

LAS Unified Arts Newsletter

March 2010

Music

Sue Long

SAU 21 MUSIC FESTIVALS

March 23, 2010

The LAS Middle School Choir will be performing at the SAU 21 Choral Festival Concert to be held at Winnacunnet High School at 7:15 pm on Tuesday, March 23rd. Performing also at this concert will be the North Hampton, Seabrook, and Hampton Academy Middle School Choirs as well as the Winnacunnet Freshman Choir, Concert Choir and Chamber Singers.

Eighth Grade LAS Band Members will be performing at the SAU 21 Band Festival Concert to be held at Winnacunnet High School at 6:00 pm on Tuesday, March 23rd. This concert will feature the Hampton Academy, Seabrook, and LAS Band performing as one combined ensemble as well as with the Winnacunnet Concert Band.

Library

Amy Roy

Have you heard of author and illustrator Mo Willems? Well, LAS kindergarteners have! In fact, ask any kindergartener and they will tell you all about the Pigeon, Knuffle Bunny, and Elephant and Piggie. During our Mo Willems author study we discussed different illustration styles, the use of speech and thought “bubbles” as a way to convey dialogue, and how some authors use recurring characters in their stories. I encourage you to check out Mo Willems’ books if you are not familiar with them already. The humor and unique illustration style of his books have appeal for adults as well as children.

First and second graders have just completed a Tomie dePaola author study. As you have seen from our various author visits, we are fortunate to count many talented authors and illustrators as New Hampshire residents. This includes Tomie dePaola. He has written

and illustrated over 200 books, including the well-known *Strega Nona*. Though Mr. dePaola no longer visits schools, our first and second graders still had the opportunity to “meet” him through our discussions and his books, many of which are autobiographical. In addition, we watched parts of the video *Tomie dePaola in Concert*, where he read aloud one of his books about his childhood and shared some drawing techniques. I invite you to check out any of Tomie dePaola’s books from our library. The Hampton Falls Free Library also has many of Mr. dePaola’s books in their collection.

In third grade we have been reading aloud 2008 Caldecott Medal Winner *The Invention of Hugo Cabret* by Brian Selznick. With 284 pages of original drawings, *The Invention of Hugo Cabret* is not your average chapter book. Largely set in a Paris train station in 1932, this novel/graphic novel hybrid blends elements of mystery with bits of historical fiction. The story is about an orphaned boy named Hugo Cabret who seeks to fulfill the dreams he shared with his recently deceased father. Students have been on the “edge of their seats” to find out how Hugo solves the mysteries he encounters. Upon completion of the book students will create visual representations of their understanding of this book. You can learn more about *The Invention of Hugo Cabret* by exploring the website <http://theinventionofhugocabret.com> and by talking with your child, of course!

LAS Theater News

Stacey Bellen

Please be on the lookout for information about the first and second grade play. I will be getting the info out soon. If you have any questions before then please email me at: sbellen@sau21.org

Art

Stacey Bellen

Students in all grades have been creating projects for the Square 1 Art PTO Fundraiser.

Kindergarten

The kindergarteners have created cityscapes learning overlapping to create space in their picture. They have learned about symmetry and created creatures out of their names. We have worked with water color resist in the form of underwater scenes.

First and Second

The first and second graders have completed their self-portraits for the year. These will go into their portfolio until they reach 8th grade. They worked in pairs to create Dr. Seuss inspired characters and scenes. Using oil pastels they made snow people and painted the sky using watercolors. They also reviewed symmetry and how to transfer an image using their name to make a bug-like creature.

Third

The third graders looked at horizon lines (where the sky meets the ground) and painted beautiful sunsets to reflect the idea in silhouette. Taking a look at different art forms, the next project was about mosaics and creating a person engaging in an outdoor activity. They also studied hieroglyphics and created their names in an Egyptian cartouche.

Fourth

The fourth graders worked on their self-portraits, paying attention to what features make them who they are. (These will go into their portfolios until 8th grade.) They created Greek vases which reflected images of importance to them. Like the third grade, they also studied hieroglyphics and created their names in an Egyptian cartouche.

Fifth

Students worked on their large still life study and colored with oil pastels. They also worked during art class on the artist research project. The students have begun working on one point perspective.

Sixth

The sixth grade looked at the work of Andy Warhol and how he was able to produce art work at a quick rate. Students chose popular icons and created their own pop art images. Working in pairs they needed to reproduce each image twice and, using 4 different color schemes, they painted with tempera paints.

Seventh

Students looked at different Op Art pictures and created their own art using objects found around the art room. They studied the art of Joan Miro and the surrealist movement. Art created in a “dream like state”. They studied the Abstract Art of Kandinsky a Russian painter who created the “first” abstract water color.

Eighth

Each student chose from 12 art careers and looked at what was involved. Students discussed their choice in class. They then looked at children’s books and the illustrations. They discussed different ways to create the pictures as well as how illustrators are able to complement the story with the images. The students are currently creating their own book by illustrating a poem.

Noticias Españolas

Cathy Jeffrey

Hola! To correspond with their regular classroom studies, the 4th graders are learning vocabulary connected to biomes. We have used stories about various biomes, and games to practice the vocabulary. The students are each creating labeled mini-murals of several biomes.

Through games and various activities, the 5th graders are learning vocabulary and phrases that will help them at the post office. We’ll be using puppets the students created to practice post office scenarios.

The 6th graders wrote and illustrated cartoon strips to practice using “tener” expressions. They’ve learned how to tell time in Spanish, and are now preparing to produce weather reports.

The 7th graders are now able to talk and write about their likes and dislikes regarding food, sports, and music. They can discuss what classroom objects they need or want. They can also describe things you might find in a room.

To add new verbs to their repertoire, the 8th graders are talking and writing about things they do in a typical week. They have been learning how to use the words “nothing,” “no one,” and “never” in Spanish, and expressions that tell how often one does things. Earlier in the quarter, in groups, the students created maps and did oral reports to practice using vocabulary for buildings in a town, and for giving directions.

Ask your middle school student to show you some salsa steps!

Wellness Wishes

Whitney Nowak

Happy Spring everyone!! Warmer weather means those pesky ticks are becoming active and we have to be careful of contracting Lyme disease. The deer tick, usually in its juvenile stage (<2mm or the size of a poppy seed) is responsible for transmitting the bacterium *Borrelia burgdorferi*. The tick has to be attached for greater than 24 hours to transmit the disease as its saliva has to mix with the blood of the host. Not every deer tick is infected; however, Lyme disease is most prevalent in the Northeastern part of the US, which includes NH. Be sure to inspect your skin daily for any ticks. You'd be surprised where they like to feast! If you are spending time outside in grassy or wooded areas, wearing light colored clothing allows ticks to be easily spotted. Insect repellent containing DEET is also helpful. If you spot an embedded tick, use tweezers as close to the site of attachment as possible and attempt to remove the entire body. Note its size and appearance (dog tick vs. deer tick), how long you think it has been attached and whether it is engorged or not. If Lyme disease is highly suspected, a one time dose of doxycycline can be prescribed. This would need to be taken as close in time to the tick bite as possible. Following a tick bite always be sure to monitor yourself closely for symptoms of early Lyme (red enlarging rash at site of tick bite, fever, flu like symptoms) and report these to your provider. Early Lyme disease is easily treated with antibiotics. Having said all of this...enjoy the nicer weather!!!