“SUMMER FUN IN THE SUN”

SIENNA MONTESSORI

Primary Program

AGES 3-5 YEARS

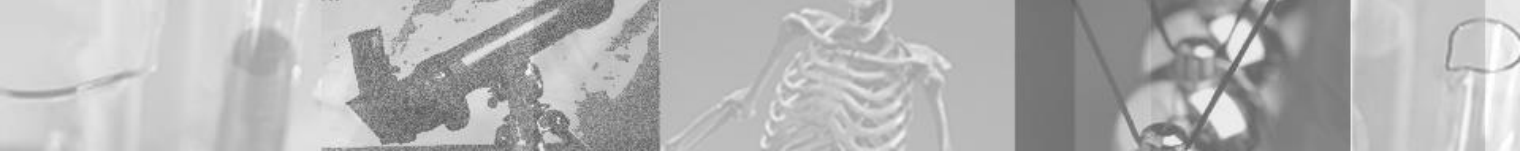
THIS YEAR WE ARE PLACING EMPHASIS ON THREE IMPORTANT AREAS OF THE CHILDREN’S LEARNING, GROWTH AND DEVELOPMENT. THESE AREAS ARE GOING TO BE MET THROUGH ACTIVITIES AND PROJECTS THAT ARE GOING TO INVOLVE SUMMER PROGRAM PARTICIPANTS IN HEALTHY LIVING AND PHYSICAL FITNESS

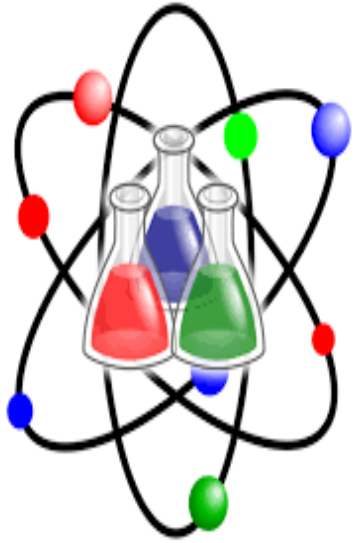
(VIA SPORTS, PLAY AND ACTIVE RECREATION FOR KIDS SPARK), INTERNATIONAL SUMMER FESTIVALS AND THE NATIONAL STEAM ,

(SCIENCE , TECHNOLOGY, ENGINEERING, ARTS, AND MATHEMATICS).

VIA THE INTERNATIONAL

CHILDREN’S SUMMER FESTIVALS , CHILDREN, PARENTS AND TEACHERS WILL ENJOY THE RICH ARRAY OF SIGHTS, SOUNDS, TASTES AND GAMES OF VARIOUS COUNTRIES THAT WILL CAPTIVATE THE SENSES OF PARTICIPANTS COUNTRIES INCLUDED IN THE PROGRAM. THE PROGRAM WILL INCLUDE , BUT WILL NOT BE LIMITED TO: THE CARIBBEAN, ISLANDS,BRAZIL, COLOMBIA , CHINA,JAPAN,GHANA,GREECE,INDIA ,ISRAEL , MOROCCO, MEXICO, KOREA,FRANCE,ENGLAND,PHILIPPINES,RUSSIA,SOUTH AFRICA, USA, AND THE NATIVE AMERICANS.

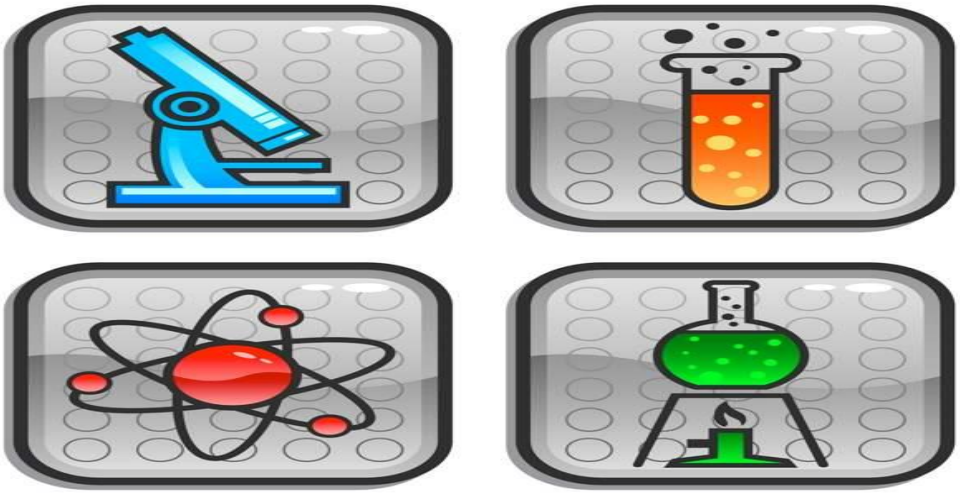


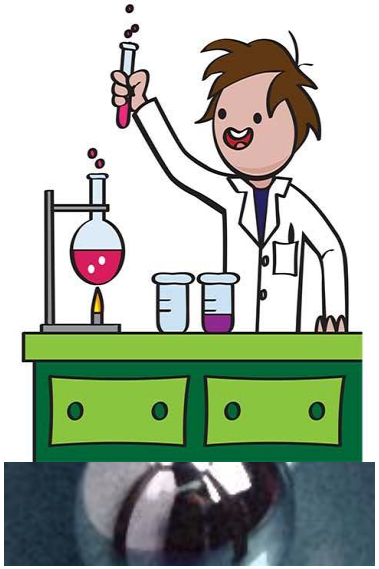


STEAM LEARNING NEEDS THE ARTS

- Indeed, the arts can enlighten **STEAM** in many ways. Robert Root-Bernstein (1997) offered some vivid example:
- The elegant shape of Buckminster Fuller's geodesic domes can describe soccer balls and architectural buildings, as well as the structure of viruses and some recently discovered complex and enormous molecules.
- NASA employs artists to design visual displays that present satellite data as accurate, yet understandable to nonscientists.
- A biochemist looks at the fiber folds in her weaving cloth and recognizes another way of explaining protein folding.
- Computer engineers code messages to frequencies of a specific song to prevent interception or blocking of the message, unless the decoder knows the song.
- Genetic researchers convert complex data into musical notation to facilitate analysis of the data, as, for example, decoding sequence of genes in a chromosome.

Of course, the two people who probably personify **STEAM** are the Renaissance figures Leonardo da Vinci and Michelangelo Buonarroti. Although these fierce competitors were known more as painters and sculptors, they were also renowned as inventors, engineers, and scientists. For example, da Vinci conceptualized the helicopter and battle tank and made important discoveries in anatomy, hydrodynamics, and optics. Michelangelo also worked as an architect and engineer, designing the large dome of St. Peter's Basilica in Rome. These men saw no boundaries between the arts and sciences. Their work is inspiring, so let's take a closer look at how arts training can directly relate to goals to **STEAM** education.





steam

Science, Technology, Engineering, Arts and Math

Week 1

Technology Engineering- Identify tools and simple machines used for a specific purpose (e.g. ramp,wheel,pulley and lever)

Earth Science- Earths Resources: Learn that earth's resources we use can be conserved

Week 2

Technology Engineering-Describe how humans use parts of body as tools(e.g. teeth, hands vs. how animals use them)

Physical Science-Wheels:Recognize that wheels affect speed and motion and make moving easier.

Week 3

Technology Engineering- Ups and Downs of the sun and moon vs. birds and airplanes.

Physical Science- How Tings Move: Explore the ways objects move and forces that cause movement.

Week 4

Technology Engineering-Sounds All Around: Types and how sounds are made

Life Science: Parts of Plants: Recognize that a plant is an organism that needs air, water, light and soil to live.

Week 5

Technology Engineering- Magnets: Their use in our lives

Earth Science- Sun and Shadows: Learn that the sun creates shadows and appears to move through the sky.

Week 6

THE BIG EVENT

Week 7

Technology Engineering-Characteristics of Natural Materials (e.g. wood, cotton, fur and human made ones such as plastic, etc.)

Life Science- What Animals Need: Recognize that animals are organisms that need air, water, food and shelter.

Week 8

Technology Engineering-Uses for natural materials (e.g. wood, etc.)

Life Science: Up, Above and Down Under: Learn birds and marine science (i.e. . water animals)

Week 9

Technology Engineering- Identify the safe use of tool such as glue, scissors, toothpicks etc.

Earth Science- Water All Around : Learn about rivers, streams, lakes and identify water as a natural resource.

Through the STEAM program, children will be involved in science projects in the areas of earth science, life science and Technology / Engineering Science. The projects, concepts and experiments in this program are aligned with the National Science Standards .

SPARK

Week 1

Rowdy Ropes: wrangling, rope shapes, silly snakes, rope activities

Week 2

Fancy Feet: feet taskaroo, feet follies, touches, ball switcharoo

Week 3

Hold IT! Catch IT! : ball exploration, ball games, go doggie go

Week 4

Dances: the freeze, body, talk, colors in motion, magic scarf's

Week 5

Movement Basics: Leap, skip, side, hop, gallop, jump, run, walk

Week 6

THE BIG EVENT

Week 7

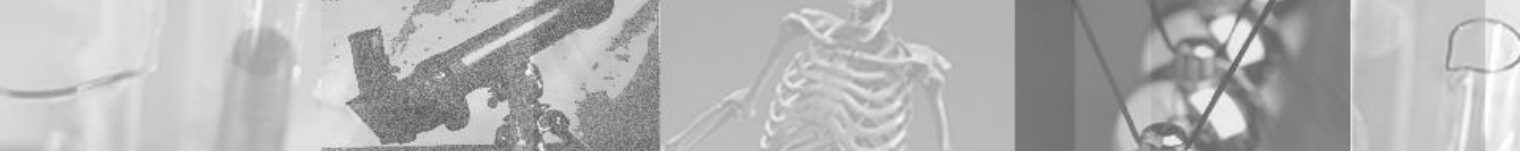
Hoop Hoopla: hoop exploration, hoop challenges, angel halo's, autopia, musical hoops

Week 8

Perpetual Parachute- shake it, parachute wheel, ocean, waves, popcorn, color jump

Kiddie Stunts-fitness fun, animals walks, musical motor time, fitness fun

The SPARK program is going to focus on the development of motor movement knowledge, physical activity engagement, promoting healthy lifestyles and the development of social and personal skills.



WHY THE ARTS

Summer Olympics in London, artists were invited to send sculptures and graphic work on the theme "No medals were awarded, but the winners received cash prizes, and their work was displayed in London during the games. Even today, the arts are important to Olympic Games. Just think of how the arts are needed in designing the winners 'medals venues, the logo, the torches, the cauldron, and the athletes' outfits and closing ceremonies; and in writing and selecting the music for the ceremonies and gymnastic competitions. The Olympic Games still place value on the arts, shouldn't our schools do the same?

THE ARTS

- **ENGAGE YOUNG BRAIN**
- **DEVELOP COGNITIVE GROWTH**
- **IMPROVE LONG-TERM MEMORY**
- **PROMOTE CREATIVITY**
- **ADVANCE SOCIAL GROWTH**
- **INTRODUCE NOVELTY**
- **REDUCE STRESS**
- **MAKE TEACHING MORE INTERESTING**

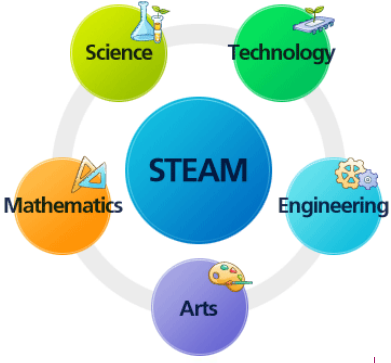
THE ARTS
DEVELOP COGNITIVE GROWTH

Although the arts are often thought of as separate subjects, like chemistry or algebra, they really are collection of skills and thought processes that transcend all areas of human engagement. When taught well, the arts develop cognition all areas of human engagement. When taught well, the arts develop cognitive competencies that benefit learning in every aspect of their education and prepare them for the demands of twenty-first century.

The arts are a collection of skills and thought processes that transcend all areas of human engagement. Research evidence shows a positive connection between music instruction and academic progress.

Music may also have an impact on the young brain by enhancing over all intelligence, as measured by IQ scores.

FROM STEM TO STEAM



THE ARTS
IMPROVE LONG-TERM MEMORY

Integrating the arts into other content area, such as STEM, has been shown in numerous studies to improve long-term retention of content.

THE ARTS
PROMOTE CREATIVILY

Several definitions of creativity exist, but most seem to include the notion that creativity is, as the saying goes, thinking outside the box. It includes the ability to use divergent thinking to probe deeply and to find alternative solutions to a problem that were not previously considered.

THE ARTS
ADVANCE SOCIAL GROWTH

We live in an age of technology that has the classroom and the nature of instruction with, iPads, laptops, and smartphones; we can be in instantaneous and constant with each other. Students walk around tapping their text messages, scrolling on their touch screens, and wearing earphones from morning to night.

THE ARTS
REDUCE STRESS

Creating an artistic produce can be a pleasurable experience that stimulates the brain’s reward system and sends a rush of chemical called dopamine across neurons. The dopamine torrent gives us a feeling of euphoria and lowers our stress levels.

DRAMATIC AND PERFOMANCE PLAY IS A WAY TO ACT OUT REALLITY AND FANTASY AND SOLVE PROBLEMS

THEATRE

Week 1

Participate in role-play experiences and engage in discussion

Week 2

Use vocabulary to discuss play activities such as, character, role, setting, story.

Week 3

Recreate situations that have caused concern during dramatic play

Week 4

Use materials and props in non-traditional ways

Week 5

Create new scenarios to enact

Week 6

Act out parts of stories by inventing a voice and creating various facial expressions for the character

Week 7

Act out actions that relate to stories

Week 8

Create a play based on a familiar story

Week 9

Use appropriate tone, actions and speech to represent characters, setting and plot in a play.

EVERY CULTURE HAS ITS OWN ART FORMS

VISUAL ARTS

Week 1

Express ideas and feelings through visual arts

Week 2

Create pictures that define mood

Week 3

Make choices about tools mediums, etc. for visual arts

Week 4

Recognize and discuss own and others' art work using appropriate vocabulary color, shape, line and texture

Week 5

Discuss works of art to determine mood or emotion

Week 6

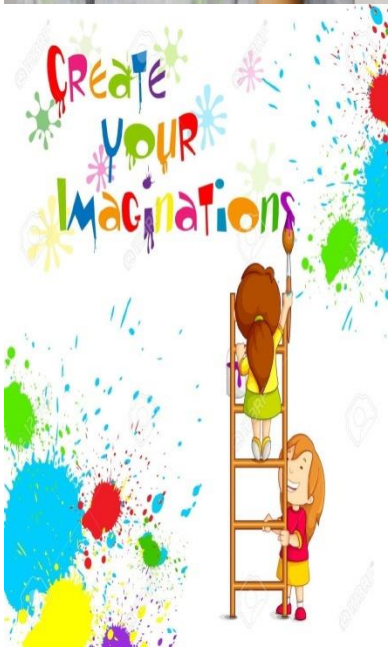
Point out differences and similarities in the room or hallway

Week 7

Show respect for artwork exhibited by other students

Week 8

Create own works using various art forms from other cultures



MOVEMENT ELEMENTS AND DANCE SKILLS

DANCE

Week 1
Although dance is a creative art, different forms of dance require different skills and vary in the number of rules that apply.

Week 2
Before performing choreographed dances, children need to be able to watch the dance, “record” it in their minds, practice it, and make connections with the ideas and meanings of the dance (e.g.., celebrations, rituals, etc.).

Week 3
While teaching rules for dance and movement, the primary focus will be on children’s joy in movement and dance.

Week 4
Dance has social benefits as children share space, interact, observe each other, and explore movement and dance with children rather than being bystanders or judges.

Week 5
Students will identify and demonstrate basic locomotors and non-locomotors movements.

Week 6
Students will develop strength, flexibility, balance, and neuromuscular coordination.

Week 7
Students will identify and demonstrate accuracy in moving to a musical beat and responding to change in tempo.

Week 8
Students will demonstrate partner skills of copying, leading, following, and mirror imaging

CHOREOGRAPHY

Students will invent movement, and improvise to solve movement problems.
Students will create a dance phrase with a beginning, middle, and end; be able to repeat it, with or without music.
Students will create a phrase and then vary it, making changes in space, time, and energy/force.

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DANCE AS EXPRESSION

Students will observe, explore, and discuss how movents can show feelings, images, thoughts, colors, sounds, and textures.

PERFORMANCE IN DANCE

Students will create original dances or themes for movent improvisations, or learn traditional dances; rehearse, and demonstrate dances, making decisions about the performance space, audience location, entrances and exits, and costumes.
Students will demonstrate the ability to work effectively with a group or leader.

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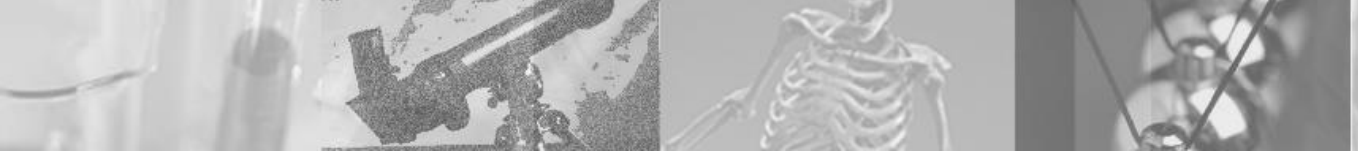
Generate and conceptualize artistic ideas and work
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources .

MUSIC

Week 1
With substantial guidance, explore and experience a variety of music
Week 2
With guidance , explore and experience music concepts (such as beat and melodic contour)
Week 3
Improvise rhythmic and melodic patterns and musical ideas for specific purpose
Week 4
With substantial guidance, explore favorite musical ides(such as movements, vocalization, or instrumental accompaniments)
Week 5
With guidance organize musical ideas using iconic notation and/or recording technology
Week 6
With substantial guidance demonstrate and state preference for varied musical selections
Week 7
With substantial guidance, explore and demonstrate awareness of musical contrasts
Week 8
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.



Generate and conceptualize artistic ideas and work

Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

MEDIA ARTS

Week 1
Share ideas for media artworks through guided exploration of tools methods, and imagining

Week 2
With guidance, form ideas into plans or models for media arts productions

Week 3
Discover and share ideas for media artworks using play and experimentation

Week 4
Make and capture media arts content, freely and in guided practice, in media arts productions

Week 5
Attempt and share expressive effects, freely and in guided practice, in creating media artworks

Week 6
Make changes to the content, form, or presentation of media artworks and share results

Week 7
With guidance, combine different forms and content, such as image and sound, to form media artworks

Week 8
Use identified skills, such as manipulating tools making choices, and sharing in creating media artworks