
SKE1. Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky. a. Ask questions to classify objects according to those seen in the day sky, the night sky, and both. b. Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words. ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ELAGSEKW6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.	MA:Cr1.K Discover and share ideas for media artworks using play and experimentation MA: Cr2.K With guidance, use ideas to form plans or models for media arts productions MA:Pr5.1.K (a) identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks MA:Pr5.1.K Practice, discover, and share how media arts creation tools work MA:Cn11.1.K (b) With guidance, internet safety and appropriately with media arts tools and environments VA:Cr1.1.Ka Engage in exploration and imaginative play with materials VA:Cr2.1.Ka Through experimentation, build skills in variations media and approaches to art-making VA:Cr2.2.Ka (a) identify safe and non-toxic materials, tools, and equipment VA: Cr2.3.Ka Create art that represents natural and constructed environments VA:Re.7.2.Ka Describe what an image represents

ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly. ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*.	DA:Cr2.1.K (b) Express an idea, feeling, or image, through improvised movement moving alone or with a partner. MU:Pr4.2.K (a) With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. MU:Pr4.3.K (a) With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. TH:Cr2.K (a) With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g. process drama, story drama, creative drama). TH:Cr2.K (b) With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g. process drama, story drama, creative drama). TH:Re9.1.K (a) With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g. process drama, story drama, creative drama).

MATERIALS TO BE PURCHASED FOR UNIT

- See supply excel document

ASSESSMENTS

Summative Assessments *(List the assessment rubrics listed in each in projects, make sure to include their title)*

- Pre/ Post Test
- Project 1 Rubric
- Project 2 Rubric
- Project 3 Rubric

CHARACTER EDUCATION COMPONENTS UNIT	CHARACTER ATTRIBUTES ADDRESSED DURING
Students pair with an older grade level to create a setting for the stop motion video. While paired students will write a script and peer edit their script. Groups will present their projects for others.	• Cooperation • Respect for self and others

PARTNERING WITH FINE ARTS TEACHERS *(Describe here what sort of support fine arts teachers teacher could offer, be specific by stating the name of the project and how they could support.)*

Music Teacher:
- Introduce student to vocabulary

Visual Arts Teacher:
- Introduce students to a variety of mediums
- Introduce students to a variety of techniques
- Introduce vocabulary

Physical Education/Dance Teacher:
- Introduce levels, motions, and gestures

APPENDIX

- Pre/Post-test
- Project 1 Rubric
- Project 1 Writing Rubric
- Project 1 Storyboard
- Project 1 Script
- Project 1 Sentence Frame
- Project 1 Art Images
- Project 2 Rubric
- Project 3 Rubric
- Project 3 Day and Night Backdrops

ADDITIONAL RESOURCES

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SUGGESTED BOOKS:

- What Makes Day and Night by Franklyn M. Branley
- Day and Night by Robin Nelson
- Day and Night (ebook) by Teddy Newton
- Little Owl's Day (ebook) by Divya Srinivasan
- Little Owl's Night (ebook) by Divya Srinivasan
- National Geographic Readers: Day and Night by Shira Night
- Papa, Please Get the Moon for Me by Eric Carle
- *The Big Red Barn* by Margaret Wise Brown

WEBSITES:

- http://www.learn.columbia.edu/monet/swf/
- https://www.youtube.com/watch?v=62HkDo0MY2Q
- https://www.youtube.com/watch?v=gZub1ESIL44
- https://www.youtube.com/watch?v=_arw0XF1G4k
- https://gpb.pbslearningmedia.org/resource/7fa19643-d979-4e76-86cb-c370592d155c/daytimenighttime/#.WSL7_1KZM0o
- https://www.youtube.com/watch?v=TUJFBMM9Xig
- https://www.youtube.com/watch?v=y5f5jZc61D4
- https://www.youtube.com/watch?v=upHVkPUqEts
- https://www.youtube.com/watch?v=gEYBNN5oeo8
- https://vimeo.com/36466564

VIRTUAL FIELD TRIPS:

EXTENTION:

- Field Trip to Tellus Museum: Day & Night Program (http://tellusmuseum.org/wp-content/uploads/2015/08/SIM-updated-082715.pdf)

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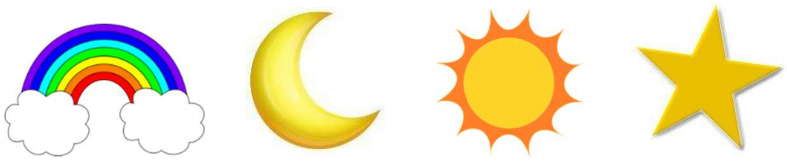
Kindergarten Pre/Post Assessment

Day and Night Unit

Name/**Nombre**: _____

PART 1: *Teacher reads aloud the questions as the student circles the correct answers*

1. Circle the things below that are in the day sky.
   Circula los objetos que están en el cielo durante el día.



2. Circle the things below that are in the night sky.
   Circula los objetos que están en el cielo durante la noche.

PART 2: *Teacher reads aloud the word bank aloud as the students follow along. Then the teacher reads each sentence one by one and says "blank" in the missing word spot. Students will write the correct word in the blank to complete the sentence.*

3. In the day sky, the _____ gives heat and light.

En el cielo del día, _____ da calor y luz.

4. In the night sky, the _____ provides light.

En el cielo de la noche, la luz viene de_____.

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5. The sky will _____ from day to night and night to day. **El cielo _____ del día a la noche y de la noche al día.**

PART 3: *Read the questions aloud to students. Students circle the correct answer.*

3. Are some things the same in the day and night sky?
   ¿Hay algunas cosas iguales en el cielo del día y el cielo de la noche?

   Yes **Sí** No **No**

4. Which can be the same in the day and night sky?
   ¿Cuál puede estar en el cielo del día y el cielo de la noche?

Constructed Response: *Read the prompts aloud and give ample time for students to draw, color, label, and write their response. (teacher may ask students to clarify their response to what they drew, labeled, and wrote)*

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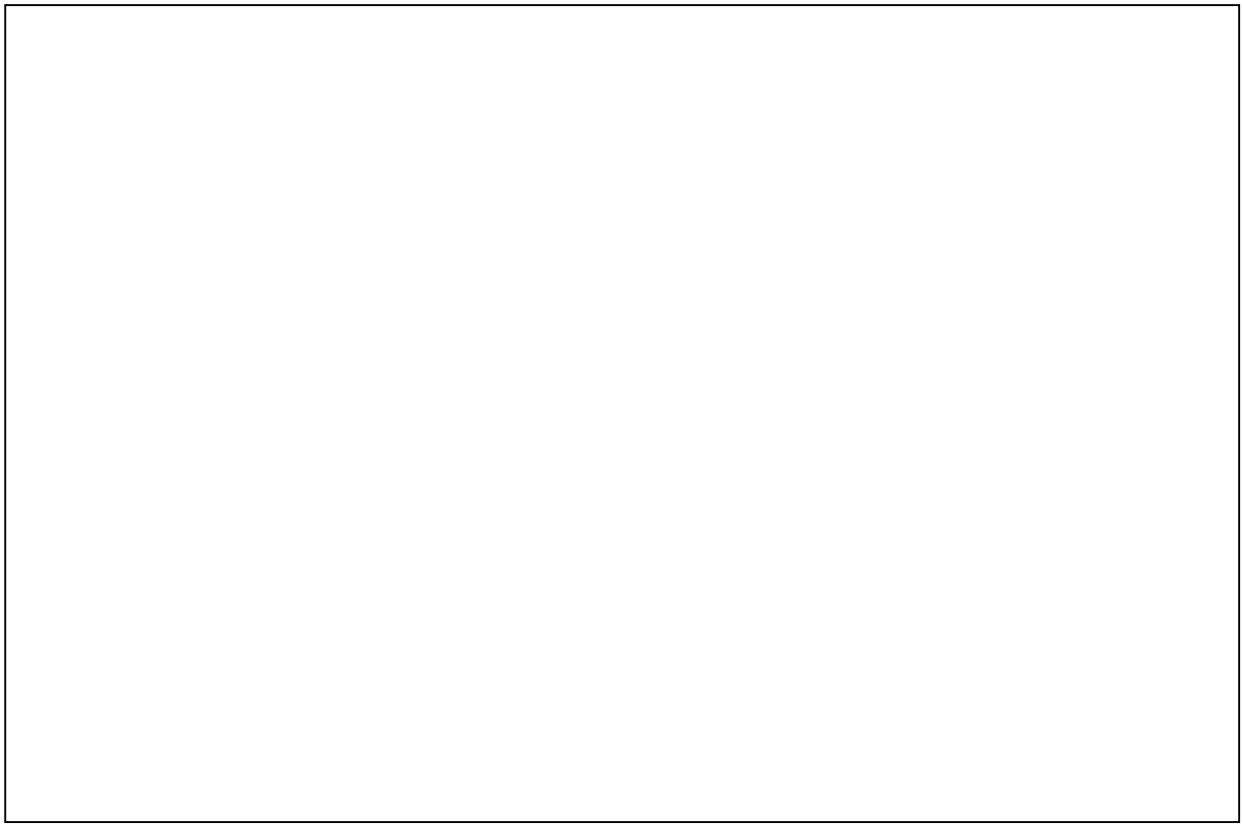
5. Students will illustrate and label a picture of the day sky. Write a sentence explaining how you know it is the day sky.
   Dibuja y ponerles nombre a los objetos que están en el cielo del día. Escribe una oración explicando como sabes que es el cielo del día.



6. Students will illustrate and label a picture night sky. Write a sentence explaining how you know it is the night sky.

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Dibuja y ponerles nombre a los objetos que están en el cielo de la noche. Escribe una oración explicando como sabes que es el cielo de la noche.

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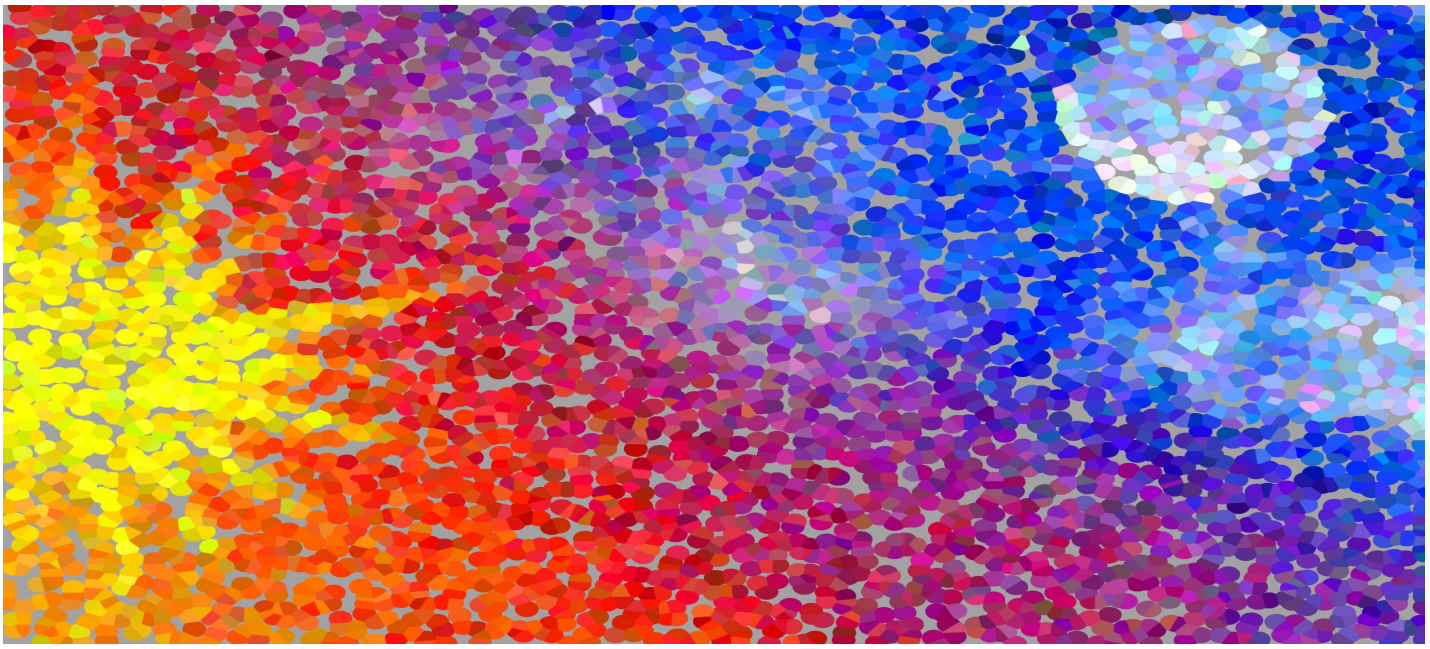
GRADE K Project Overview

Day & Night Stop Motion



Project Essential Questions

- **How can I use technology to represent the observable changes in the day and night sky?**

PROJECT DESCRIPTION

In this project, students will use media arts to create a stop motion video based on the changes over time in the day and night sky. Students will work with an older grade level (suggested 2nd grade because of similarities in science standards) to create background illustrations and settings for their video. Students will illustrate a storyboard using 3D modeling clay to sequence the changes from day to night sky and night to day sky. Both grade levels will work together to create a script for each section of the storyboard to use while producing the stop motion film. Students will use peer editing to support one another in the writing process. After creating the stop motion film, students will present their projects for others to view.

LEARNING TARGETS

"I Can…"

- **Distinguish the differences in the day and night sky**
- **Illustrate changes in the day and night sky over time**
- **Construct a setting to use to display the changes in the day and night sky**
- **Create a stop motion film to represent the changes in the day and night sky over time**
- **Create a script to express what I have learned about the changes that occur in the day and night sky over time**
- **Work collaboratively with my peers to edit my writing**

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
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Day and Night Sky "Day & Night Stop Motion" Grade: Kindergarten
Project *1 of 3*
Approx. Duration of Project: 1- 2 weeks

Project Description	**Learning Targets**
In this project, students will use media arts to create a stop motion video based on the changes over time in the day and night sky. Students will work with an older grade level (suggested 2nd grade because of similarities in science standards) to create background illustrations and settings for their video. Students will illustrate a storyboard using 3D modeling clay to sequence the changes from day to night sky and night to day sky. Both grade levels will work together to create a script for each section of the storyboard to use while producing the stop motion film. Students will use peer editing to support one another in the writing process. After creating the stop motion film, students will present their projects for others to view.	"I Can…": ● Distinguish the differences in the day and night sky ● Illustrate changes in the day and night sky over time ● Construct a setting to use to display the changes in the day and night sky ● Create a stop motion film to represent the changes in the day and night sky over time ● Create a script to express what I have learned about the changes that occur in the day and night sky over time ● Work collaboratively with my peers to edit my writing

ESSENTIAL QUESTIONS

- How can I use technology to represent the observable changes in the day and night sky?

STANDARDS

Curriculum Standards	**Arts Standards**
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KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Day • Night • Change • Time • 24 hours • Time lapse • Script • Edit • Publish	• Stop Motion • App • Camera • Medium • Collaboration • Diction • Setting • Background • Color

Day and Night Sky "Day & Night Stop Motion" Grade: Kindergarten
Project *1 of 3*
Approx. Duration of Project: 1- 2 weeks

• Storyboard • Illustrate	• Media • Portion

TECHNOLOGY INTEGRATION

- Stop Motion Studio (app for iPad or Android)
- Koma Koma (stop motion app for iPad)
- Seesaw (app used for sharing projects)

ASSESSMENTS

Formative	**Summative**
• Observation: Did student work collaboratively with others? Did student select appropriate materials? Did student represent objects accurately in the sky? Did students show change over time in accurate sequential order?	• Stop Motion Project • **Script Writing Rubric (See Download)** • **Stop Motion Rubric (See Download)**

MATERIALS

- iPad Android Tablet
- Variety of Mediums (clay, paper, paint, crayons, markers, pastels etc.)
- Variety of literature based on day and night (see additional resources below)

Activating Strategy (5- 10 min)

- Visit http://www.learn.columbia.edu/monet/swf/ and have students view Claude Monet series of paintings of the Facade of Rouen Cathedral.
- Select the sun wheel and watch as the paintings are presented in order based on the different parts of the day.
- Ask students to figure out why the paintings were presented in the order they were shown.
- Discuss how the shades of colors in the painting vary based on what time of day it was painted.
- Also ask the students to make observation about the sky line and how it was represented.
- After, show students a 24 hour time lapse video (suggested links: https://www.youtube.com/watch?v=62HkDo0MY2Q ,

https://www.youtube.com/watch?v=qZub1ESIL44, and https://www.youtube.com/watch?v=_arw0XF1G4k) of the sky.

- After viewing the time-lapse video, have students discuss how they saw the sky change over 24 hours.

Main Activity

PROCESS:

- Before starting this project, read several fiction and nonfiction literature which focus on the day and night sky. These stories should focus on things found during day and night as well as focusing on changes throughout the day and night sky. They should help students build a better understanding of day and night and how they are different and change over time.

PART I

- Teacher will display several pieces artwork. Refer to **Fine Art Examples of Day/ Night (See Download)**
- Teacher will use the See? Think? Wonder? Artful Thinking Strategy: Ask students what they see in the artwork? Ask students what they think the artist meant by the things we see (make inferences)? Ask students what they wonder about after seeing this piece of art (questions they may have)?
- Teacher will ask students to access their prior knowledge and explain to us what they notice about the daytime and nighttime sky in the artwork.
- Teacher can also share a clip from Dinosaur Train "Day/Night". In this Dinosaur Train clip, Mr. Conductor explains to the kids that the sun rises and sets--and that it gets cold and dark at night--because the earth goes through a full rotation on its axis every day. At night, the earth is tilting away from the sun.
    - https://gpb.pbslearningmedia.org/resource/7fa19643-d979-4e76-86cb-c370592d155c/daytimenighttime/#.WSL7_1KZM0o

PART 2

- Divide students into small groups. Students will work with a partner class (recommend partnering with a 2nd grade classroom) to illustrate a storyboard to represent different times throughout a 24-hour period. Model how we storyboard with whole class. You can do this using a 5-step process as your example. Ex: Drawing out how to assemble and cook a pizza. Use the **Day and Night StoryBoarding Sheet (See Download)** to model this. Direct Kindergarten students to storyboard the sky at different times throughout the day. Include various items that can be found in the sky at different times throughout the day. The partner class will work with the Kindergarteners to determine what fixed structure they would like to include in the storyboard scene.
- Each group will be responsible for illustrating and coloring their storyboard.

PART 3

- After the storyboard is complete, students will work with their partner class to create a script.

Refer to the **Day & Night Script Writing Sheet (See Download)** for this part of the activity.

- Kindergarten students will label images on the storyboard and complete sentence frames. If you would like, you can have kindergarteners dictate sentences to the partner class to write or if the kindergarteners are able to write you can have students write their own sentences using the **Day & Night Sentence Starters Sheet**. **(See Download)**
- After writing the script, Kindergarteners will pair up with a student from their partnering class to partner edit the script and provide suggestions.

PART 3

- The teacher will provide a variety of mediums for students to choose from to create their backgrounds and settings for their stop motion film or films.
- Students will create background and settings for their stop motion video. Kindergarteners are responsible for creating items that can be found in the day and night sky while the partner class is responsible for creating a fixed structure to be included in the scene. Both-are responsible creating the background sky.

PART 4

- Students will create several settings while taking pictures of each movement of an item they created using Stop Motion Studio or Koma Koma.
- Kindergarten students will be responsible for the movement of the moving elements of the setting.
- The partner class will be responsible for the fixed structure of the setting and the lighting of the setting.
- After all images are entered, students will use the app to add the-voice recording of their script.

PART 5

- After students have completed their Stop Motion Video, they will share their video on Seesaw so the teacher can have access to their video.
- Each group will then present their project to the class.

Examples of Stop Motion Videos

- https://www.youtube.com/watch?v=TUJFBMM9Xig
- https://www.youtube.com/watch?v=y5f5jZc61D4
- https://www.youtube.com/watch?v=upHVkPUqEts
- https://www.youtube.com/watch?v=gEYBNN5oeo8

Classroom Tips:

- Review how to properly use art materials.
- Review expectations for working collaboratively with others.
- Review how to use the technology provided and the importance of internet/app safety.
- Review dictation and the importance of speaking clearly so they can be understood on video.

REFLECTION

Reflection Questions

- *Why did you choose the materials (mediums) you chose to use to depict _____?*
- *How did I represent the background during the dawn? What are some items I chose to represent dawn?*
- *How did I represent the background during the day? What are some items I chose to represent day?*
- *How did I represent the background during the evening? What are some items I chose to represent evening?*
- *How did I represent the background during the night? What are some items I chose to represent night?*
- *How did I represent the change over time to show a 24 hour period?*

DIFFERENTIATION

BELOW GRADE LEVEL:

- Students work with buddies from partner class who will provide peer tutoring and positive role models.
- Books read aloud and class discussions reflect and build student background knowledge.
- Provide word bank and visual word wall for labeling images and storyboard.

ABOVE GRADE LEVEL:

Consider directing your above grade level students to go deeper with both the storyboard and the script. They could illustrate and write in more scenes in their film. Consider also introducing mixed mediums into their scenes such as collaging and integrating photography.
(These may also be able to include about earth's rotation)

EL STUDENTS:

- **Preview the key vocabulary with pictures listed beside each word on an anchor chart, word wall, or flashcards:**

The teacher will point to each picture, and the students pronounce the corresponding word. This may be done in small group the day before the unit begins. The paraprofessional or ESOL teacher may meet with students who are lacking the basic vocabulary for additional practice before starting the unit.

- **When discussing how the sky changed over time:**

ELP 1: Using gestures, and symbolated sentences (sentences with symbols/pictures above key words) have students repeat the following displayed sentences:
"The sky became lighter when the sun came up."
"The sky became darker when the sun went down."
*Ask ESOL teachers if they have BoardMaker software. It has a "symbolate" option to add symbols above sentences as you type. Otherwise, these can simply be drawn on the whiteboard.
ELP 5: Allow students to reenact procedural information obtained from videos (e.g., "Show me how to make day and night.") Source: (Wida Can-Do Key Uses Kindergarten, pg. 6)

- **Use a sentence starter when discussing picture differences:**

"These pictures are different because _____."

- **Creating a storyboard/writing a script with an older partner:**

Use the "dictate" and "immersive reader" features in OneNote to write the script. This is very helpful for students who are in the pre-writing/reading stages of development:
OneNote>LearningTools Add-in>Immersive Reader
OneNote>Learning Tools Add-in>Dictate

- **When practicing reading scripts:**

ELP 2-3 Assist students with creating gestures to accompany their scripts. Students will learn to link the gestures to each simple sentence and picture. This will help to increase comprehension and memorization of the sequence of their stories.

ADDITIONAL RESOURCES

- Consider visiting a planetarium
- Field Trip to Tellus Museum: Day & Night Program (http://tellusmuseum.org/wp-content/uploads/2015/08/SIM-updated-082715.pdf)
- *What Makes Day and Night* by Franklyn M. Branley
- *Day and Night* by Robin Nelson
- *Day and Night* (ebook) by Teddy Newton
- *Little Owl's Day* (ebook) by Divya Srinivasan
- *Little Owl's Night* (ebook) by Divya Srinivasan
- *National Geographic Readers: Day and Night* by Shira Night
- *Papa, Please Get the Moon* for Me by Eric Carle
- https://vimeo.com/36466564 (animated Starry Night)

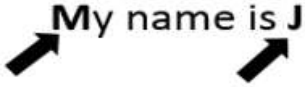
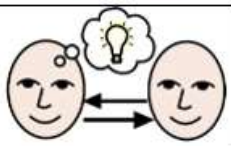
APPENDIX

- Stop Motion Rubric
- Script Writing Rubric
- Day & Night Sentence Starters Sheet (for Beginner Writing)
- Day & Night Script Writing Sheet
- Day & Night StoryBoarding Sheet
- Fine Art Examples of Day/ Night

CREDITS

U.S. Department of Education
Arts in Education--Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.
Ideas contributed and edited by:
Chelsea Bailey, Heather Burgess, Silka Simmons, Portia Whitlow, Edited by Jessica Espinoza, Edited by Dr. Carla Cohen

_____ Writing Rubric

Did I use capital letters? 			
Did I use finger spaces?			
Did I use punctuation marks?			
Does my sentence match my picture?			
Does my sentence make sense? 			

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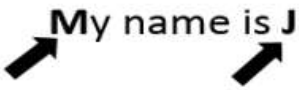
Did I use capital letters? 			
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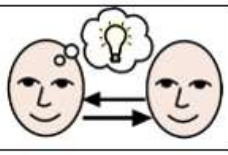
Did I use punctuation marks?			
Does my sentence match my picture?			
Does my sentence make sense? 			

Day and Night Script

Group Members:

Kindergarteners:

_____

_____

_____

_____

Partner Class:

_____

_____

_____

_____

Title Page:

_____

_____

_____

Morning (sunrise):

_____

_____

_____

Midday (noon):

_____

_____

_____

Evening (sunset):

_____

_____

_____

Night (dark):

_____

_____

_____

Ending:

_____

_____

_____

Day and Night Script

Group Members:

Kindergarteners:

_____
_____
_____
_____

Partner Class:

_____
_____
_____
_____

Title Page:

_____
_____
_____

Morning (sunrise):

In the morning sky _____.

Midday (noon):

As the day continues the sky changes. You can see _____ in the sky.

Evening (sunset):

The sun sets in the evening. They sky _____.

Night (dark):

At night, you can look in the sky and see _____.

Ending:

In 24 hours the day and night sky change a lot.

Group Members:

_____

Title Page:	Scene 1	Scene 2
Scene 3	Scene 4	Ending:

Day and Night Sky Stop Motion Video Rubric

CHECKLIST			
I created a storyboard with my group	Included day and night on storyboard	Included day or night in my storyboard but not both	Did not create a storyboard
I created a script for my video explaining how the sky changes over time	Fully explained changes over time	Partially explained changes over time	Did not understand changes over time
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I worked well with my group. I took turns listening and speaking when brainstorming and rehearsing together.	Participated in all areas of the project with the group	Participated in some areas of the project with the group	Did not participate with the group to complete the project

---

Day and Night Sky Stop Motion Video Rubric

CHECKLIST			
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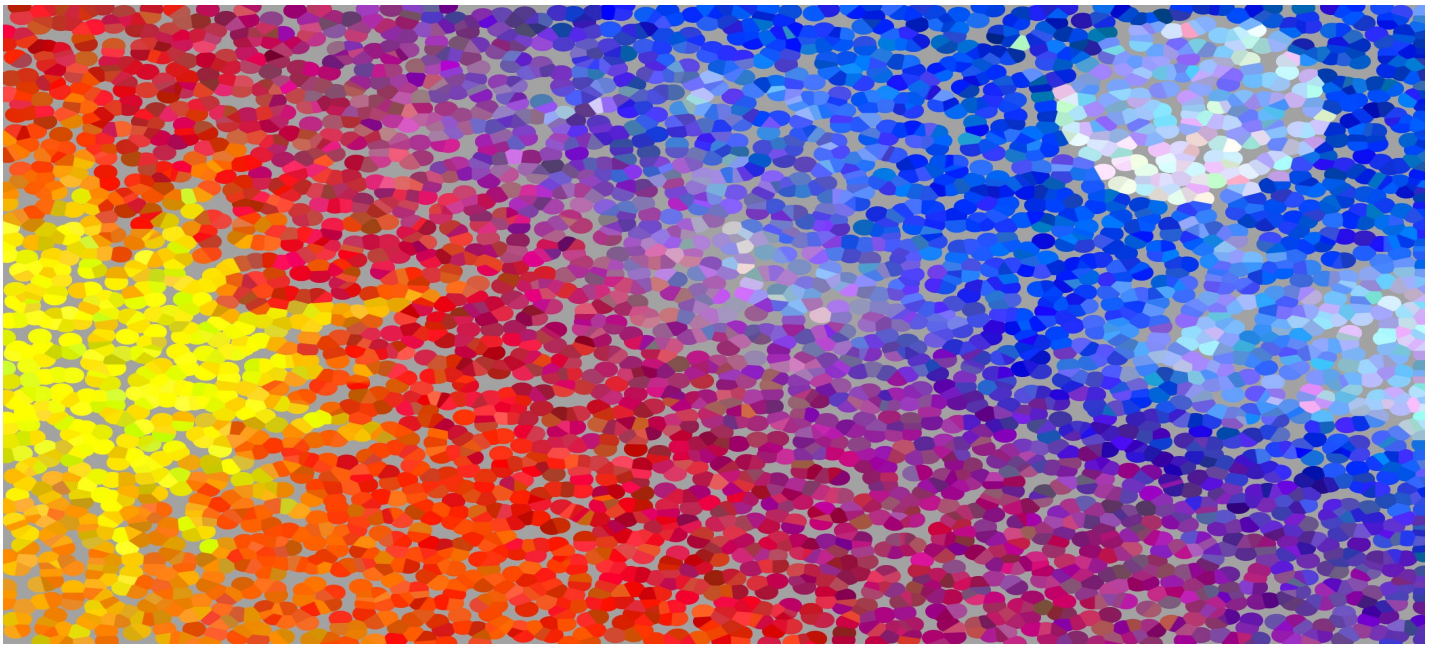
GRADE K Project Overview

Music & Movement in the Sky



Project Essential Questions

- How can I use the performing arts to compare and contrast the daytime sky with the nighttime sky?
- How can music and movement be used to explore activity in the daytime and nighttime?

PROJECT DESCRIPTION

In this project students use music and movement to explore day and night. Students will begin by comparing and contrasting four very different styles of music. Students will apply their understanding of music vocabulary to express what they hear in the musical piece. As a class, the students will choose which pieces best represent daytime and which pieces best represent nighttime. Once each label has been placed on the musical choices, in groups, students will begin to interpret the music using dance movements. Students should be able to explain their movement choice based on movement in the day and night time.

LEARNING TARGETS
"I Can…"

- Describe and compare/ contrast musical selections
- Express how the music makes me feel.
- Create movements that depict daytime and night time activity
- Describe my movement choices and how they relate to day or night

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

ArtsNow®
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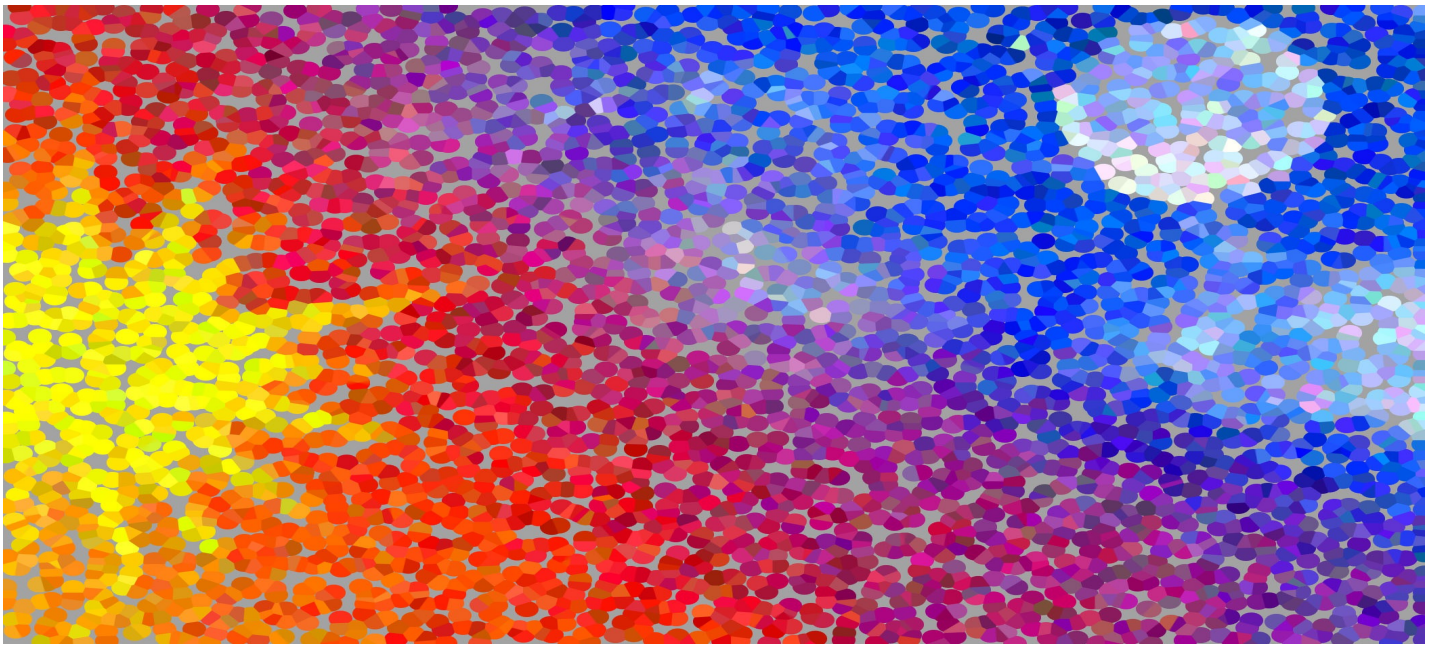
GRADE K Project Overview

Music & Movement in the Sky



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PROJECT DESCRIPTION

In this project students use music and movement to explore day and night. Students will begin by comparing and contrasting four very different styles of music. Students will apply their understanding of music vocabulary to express what they hear in the musical piece. As a class, the students will choose which pieces best represent daytime and which pieces best represent nighttime. Once each label has been placed on the musical choices, in groups, students will begin to interpret the music using dance movements. Students should be able to explain their movement choice based on movement in the day and night time.

LEARNING TARGETS
"I Can…"

- Describe and compare/ contrast musical selections
- Express how the music makes me feel.
- Create movements that depict daytime and night time activity
- Describe my movement choices and how they relate to day or night

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

Day and Night Sky **Music and Movement in the Sky** Grade: Kindergarten
Project *2 (of 3)*
Approx. Duration of Project: 3-4 days

Project Description	**Learning Targets**
In this project students use music and movement to explore day and night. Students will begin by comparing and contrasting four very different styles of music. Students will apply their understanding of music vocabulary to express what they hear in the musical piece. As a class, the students will choose which pieces best represent daytime and which pieces best represent nighttime. Once each label has been placed on the musical choices, in groups, students will begin to interpret the music using dance movements. Students should be able to explain their movement choice based on movement in the day and night time.	"I Can…" ● Describe and compare/ contrast musical selections ● Express how the music makes me feel. ● Create movements that depict daytime and night time activity ● Describe my movement choices and how they relate to day or night

ESSENTIAL QUESTIONS

- How can I use the performing arts to compare and contrast the daytime sky with the nighttime sky?
- How can music and movement be used to explore activity in the daytime and nighttime?

STANDARDS

Curriculum Standards	**Arts Standards**
SKE1: Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objectives (sun, moon, stars) in the day and night sky. **a.** Ask questions to classify objects according to those seen in the day sky, the night sky, and both. **b.** Develop a model to communicate the changes that occur in the sky during the day, as a day turns into night, during the	**DA:Cr2.1.kb**- Express an idea, feeling, or image, through improvised movement moving alone or with a partner. **MU:Pr4.2.ka**- With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. **MU:Pr4.3.ka**- With guidance, demonstrate awareness of expressive qualities (such as voice

night, and as night turns into day using pictures and words.	quality, dynamics, and tempo) that support the creators' expressive intent.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Day • Night • Similar (similarities) • Different (differences)	• High • Low • Soft • Loud • Tempo • locomotor • non-locomotor

ASSESSMENTS

Formative	Summative
• Teacher observation • Active class and small group discussions	• Performance • **Grade K Project 2 Rubric (See Download)**

MATERIALS

Music Selections- audio only

- Flamingo dance (https://www.youtube.com/watch?v=18dFGcejbTQ)
- Clair de Lune (starting at 1:15) / (https://www.youtube.com/watch?v=CvFH_6DNRCY)
- 5th symphony (https://www.youtube.com/watch?v=_4IRMYuE1hI)
- Rhapsody in blue (https://www.youtube.com/watch?v=eFHdRkeEnpM)

Activating Strategy (5-10 min)

- Class makes a circle.
- Explain that each student will think of a movement. The movement can be locomotor (traveling through space) or non-locomotor (your feet stay in one place). Tell students they cannot have the same movement, everyone must create their own.
- Teacher will demonstrate his/her movement for the class.
- Once there is a clear understanding each student will present their movement, moving into the middle of the circle so that all can see.

"Pass the Dance Move" Directions:

- Everyone will stand in a circle, play an upbeat song
- Go around the circle, everyone will take a turn and model a dance movement
- Everyone in the circle will echo the movement for 10- 20 seconds
- Then the person to the right of the "it" person will start a new movement
- The pattern repeats until everyone in the circle has shared out a dance movement
- Teacher discusses with the class which dancer did locomotor movements and which did non-locomotor movements.

Main Activity

PROCESS:

PART 1 - (20-30mins)

- Teacher will present 3 to 4 different types of music (no vocals). Play 2-3 minutes of each selection. After the first two pieces the teacher will allow the students to discuss what they heard, prompting music vocabulary (loud/ soft, high/ low, tempo, dark/ bright) as they go along.
- Continue with the last few pieces of music. Allow the students to discuss what they heard using the music vocabulary.
- Make sure you name each piece.

Classroom Tip: List the music vocabulary on the board. Assign a picture to represent each word, **Ex:** loud-motorcycle, soft-feather, high- flying bird, low- groundhog underground.

- Students will choose two of the music pieces. One to represent daytime and the other to represent nighttime. Encourage students to explain why the musical mood reminds them of daytime or nighttime.

PART 2 - (30- 45 mins)

- Capture a class list of adjectives (describing words) that could be used to describe the daytime and nighttime piece
- Capture a class list of verbs (action words) that could be used to describe activities that take place during the daytime and during the nighttime. Encourage students to not just think about human activity but also animal activity in the day and night.

Day and Night Sky **Music and Movement in the Sky** Grade: Kindergarten
Project *2 (of 3)*
Approx. Duration of Project: 3-4 days

Part 3

- Place students in small groups of 4-5 students each
- Tell each group to create a dance for daytime by selecting 4 verbs
- Encourage them to make 2 of their verbs locomotive dance movements and 2 non-locomotive
- Allow students time to create and practice their movements to the music selection the class previously selected.
- Do this same sequence of events for exploring a dance for nighttime.
- Teacher will digitally record each group's presentation of their movement. Before presenting, explain audience etiquette and what to do before and after presenting, so that the audience is aware of the start and the finish.

Part 4

- Inform students that we will watch each presentation. Explain to students that they are to watch for movement that demonstrates daytime or nighttime and locomotor and non-locomotor movement.
- Watch the videos of each group's presentation.
- Pause after each video to discuss what was seen (what the students noticed). Prompt them to use the vocabulary.
- Once all videos have been watched and discussed, have students reflect together as a class.

Classroom Tip:

- Always review the music vocabulary and content vocabulary to reinforce the student's application of it.
- Try to have very little input in the movement piece. Ask questions to help redirect students off track.

REFLECTION

Reflection Questions

- How did your daytime piece make you feel? Tell me 3 describing words.
- How did your nighttime piece make you feel? Tell me 3 describing words.
- Where there any similar movements you noticed in the daytime pieces? Nighttime pieces?
- Overall what could we say about the daytime? About the nighttime?

DIFFERENTIATION

ABOVE GRADE LEVEL STUDENTS:

- Compose a piece representing the upward motion of the rising (upward) motion and setting (downward) motion of the sun and moon just as they would a piece of music.
- Partner for written reflection.
- Encourage use of visual word wall.

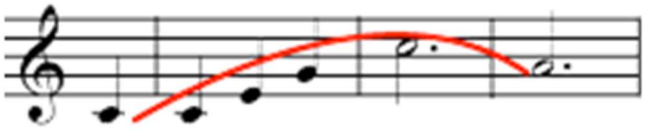
BELOW GRADE LEVEL/ ESL STUDENTS:

- Encourage turn and talk, elbow partner sharing for each response opportunity.

- Group students heterogeneously.
- Students use images to help express feeling associated with the vocabulary of the project.
- In a small group talk about the feelings they get from the music and how that makes their body want to move. Help them correlate these feeling (happy, sad, angry) to the movements of slow or fast, locomotor or non-locomotor.
- Build and frequently refer to the visual word wall.

ABOVE GRADE LEVEL:

- Part 1- **Vocabulary Melodic Contour**
    - **Use wording upward and downward motion**



    - **Connect to the rise and fall of the sun**
- Part 2- Teacher ask more in depth questions about their movement choice and push students to create more difficult movement to give a deeper understanding of the contrast between day and night or both. Teacher suggest high and low movement to use different levels of the space.
- Part 3- Reflection questions: What type movement did you use in your piece? why? What did your music represent? How did you know? Did you enjoy the activity? why or why not?

EL Students:

- When grouping students to create movements to represent day and night, group them heterogeneously based on English proficiency. Students with lower levels of English proficiency will benefit from their peers modeling the language.
- When writing the reflection, allow students to work in partners.
- Provide first language support (when necessary and available) to clarify unknown vocabulary for newcomers.

ADDITIONAL RESOURCES

Musical Compilations Links:

- Flamingo Dance https://www.youtube.com/watch?v=OvPjtolajZk&index=28&list=PL40l7fP05OBn_U8v0_6h7UVNcE9tsJAXe
- Clair de Lune https://www.youtube.com/watch?v=FcpamvLB2JU&list=PL40l7fP05OBn_U8v0_6h7UVNcE9tsJ

AXe&index=32
- 5th Symphony https://www.youtube.com/watch?v=Euzpao9-GWg
- Rhapsody in Blue https://www.youtube.com/watch?v=qWJ-kGuOA_Q

APPENDIX

- Grade K Project 2 Rubric

CREDITS

Chelsea Bailey, Heather Burgess, Silka Simmons, Portia Whitlow, Edited by Jessica Espinoza, Edited by Dr. Carla Cohen

Day and Night Sky Stop Motion Video Rubric

CHECKLIST			
I created a storyboard with my group	Included day and night on storyboard	Included day or night in my storyboard but not both	Did not create a storyboard
I created a script for my video explaining how the sky changes over time	Fully explained changes over time	Partially explained changes over time	Did not understand changes over time
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I worked well with my group. I took turns listening and speaking when brainstorming and rehearsing together.	Participated in all areas of the project with the group	Participated in some areas of the project with the group	Did not participate with the group to complete the project

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Day and Night Sky Stop Motion Video Rubric

CHECKLIST			
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I worked well with my group. I took turns listening and speaking when brainstorming and rehearsing together.	Participated in all areas of the project with the group	Participated in some areas of the project with the group	Did not participate with the group to complete the project

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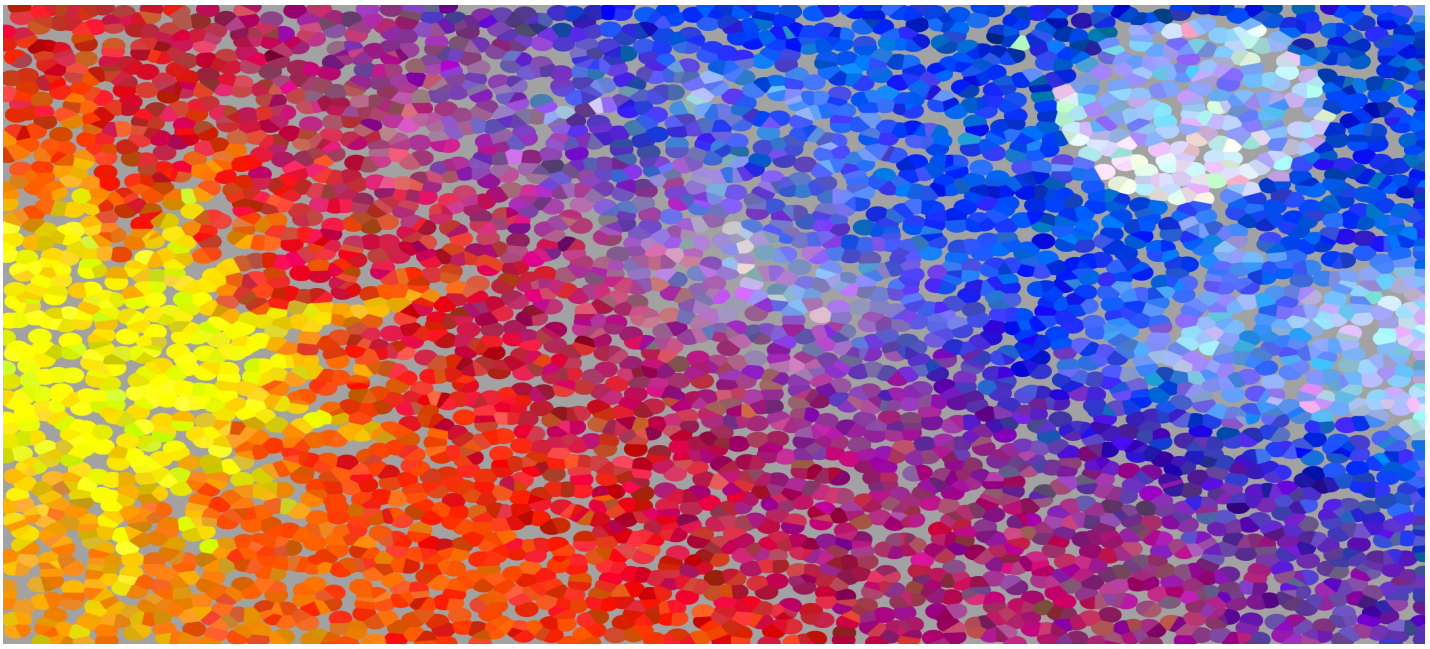
GRADE K Project Overview

My Day Drama



Project Essential Questions

- How can I use drama strategies to dramatize daytime activities and nighttime activities?
- What conclusions can we draw from our observations of the day and night sky?

PROJECT DESCRIPTION

In this project, students will write and perform a dramatization of day and night. Students will explore drama strategies such as tableau, pantomime and movement. Students will integrate both writing and the digital arts into their project. Classroom performances will take place and higher order thinking skills such as comparing and contrasting will be focal during this project. These activities also have the option to be recorded with Green Screen by Do Ink and put together in iMovie, Movie Maker or Photostory.

LEARNING TARGETS
"I Can…"

- Demonstrate the changes in day and night through dramatizations of daytime and nighttime activities
- Classify the activity that coordinates with each time of the day

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

Day and Night **My Day Drama** Kindergarten
Project *3 (out of 3)*
Approx. Duration of Project: 3-4 days

Project Description	Learning Targets
In this project, students will write and perform a dramatization of day and night. Students will explore drama strategies such as tableau, pantomime and movement. Students will integrate both writing and the digital arts into their project. Classroom performances will take place and higher order thinking skills such as comparing and contrasting will be focal during this project. These activities also have the option to be recorded with Green Screen by Do Ink and put together in iMovie, Movie Maker or Photostory.	"I Can…" ● Demonstrate the changes in day and night through dramatizations of daytime and nighttime activities ● Classify the activity that coordinates with each time of the day

ESSENTIAL QUESTIONS

- How can I use drama strategies to dramatize daytime activities and nighttime activities?
- What conclusions can we draw from our observations of the day and night sky?

STANDARDS

Curriculum Standards	Arts Standards
SKE1 Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky. a. Ask questions to classify objects according to those seen in the day sky, the night sky, and both. b. Develop a model to communicate the changes that occur in the sky during the day, as day turns to night, during the night, and as night turns into day using pictures and words.	● Cr2.k a With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g. process drama, story drama, creative drama). ● Cr2.k b With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g. process drama, story drama, creative drama). ● Re9.1.k a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g. process drama, story drama, creative drama).

Day and Night
Project *3 (out of 3)*
Approx. Duration of Project: 3-4 days

My Day Drama

Kindergarten

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Day • Night • Change • Daytime activities • Nighttime activities • Setting	• Drama: a play involving scenes and actors • Tableau: a frozen picture • Levels: body shapes made with the body that are either classified as being high, mid, or low • Character: person or animal in a story/ play • Collaboration: working with a group of people, contributing to ideas and actions • Setting: place and time of a story

TECHNOLOGY INTEGRATION

- Green Screen by Do Ink Director/Recorder
  http://www.doink.com/

ASSESSMENTS

Formative	Summative
• Observation: Did students create appropriate activities for the time of day? Did students use their voices and bodies appropriately to communicate their activities?	• Project 3 Rubric **(See Downloads)**

MATERIALS

Day and Night | **My Day Drama** | Kindergarten

Project *3 (out of 3)*

Approx. Duration of Project: 3-4 days

- Props (flashlight, pillow, blankets, toothbrush, bookbag, sunglasses, balls, etc.)
- Construction paper
- Crayons
- Writing Paper
- Pencils
- Day and Night Backdrop **(See Downloads)**
- *The Big Red Barn* by Margaret Wise Brown
- Pictures of animal during different times of the day
- Movie Maker, iMovie, or Photostory
- Green Screen by Do Ink (Paid App)

Activating Strategy (5-10 min)

Read *The Big Red Barn* by Margaret Wise Brown.
Have students discuss things that the animals have done during the day and what starts to happen when the sky changes to night time.

Main Activity

PROCESS:

- Students will peruse the **Day and Night Backdrops** presentation **(See Downloads)** which includes different pictures of the sky at different points of the day. Allow time for students to discuss things that could occur during that time of day. Have students place pictures of a rooster during those times of the day. Where do you think each picture of the rooster goes?

- The teacher will introduce students to the drama strategy tableau which means “frozen picture”. Have students practice becoming frozen statues by using the following examples: become a baseball player swinging his/ her bat at a ball. Become a juggler in a circus juggling three balls. Become a rooster in the morning time. Become a rooster in the night time. Remind students that once they are frozen they cannot move. They are able to come to life once they are touched. Introduce the vocabulary associated with dramatizing their activity.

PART 1

- Teachers will show images of the sky at different points of the day.
- Students will have time to discuss activities they could do during this time of the day.
- Students will think of an activity for each part of the day that is being projected.

- Students will each create a tableau of an activity they could do during this time of the day.
- The teacher will select a few students to come to life and show their frozen picture in motion.
- The class will decide if that activity is appropriate for the time of day shown on the board.

PART 2

- The teacher will put students into 4 groups and assign each group a picture of the sky.
- Each group will discuss different things that could be done during this point of the day.
- The teacher will have some props on the tables of things that could be done during the day for students to have some ideas.
- Each student will pick an activity they could do and illustrate this activity on construction paper. Once their illustration is finished, students will complete a sentence frame with their activity. (I can _____ when the sky looks like this.)

Part 3

- After their illustrating and writing is complete, students will practice their sentence with their group before they perform in front of the class.
- Each group will record their activity using an app **Green Screen by Do Ink**
- Once all groups have gone, students will discuss the different activities they noticed during the day: *Which times of the day had similar activities? Which activities ca*n only *be done when the sun is out? Which activities can only be done when the moon is out?*
- All clips can be put into iMovie, Movie Maker or Photostory.

Classroom Tips:
Conduct Socratic Seminars so that students can discuss the findings and possible misconceptions. The Socratic Seminar is a collective inquiry strategy where there is no right or wrong answer. Students have an opportunity to voice their ideas and belief about the differences in the day and the night sky.
http://www.teachertube.com/video/socratic-seminars-181636

REFLECTION

Reflection Questions

- *Which times of the day had similar activities?*
- *Which activities can only be done when the sun is out?*
- *Which activities can only be done when the moon is out?*

DIFFERENTIATION

Day and Night **My Day Drama** Kindergarten
Project *3 (out of 3)*
Approx. Duration of Project: 3-4 days

BELOW GRADE LEVEL/ EL STUDENTS:

- Brainstorm day/night activities using props and preview vocabulary in a small group setting.
- Have action vocabulary and images posted for students to point at for discussion/reference.
- Pair below level with higher-level students to practice their sentences together to encourage confidence and positive language models.
- Part 3: Create heterogeneous groupings.

EL Students:

- When reading The Big Red Barn, stop throughout the big to discuss the pictures.

ELP 1-2 Have students point to pictures described orally in the text. Have students state if each illustration is showing the day or night.

ELP 3-4 Have students match extended oral descriptions of content-related topics to illustrations (e.g., "The bright yellow ball is shining in the sky.")

- When discussing activities you can do during different times of the day:

ELP 1-2 Show students picture of day or night. Allow a peer to explain and model that they need to act out an activity you can do at that time of day. When the student acts out an activity, tell them the word in English and have them repeat the word and movement after teacher modeling. Have all students act and repeat each activity listed by peers to increase student vocabulary.

ELP 4-5 Giving reasons for content-related information when modeled (e.g., "You sleep at night because it is dark.") Source: (Wida Can-Do Key Uses Kindergarten, pg. 8)

*As all students act out their activities, write the name of the activity on the board under a header for that time of day. This will help students to connect the written and spoken language.

ABOVE GRADE LEVEL:

- Have students compare and contrast the day and night. Have students write about something they can do both during the day and the night.
- Have these students discuss this: "In your opinion what would happen if the Sun or the Moon ceased to shine." Then have students create a storyboard depicting their thought. Once completed, have each student present their opinion.

ADDITIONAL RESOURCES

The Big Red Barn by Margaret Wise Brown
Pixar's Short Film Day and Night https://www.youtube.com/watch?v=bLLfWkahZts

APPENDIX

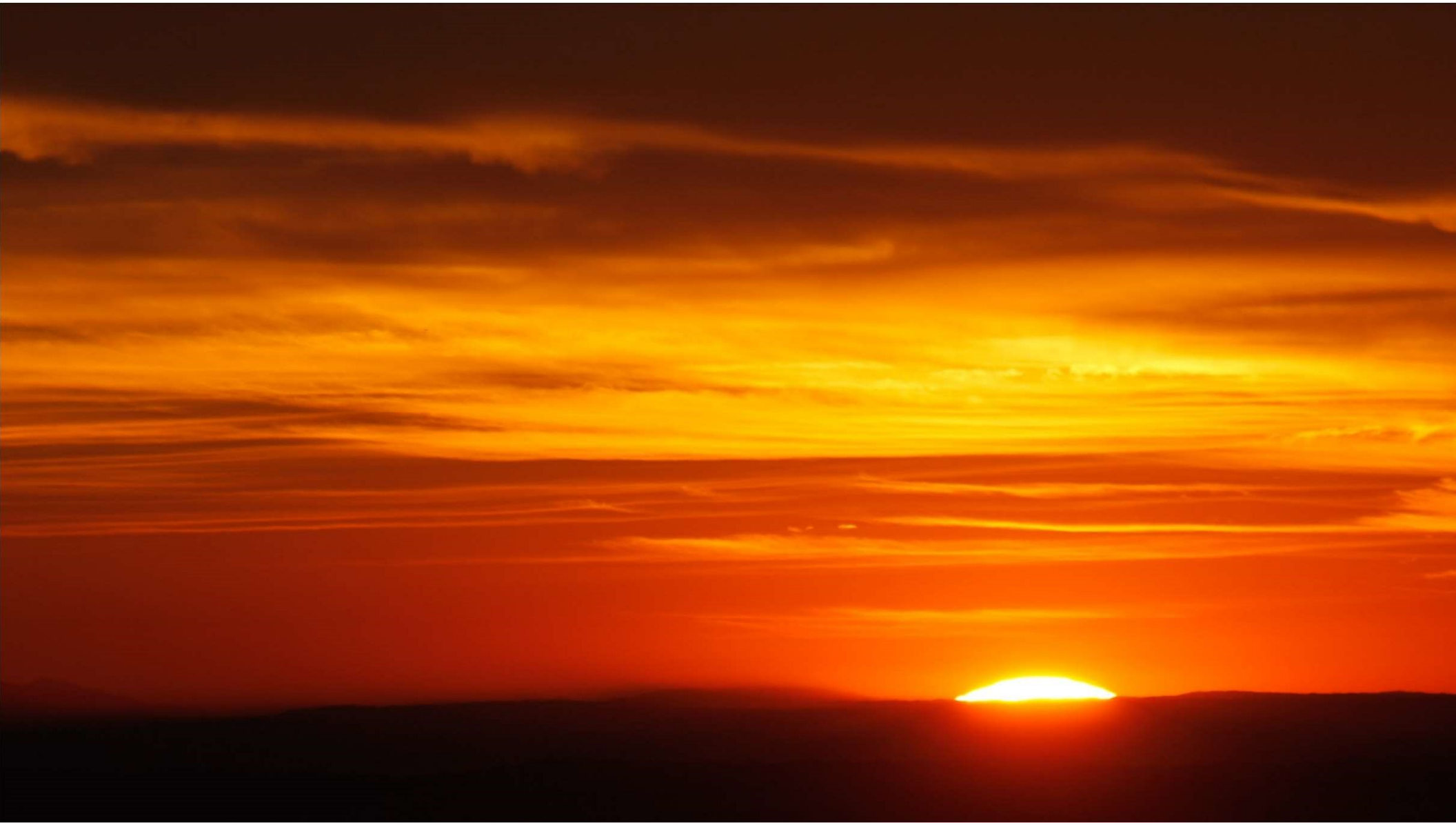
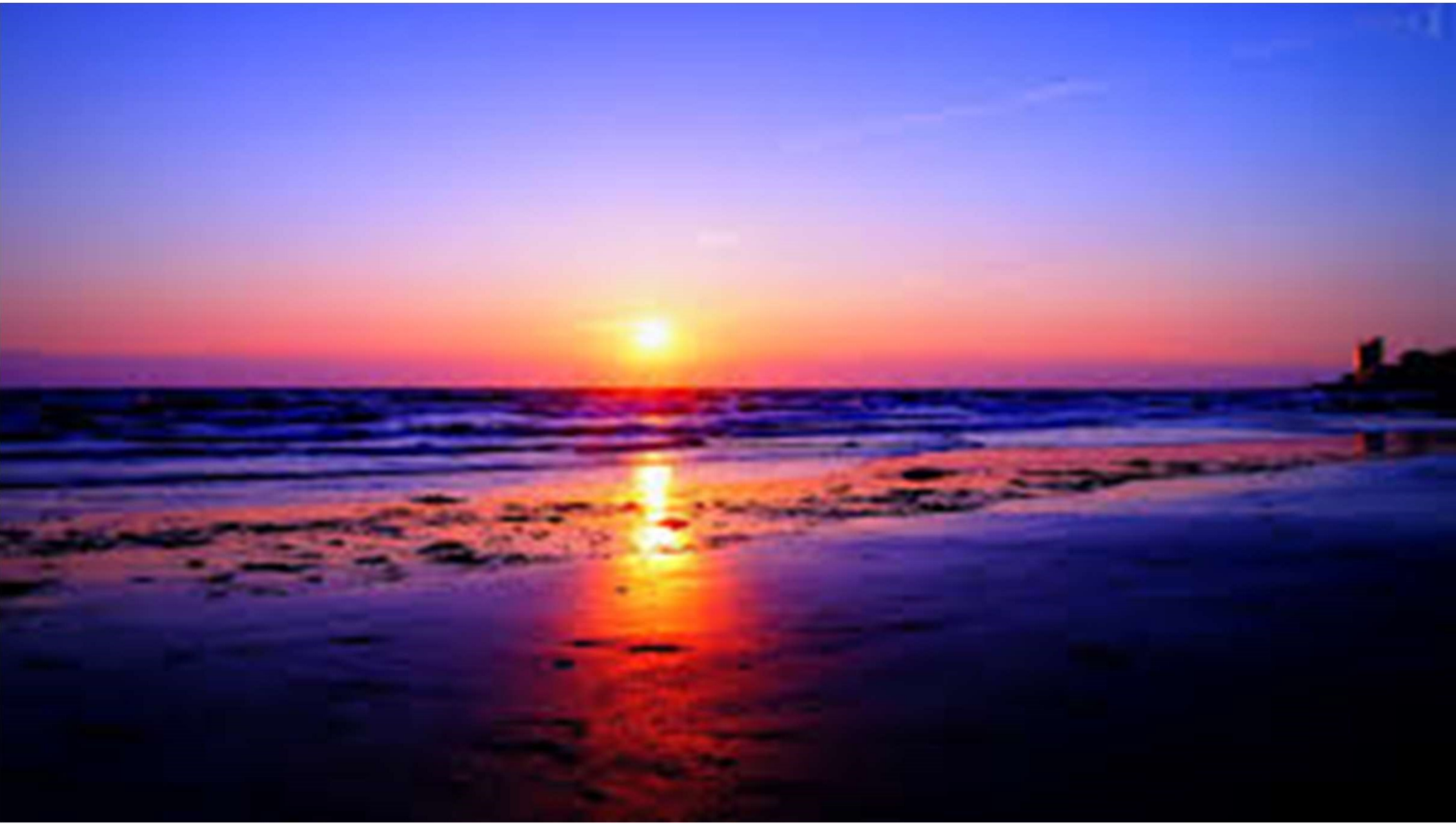
- Project 3 Rubric
- Day and Night Backdrops

CREDITS

U.S. Department of Education
Arts in Education--Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.
Ideas contributed and edited by:
Chelsea Bailey, Heather Burgess, Silka Simmons, Portia Whitlow, Edited by Jessica Espinoza, Edited by Dr. Carla Cohen

My Day Drama Rubric

CHECKLIST			
I can perform an activity done in the day or night.	Used appropriate technique	Used appropriate technique with assistance	Did not use appropriate technique
I can write about my activity using pictures and words.	Used pictures and words.	Used pictures only.	Did not draw or write.
I worked well with my group to perform my activity and writing.	I listened to my group and took turns talking and participating.	I listened to my group and took turns talking and participating some of the time.	I did not participate with my group.
I wrote a sentence telling about my activity.	The sentence is complete and begins with a capital letter and ends with punctuation.	The sentence starts with a capital letter but does not end with punctuation.	The sentence does not start with a capital letter or end with punctuation.

Teacher Commentary	Student Commentary

Day & Night