ARTS
Learning Extension Activities
GRADES 6-8

Expect great things.
Arts Education Department Learning Extension Activities

The Arts Education Department has created a set of learning opportunities will help ensure students have access to high-quality arts learning opportunities at home.

Our goal is to:

- Provide opportunities for students to practice and reinforce skills previously learned in the classroom, while strengthening the connection between the arts (music and visual arts) classroom and the home.
- Provide enrichment opportunities for students with access to online activities and/or additional arts (music and visual arts) opportunities.

In This Document:

Student learning extension activities for the following course/grade groups:

- **Music 6-8**
- **Visual Arts (Art) 6-8**
- **Instrumental Music 6-8**

District’s Student Resources Summary

On-line learning platforms are through Clever.

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<td>Audacity</td>
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<td>Garage Band</td>
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<td>NY Philharmonic Kidzone</td>
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<td>Smart Music</td>
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<td>Art for Kids Hub</td>
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<td>Kids MoMA</td>
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<td>MetKids Metropolitan Museum of Art</td>
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<td>NGAkids Art Zone National Gallery of Art</td>
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| Imagine 1         | • Create a melodic pattern in one of the following meters: 2 3 4 4       | o Discuss with a family member how an audience might react differently to an AB piece, and ABA piece, and a theme and variations. | • [http://virtualpiano.net](http://virtualpiano.net)  
Music Manuscript Paper: [https://az58332.vo.msecnd.net/e88dd2e9ffe747f090c792316c22131c/](https://az58332.vo.msecnd.net/e88dd2e9ffe747f090c792316c22131c/)Images/Products43330-635x575-893309164.jpg |
| Plan & Make 2     | • Write down your melodic ideas.                                         |                                                                             |                                                    |
| Evaluate & Refine 3 | • Evaluate your new longer piece. Does it have a particular style (march, ballad, rock)? Does the longer piece have a bigger structure (AB, ABA, theme and variations)?  
• Use your answers to make changes to your composition. |                                                                             |                                                    |
<p>| Present 3         | • Play, sing, or play a recording of your revised composition for your family. | • Incorporate your revised composition into a video that can be (appropriately) shared with friends. | <a href="https://www.youtube.com">YouTube</a> |</p>
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| **PERFORMING**    | **Select 4** | • Think of a concert you’ve attended or watched. Think about how the songs in the concert connect to each other for a similar purpose (like a patriotic concert) or uses contrasting styles (some slow ballads, some fast rock) to create variety. Create a list of ten songs you know to put in a concert (and in what order) to create unity and variety.  
• Discuss your “set list” with a friend. What songs might be challenging because of how expressive they are? What songs might be difficult because of how technically hard they are to perform? Does that change where the songs appear in the set list?  
• Is there an overall theme for your set list, do you want to have lots of variety, or do you want something in between? |  |
|                   | **Analyze 4** | • Where you have chosen differing pieces of music, think about and discuss how they are different. Are the structures different? Are there different elements (dynamics, tempos, timbres)?  
• If you picked these pieces to perform in a different culture or in a different period in time, would the audience’s reaction change? How might you select different pieces or perform them with different interpretations?  
• Think and discuss: If you select several songs back-to-back with similar structures or musical elements, what might the audience like about your show? What might they dislike?  
• Find print music for one or more of the songs in your set list. Find the symbols that tell the musicians about the musical elements in the piece. |  |
<p>|                   | <strong>Interpret 4</strong> | • Perform (on an instrument, sing with accompaniment, or |  |</p>
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<td><strong>RESPONDING</strong></td>
<td>Select 7</td>
<td>• Create a playlist of eight or more pieces of music. The pieces can be similar or contrasting. The pieces should be connected to one another by:</td>
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<tr>
<td><strong>Rehearse, Evaluate, &amp; Refine 5</strong></td>
<td>Sing along with recording) three different pieces of music. Discuss with your “audience” how you used the elements of music to create different interpretations of the pieces, making them sound and feel different to the audience.</td>
<td>• Thoroughly warm up (include long tones, moving passages, rolls, and lip slurs as appropriate) then practice daily 30-60 minutes per day • Go through your concert music and circle any notes you don’t know. Make sure to check your key signatures!!!</td>
<td>• Share a story with a friend of a time when your technical and/or interpretive skills weren’t as good as they could have been during a performance. What effect did this have on the audience? What affect do this have on you? How could this situation have been improved or avoided?</td>
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<tr>
<td><strong>Present 6</strong></td>
<td>Perform a concert of your band/chorus/orchestra music for your friends or family.</td>
<td>How might your performance be different if done in another country or at another time in history? Create a mock performance for this alternative audience.</td>
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<td>Task</td>
<td>Description</td>
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<td>Analyze</td>
<td>• Describe how pieces of music can use elements such as tempo or dynamics to define sections in the structure of the piece.</td>
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<td>• Find a piece of music to identify this concept and describe to another student, for example, an ABA that is soft in the A sections and loud in B sections.</td>
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<tr>
<td>Interpret</td>
<td>• Select a piece of music with clear interpretations using musical elements and expressive qualities within a culture and a historical period. Describe your personal interpretation of the piece. What interpretive choice do you agree with? What would you change?</td>
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<td>Evaluate</td>
<td>• Select a live musical performance.</td>
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<td>• For the performance, answer the following:</td>
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<td>• Does the piece connect with you personally?</td>
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- Does the performance connect with your personally?
- In what culture(s) would this performance be most appropriate? Least appropriate?
- What do the performers do with the elements of music to overemphasize or underemphasize individual parts?

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<td>CONNECTING Synthesize &amp; Relate 10</td>
<td>Completion of the activities above satisfies this Standard.</td>
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<td>CONNECTING Relate 11</td>
<td>Completion of the activities above satisfies this Standard.</td>
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| Investigate, Plan, Make 1 | • Create a series of original sketches using 3 objects you have. These objects may be drawn from observation or from looking at an image. (Magazines, pictures, internet, cellphone, etc.) Share your sketches with someone at home. | • Create and share an interesting and original sketch you made with someone. Add shadows to your sketches. How does this change the way it looks to you? What do the objects you selected say about you? | Direct links available on PPS Clever: [https://www.moma.org/audio/playlist/2](https://www.moma.org/audio/playlist/2)  
Street Art on Google Arts and Culture: [https://artsandculture.google.com/project/street-art](https://artsandculture.google.com/project/street-art)  
Lunch Doodles with Mo Willems (Kennedy Center) - If you are interested in the process an illustrator/writer uses when creating: [https://www.youtube.com/watch?v=RmzjCPQv3y8](https://www.youtube.com/watch?v=RmzjCPQv3y8)  
Videos about artists: [https://wqed.pbslearningmedia.org/resource/0e0b6652-cac0-4155-b490-7210adc4af7c/visual-arts-julie-chen-book-art-spark/](https://wqed.pbslearningmedia.org/resource/0e0b6652-cac0-4155-b490-7210adc4af7c/visual-arts-julie-chen-book-art-spark/)  
Zoom in and look closely at artworks, ancient ruins, architecture, and more: [https://artsandculture.google.com/](https://artsandculture.google.com/) |
| Investigate 2     | • Using three objects available to you, arrange them to make a visually appealing still life. Look closely and see if something looks interesting to you. Share your ideas with someone at home. | • Using the objects that you sketched, think about how you could position these objects to create a scene that you recognize. For example, think about the objects you might see on a coffee table, night stand, bathroom sink, kitchen counter, or dining room table. | Explore the Carnegie Museum of Art Collection: [https://collection.cmoa.org/?page=1&perPage=10](https://collection.cmoa.org/?page=1&perPage=10)  
Teenie Harris at Carnegie Museum of Art: [https://cmoa.org/art/teenie-harris-archive/](https://cmoa.org/art/teenie-harris-archive/) |
### Reflect, Refine, Continue 3
- Ask a friend or someone in your home for ideas about what they see in your still life scene. Ask them for suggestions. Make revisions to your still life arrangement or your sketch if you receive ideas from the feedback given to you.
- Using the still life you arranged, create a story about what is happening or what has happened in the scene.

### Learning Standard

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<tr>
<td>Select 4</td>
<td>Select a series of images from a magazine or a series of objects from your home that you like. Think about how these items or images could be arranged to be an exhibit or art show.</td>
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<tr>
<td>Analyze 5</td>
<td>What were some of the ideas you came up with when talking about where art may be displayed or saved? Use one of these ideas and imagine you are in charge of this place. What would you want all of the viewers (people who come see your collection) to know about your display?</td>
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<tr>
<td>Share 6</td>
<td>What is an art museum? How is it different than other buildings that display art on their walls? Does setting influence the way art is viewed?</td>
<td>Art is all around you! Imagine you are on a walk in the City of Pittsburgh with a relative. What do you see? What do you hear? How do these things make you feel? Imagine you come to a huge building with a large painting on it (a</td>
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The kids in the community painted a mural. What did they paint? What details do you see? What colors did they use and why?

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<td>Perceive 7</td>
<td>• Think about the kinds of images you see every day. Describe where you see these images? What do you think about these images? What do you wonder about these images?</td>
<td>• If you were to make a list of your favorite products, foods, or brands what would your list include? What do the labels of these products look like? Do you think that most people would recognize the labels of these products?</td>
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<tr>
<td>Analyze 8</td>
<td>• How can an image be used to document the time in which it was created? • By including commonplace objects and people of everyday life, Pop Art challenged traditional fine art by elevating popular culture to the level of fine art. • Find an image of a popular product, food, brand and celebrity. • Share these images with someone in your home.</td>
<td>• How are the labels of the products you chose different? How are they similar? What kinds of things do you think designers consider when creating labels for products?</td>
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<td>Interpret 9</td>
<td>• Look at the labels of the products you found. Can you find three that you like or don’t like? Explain to a friend or someone in your home what you like or don’t like about them.</td>
<td>• If you were to draw the label of your favorite label, which part would you emphasize? Sketch or draw some of your ideas. Share with someone in your home why you zoomed in or emphasized your pop art drawing the way you did.</td>
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<tr>
<td>Synthesize 10</td>
<td>• Think about the lyrics to your favorite song. Create a drawing that illustrates this song.</td>
<td>• Using the drawing you created about the lyrics of your favorite song, think about how you feel when listening to this song. How did you make this feeling apparent? How is this visible to others when they look at your drawing?</td>
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<tr>
<td>Relate 11</td>
<td>• Think about the drawing you created that depicts the lyrics of your favorite song. Why did you choose this song? Why is it important to you?</td>
<td>• Imagine that you travel into the future. It is 2050 and you are looking at a drawing made by children your age in school. What do you image would be in their pictures? How might they be different that the pictures that you and your friends draw in 2020? How might they be the same?</td>
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| **Imagine** 1     | • Create a melodic pattern or a short song in any of meters you have learned: $\frac{2}{4} \ \frac{3}{4} \ \frac{4}{4}$, etc. | • Go to [http://chordchord.com](http://chordchord.com). Use the edit buttons to experiment and create a chord pattern that may be appropriate in the following situations:  
  o Something happy is happening.  
  o Something sad is happening.  
  o Something scary is happening. | • [https://virtualpiano.net](https://virtualpiano.net)  
  • [http://chordchord.com](http://chordchord.com) (creates and plays chords)  
  [http://metronomeonline.com](http://metronomeonline.com) (plays a steady beat) |
| **Plan & Make** 2  | • Using [http://chordchord.com](http://chordchord.com), GarageBand, or similar resource, create a series of chords or a new melody to express happiness, sadness, or other emotion. Share your creation with friends and family and explain how your creation expresses the intended emotion.  
  • Using [http://chordchord.com](http://chordchord.com), [http://soundation.com](http://soundation.com), GarageBand, or similar resource, create a series of chords or a new melody that would be appropriate for marching down the street. Share your creation with friends and family and explain how your | | |
creation would be good for marching.

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<tr>
<th>Evaluate &amp; Refine 3</th>
<th>• Ask your “audience” for feedback on your creations above (see Standard 2). Make changes that you think would make your creations better.</th>
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<td>Present 3</td>
<td>• Share (in person, via email, file sharing, or video chat) your revised creation, along a 2-3 sentence description of your music including what components you used, the reasons why you used them, and the overall purpose of your creation.</td>
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<td>PERFORMING</td>
<td>Select 4</td>
<td>Analyze 4</td>
<td>Interpret 4</td>
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<td>• Organize a workspace for yourself in your house that you can use every day. Make sure you can write there and have your instrument close by. • Download the Practopus App or Schoology All Strings - Trumpet, French Horn, Trombone, Baritone, and Tuba Players please download the free App onto Schoology: <a href="https://pghschools.schoology.com/home#/?_k=re8bh8">https://pghschools.schoology.com/home#/?_k=re8bh8</a> • Flipgrid: <a href="https://info.flipgrid.com">https://info.flipgrid.com</a> • Note Flight: <a href="https://www.noteflight.com">https://www.noteflight.com</a> • Practopus: <a href="https://www.youtube.com/watch?v=Yhu26JYaNf&amp;feature=youtu.be">https://www.youtube.com/watch?v=Yhu26JYaNf&amp;feature=youtu.be</a> • Standards of Excellence Book Videos: [<a href="https://www.youtube.com/channel/UC5VXTCH8mQhbzcIcMV">https://www.youtube.com/channel/UC5VXTCH8mQhbzcIcMV</a> LqPw/videos](<a href="https://www.youtube.com/channel/UC5VXTCH8mQhbzcIcMV">https://www.youtube.com/channel/UC5VXTCH8mQhbzcIcMV</a> LqPw/videos) • Video Lessons: Clarinet: Playing over the Break Introduction: <a href="https://www.youtube.com/watch?v=QcmTe05Wz7Q">https://www.youtube.com/watch?v=QcmTe05Wz7Q</a> Clarinet: Register Leaps:</td>
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### Rehearse, Evaluate, & Refine

- Practice your instrument daily 15-30 minutes; record on your practice chart.
- Go through your concert music and circle any notes you don't know. Make sure to check your key signatures!!!
- Send your teacher a video of you showing your workspace through Schoology (use your school email).

### Present

- Perform a concert of your instrumental music for your friends or family.

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<td>Select 7</td>
<td>• Select your favorite piece from your instrumental music. Discuss with a friend why it is your favorite and why it is a good piece for your band/orchestra to perform.</td>
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<td>Analyze 7</td>
<td>• Pick out a section of a piece that could be better if it were repeated more (or less) or that needs some more contrasts in dynamics or tempo. Practice that piece with the changes you selected.</td>
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<td>Interpret 8</td>
<td>• Think and respond to a friend or family member: Do the pieces I am rehearsing with the</td>
<td>Discuss your response with a friend in the band/orchestra? Compare your thoughts. Do you</td>
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### Web Resources

- Trumpet: Lip Slurs
- Concert Band Central
  - Video 1: https://www.youtube.com/watch?v=auiP1emvXyl
  - Video 2: https://www.youtube.com/watch?v=3EiNKH4WWWQ
- Drum Set: Basics and Snare
  - Drum Rolls Packet: https://drive.google.com/file/d/1mzir5TztNc7O5QI1WqXezpQZt0Q3s0ZW/view?usp=sharing
A band/orchestra have an obvious interpretation. Does the director want to go really fast or slow, loud or soft, and why? Would you do it differently?

Evaluate

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<td>Synthesize &amp; Relate</td>
<td>Completion of the activities above satisfies this Standard.</td>
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<tr>
<td>Relate</td>
<td>Completion of the activities above satisfies this Standard.</td>
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