



arts CORPS

**MAKE ART
ANYWAY.**

**HEALING
THROUGH
ART**

2020

@ArtsCorps

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• **ARTSCORPS.ORG (visit our site for more online learning).**

ACTIVITY 1: SIMPLE PAPER PUPPET

Discipline:

Visual Art and
Performing Art

Duration: 45 minutes

Age Range: K - 3rd

Creator: Adam Collet

Contact:

integration@artscorps.org

Materials:

paper
markers
crayons
coloring pencils

Vocabulary:

puppet
puppeteer
dialogue

Students will make a puppet out of paper and use their imaginations to have a conversation with their puppet.

Learning Goals:

1. You will learn to make a puppet and become a puppeteer.
2. You will learn to tell a joke, have a laugh.
3. You will learn to ask a question, tell a story.

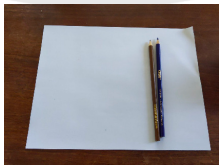
Activity Opening:

Imagine going on a trip. It can be a long trip, like a trip around the world. Or a short trip, like going to the next room. What will you see along the way? What will you do when you get there? Going on a trip can be lots of fun but sometimes it's more fun with a friend.

Today, we'll make a **puppet**, which is a figure or toy you operate with your hand. You'll be the **puppeteer**, person that operates a puppet.

Instructions:

1. Get a piece of paper and some markers, crayons or coloring pencils.



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ACTIVITY 1: SIMPLE PAPER PUPPET

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Duration: 45 minutes

Age Range: K - 3rd

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Materials:
paper
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coloring pencils

Vocabulary:
puppet
puppeteer
dialogue

2. Fold paper in half lengthwise.



3. Fold each half in half again.



4. Turn your paper and fold it in half the other direction.



5. Fold each half in half again.



6. Fold it in half one more time. It should be W shaped.



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Vocabulary:
puppet
puppeteer
dialogue

7. On one end let's draw the eyes and nose.

*What kind of eyes does your puppet have?
What kind of nose does your puppet have?*



8. Now let's draw the inside of the mouth, upper teeth, lower teeth, tongue.

*What kind of teeth does your puppet have?
What kind of tongue does your puppet have?*



9. Let's push these corners in a little.



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Age Range: K - 3rd

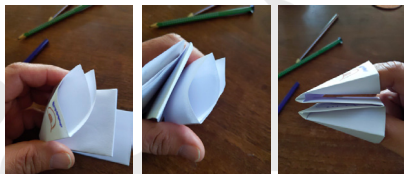
Creator: Adam Collet

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coloring pencils

Vocabulary:
puppet
puppeteer
dialogue

10. Open up each end a little so your finger will fit inside.



Congratulations! You just made a puppet. A puppet is a figure or toy you operate with your hand.



Now let's do an activity with your new puppet.

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dialogue

Puppet Activity:

- » Let's give your puppet a name: _____
- » Say "hi" to your puppet.
- » Practice moving the mouth up and down.
- » Pretend your puppet is eating some food or chewing gum.

*Congratulations! You are a puppeteer. A **puppeteer** is a person that operates a puppet.*

- » Say something to your puppet.
- » Now have the puppet say something to you.

*Congratulations! You just made a dialog. A **dialogue** is two or more "people" talking to each other.*

- » Ask your puppet a question.
- » Now answer the question with the puppet.
- » What did your puppet say?
- » Does your puppet know what you are thinking?
- » Can your puppet tell a story?
- » Try talking about a funny memory or place you went.
- » Let your puppet ask you a question.
- » Let your puppet ask someone else a question.

Activity Closing:

Imagine you and your puppet are going on a trip. Ask your puppet where they want to go. What does your puppet want to see and do? What do you want to see and do? Tell your puppet about the trip. When you are done put your puppet in your pocket so you know where it is.

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ACTIVITY 2: BREATHING BUTTERFLIES

Discipline: Healing arts

Duration: 10 minutes

Age Range: K - 3rd grade

Creator: Aishé Keita

Contact:
integration@artscorps.org

Materials:
Your Body

Vocabulary:

breath:
flow of breathing

inhale: Breathing in

exhale: Breathing out

Sometimes we get stressed out and don't feel good, but we have the power to help calm ourselves. Let's learn to breathe with our belly!

Learning Goal: You will learn to use your breathing to cultivate your own healing.

Opening:

- Stretch!
- Stretch tall like a tree!
- Reach toward the sky, then bend over touch your toes.

Do this **three** times slowly.

Activity:

1. Sit in a comfortable position. Preferably on the floor, if you want to sit against a wall that's great, but you are free to sit any way you like as long as you don't lay on your belly.
2. Take your hand and make it big into a pancake. Put it over your belly button. What do you feel?
3. Take a breath in through your nose gently. Can you make your belly full of air so that your hand moves? Exhale (breath out) with your mouth slowly on a count of 3. See if you can keep your shoulders still and only move your belly when you breathe.
4. Breathe in and out three times..... Is your belly rising?
5. Now imagine with each exhale that you are breathing out butterflies. Let's practice! Inhale with hand on belly rise. Exhale out butterflies!
6. What color are your butterflies? How many are there?
7. Let's do it three times!!! Each exhale change the color of your butterflies
8. SLOWLY Inhale..... exhale..... Inhale..... exhale..... inhale..... Exhale.....
9. Where did your butterflies go? What colors did you have each time?
10. Have you ever felt upset? This breathing will help you during the times you are upset.

Activity Closing:

Do you feel different than you did before you started breathing butterflies, how so? Can you draw a picture of your butterflies?

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ACTIVITY 3: JOURNAL COLORING BOOK

Discipline: Visual Arts

Duration: 45 minutes

Age Range: 2nd - 4th grade

Creator: Cecelia DeLeon

Contact:
integration@artscorps.org

Materials:

3 pieces of white paper
scrap paper
colored pencils
crayons or markers
black marker
stapler or paper clip

Vocabulary:

Emotions

Learn how to create a journal coloring book based on your feelings.

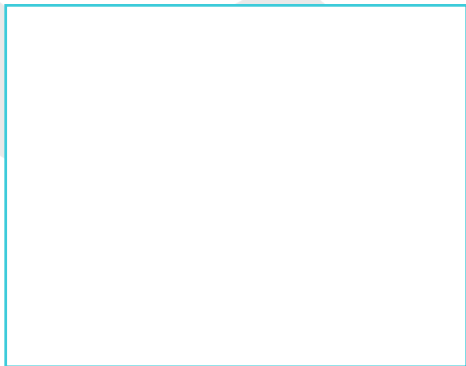
Learning Goals:

1. Learn how to put together a coloring book.
2. Create art from your feelings.

Activity Opening:

Emotions are something you feel. It's important to be able to express how you feel.

- Think about how you've been feeling lately.
- Have you been feeling a mix of emotions?
- If you could describe these feelings using a color, which color would you pick?
- If you could describe these emotions through a drawing, what would you draw? Use the empty box below to make your drawing.



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Contact:

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Materials:

3 pieces of white paper
scrap paper

colored pencils

crayons or markers

black marker

stapler or paper clip

Vocabulary:

Emotions

Instructions:

1. Grab your materials and find a quiet space in your home. If possible, go outside and sit somewhere safe. Close your eyes and think about everything you've been feeling.



2. Use something to write with and write out the words you've been feeling on your scrap paper. Look at the words you wrote. If these had a color, what color would they be? Next to your feeling, write what color you think matches best with your feeling. For example, when I think of the word "sad," I think of the color blue. When I think of "hopeful," I think of pink. Drawing your emotions and thoughts can help you feel calm. Coloring can often help with this too.



3. Now we will create our coloring book! Grab one sheet of paper and fold it in half "hamburger style" -- along the long side.



4. Repeat this for the other pages until they all have folds down the middle, then lay your pages on top of each other like this.



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Materials:

3 pieces of white paper
scrap paper
colored pencils
crayons or markers
black marker
stapler or paper clip

Vocabulary:

Emotions

5. Stack your papers so all the edges line up. Use a stapler or paper clips to hold your pages together near the fold.



6. Open up your book and start on the first blank page. Divide your page so that you have space for the next day and more. Take a black marker and draw the feelings you mentioned earlier: sad and hopeful. It's okay to draw in pencil first, but make sure to go over your pencil lines in marker.



7. After drawing these out, color them in with the colors you thought connect with those feeling words. Make this picture bright with other colors as well.



8. Do a page in your journal drawing and coloring every day! Ask yourself how you are feeling that day, that moment, then draw and color a picture to match.

Activity Closing:

Create a coloring book journal that you and a loved one could fill out together. Ask them to draw how they've been feeling and help them choose out the right colors to go with their drawings.

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ACTIVITY 4: HEARTISTRY TREE PAPER ART VISION BOARD

Discipline: Visual Arts & Mixed Media

Duration: 1 hour

Age Range:
4th - 12th grade

Creator:
Maria Luisa Guillen-Valdovinos

Contact:
integration@artscorps.org

Materials:
black & brown marker
cardboard paper
decoration paper
newspaper
gluestick
pencil

Vocabulary:

trace
cut-out
texture
pattern
vision board
art therapy

Gentle reminders help us understand ourselves and how we process our feelings and emotions. In this creative project, we will be making a HeARTistry Tree as a vision board. You will make art that you can display and look at when you need a moment to remind yourself how wonderful and needed you are in the world!

Learning Goals:

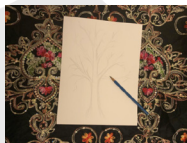
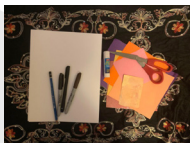
1. You will learn to make heARTistry trees!
2. You will learn about paper texture & pattern paper art!
3. You will learn to make art as medicine for your heart!

Activity Opening:

We will create a vision board with heart cut outs and self-notes/reminders.

Instructions:

1. On the cardboard paper, sketch a tree trunk and branches with a pencil.



2. Trace the tree trunk and branches with a black marker. Color in the tree and branches with a brown marker.



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Creator:
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Contact:
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Materials:
black & brown marker
cardboard paper
decoration paper
newspaper
gluestick
pencil

Vocabulary:

trace
cut-out
texture
pattern
vision board
art therapy

3. Take a small piece of decorative paper and fold it in half. Starting from the folded edge, cut out half of a heart.

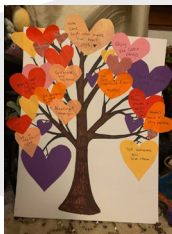


4. Cut out as many hearts as you need for the tree branches.



5. Glue hearts onto paper.

6. Write kind messages and words of encouragement that make you feel better!



Activity Closing:

Self-healing through art can help us understand ourselves and our needs. By creating a vision board, we can remind ourselves how wonderful we are and to stay grounded in our heart. You can use this exercise as art therapy to help you process your thoughts and feelings.

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ACTIVITY 5: MY FAVORITE SONG

Discipline: Music

Duration:
10-15 minutes

Age Range: K - 3rd
grade

Creator: Erica Merritt

Contact:
integration@artscorps.org

Materials:
paper
pencil
device to play music

Vocabulary:
tempo
lyrics
instruments

You will examine various parts of your favorite song. Have you ever wondered why your favorite song is your favorite song? Sometimes music can affect our moods and help us through tough times.

Learning Goals:

1. You will explore how music affects your feelings
2. You will explore lyrical content in your favorite song.
3. You will identify various instruments used in your favorite song.
4. You will have fun while listening to music!

Activity Opening:

1. Close your eyes.
2. What is your favorite song? _____
3. Do you remember where you first heard your favorite song? Was it on the radio? Spotify? In a movie? Did a sibling or a grown-up play the song for you? Did you learn it at school or a family gathering?

4. How does it make you feel? _____
5. Why do you think it's your favorite song? What do you like best about it? _____

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Discipline: Music

Duration:
10-15 minutes

Age Range: K - 3rd
grade

Creator: Erica Merritt

Contact:
integration@artscorps.org

Materials:

paper
pencil
device to play music

Vocabulary:

tempo
lyrics
instruments

Instructions:

1. Look up your favorite song on your ipod, spotify, youtube, etc.
2. Play the song!
3. Think about how you feel when the song plays. Can you write down at 3 feeling words that the song makes you feel?

Feeling 1: _____

Feeling 2: _____

Feeling 3: _____

4. What is the **tempo** (speed) of the song? Is it fast? Is it slow? How do you think the tempo of the song affects how you feel about it?
5. Does your song have **lyrics** (words that are sung)? Do you have a favorite lyric? Write down your favorite lyric. Why is this your favorite lyric?

Favorite Lyric: _____

6. Listen to the song again, this time with your eyes closed. What **instruments** do you hear? Are there drums? Guitar? Piano? Something else?
7. Play the song again, and this time DANCE!!!!
8. Does dancing change the way you feel? Write down 3 feeling words after you've danced. What do you notice about your body after you've danced. Did you sing along to the music when you danced?

Closing:

1. Have a grown up help you to look up the lyrics to the song and read them like a poem. Do you notice anything new about the song when you read it instead of listening to it?
2. Can you find another version of the song? How is it different or the same from your favorite song?
3. Make up your own dance moves to your favorite song and share it with a family member or friend!

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ACTIVITY 6: BEATS WITH YOUR HANDS AND FEET!

Discipline: Music

Duration:
10-15 minutes

Age Range:
K - 2nd grade

Creator: Erica Merritt

Contact:
integration@artscorps.org

Materials:
Your body!

Vocabulary:
tempo
beat
rhythm
pattern

We have the power to calm our bodies just with our breath! That's pretty cool. Breathing helps get oxygen to our brains, and that helps us to think clearly, make good decisions, and feel better.

We're going to get our breathing going by making beats just with our bodies? We're going to make some beats just using our hands and our feet!

*Hey! I **rhymed**!*

When we get our bodies moving, making music and beats, we breathe deeply and get that oxygen flowing!

Learning Goals:

1. You will make beats with your hands and your feet!
2. You will practice your hand and feet coordination
3. You will practice voice, body, and rhythm integration

Activity Opening:

What is a beat? A **beat** is the steady pulse that you feel in the tune, like a clock's tick. It's the beat you'd naturally clap along to or tap your foot to. We're going to make a beat with our hands and our feet!

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ACTIVITY 6: BEATS WITH YOUR HANDS AND FEET!

Discipline: Music

Duration:
10-15 minutes

Age Range:
K - 2nd grade

Creator: Erica Merritt

Contact:
integration@artscorps.org

Materials:
Your body!

Vocabulary:
tempo
beat
rhythm
pattern

Let's try practicing these different patterns of beats.

Say **"Clap your hands"**
then clap 3 times

Say **"Stomp your feet"**
then stomp 3 times (alternating feet)

Say **"Clap your hands"**
then clap 4 times

Say **"Stomp your feet"**
then stomp feet 4 times (alternating feet)

Say **"Clap your hands"**
then clap 2 times

Say **"stomp your feet"**
then stomp 2 times

What should we name that beat pattern? I'm going to call it the 3-4-2 after the pattern. What's another name for it?

Let's try changing the Tempo. The **tempo** is the speed of the beat.

- » Can we try it super slow?
- » What about super fast?
- » How fast can you do the beat pattern and say the words?
- » Now try to do it as slow as you can.
- » How does your breath feel?

Activity Closing:

Can you make up a new beat pattern? What's the name of your new beat? Teach it to a friend or family member! As an extra challenge see if you can create words to go along to the beat!

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ACTIVITY 7: EXPLORATION OF RHYMES AND LYRICS

Discipline: Music

Duration:
15-20 minutes

Age Range:
K - 2nd grade

Creator: Erica Merritt

Contact:
integration@artscorps.org

Materials:
paper
pen

Vocabulary:
rhyme
lyric

Youth will learn about rhymes and lyrics found in songs.

Learning Goals:

1. You will identify the rhymes in lyrics.
2. You will write your own rhyming lyric.

Activity Opening:

A **rhyme** is a word that sounds like another word, like cat and bat.

Lyrics are the words to a song

Here are the lyrics to a nursery rhyme you might know:

Twinkle, twinkle little star
How I wonder what you are
Way above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are.

Can you identify the words that rhyme (sound alike)? [HINT- they are the last words in the line]

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Discipline: Music

Duration:
15-20 minutes

Age Range:
K - 2nd grade

Creator: Erica Merritt

Contact:
integration@artscorps.org

Materials:

paper
pen

Vocabulary:

rhyme
lyric

Instructions:

- Let's see if we can make up our own rhyme by changing a few of the lyrics:

Meow, meow little cat
How I wonder what you _____

Or what about:

Way below the world so low
Like a _____

- Sometimes we use rhymes to catch people's attention. Shakespeare used rhymes in his plays to help make an audience feel at ease.
- Can we write a line that rhymes that grabs people's attention about COVID-19? Something like:

Wash your hands to save the land

- Can you write your own word that sends a message about COVID-19?

- Now What? Make a sign for the COVID-19 message you wrote.

Activity Closing:

What are three words that rhyme or sound the same?

1. _____
2. _____
3. _____

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ACTIVITY 8: MUSIC GENRE MOODS

Discipline: Music

Duration: 15 minutes

Age Range:
4th - 5th grade

Creator: Erica Merritt

Contact:
integration@artscorps.org

Materials:
paper
pen
youtube

Vocabulary:
rhyme
lyric
style or genre
tempo

A **genre** is a style or a kind of music. Different genres of music can make us feel different ways. Let's explore how three different genres of music make us feel.

Learning Goal:

1. You will identify Country, Pop-Rock, and Hip-Hop music genres
2. You will explore how different genres of music make you feel.

Activity Opening:

- What is your favorite style or genre of music? What makes it that style or genre do you think?
- We're going to look at three different genres of music today. Can you match the words to create the full names?

*** Match up the following words...*

Hip-	Rock
Coun-	Hop
Pop-	try

- Do you know any songs, musicians, or bands that sing or play music in one of these genres?

Music Listening Activity:

*** With support from a parent or adult, choose a song from each of the following genres (hip-hop, country, pop-rock) to do the following activity.*

Youtube is a helpful resource to find music but you can use any streaming device that you have access to.

(Activity continued on next page)

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Discipline: Music

Duration: 15 minutes

Age Range:

4th - 5th grade

Creator: Erica Merritt

Contact:

integration@artscorps.org

Materials:

paper

pen

youtube

Vocabulary:

rhyme

lyric

style or genre

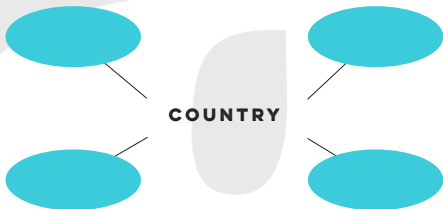
tempo

Instructions:

Choose a Country genre song. How does it make you feel? Using the map below can you write the **4 feeling words** when you listen to the song?

What is the tempo of the song? A tempo is how fast or slow the beat is. Is the tempo slow, medium, or fast? Try dancing to the music.

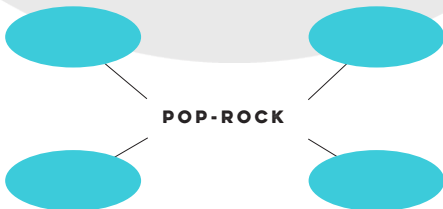
Country Song Title: _____



Choose a Pop-Rock genre song. How does it make you feel? Using the map below can you write the **4 feeling words** when you listen to the song?

What is the tempo of the song? A tempo is how fast or slow the beat is. Is the tempo slow, medium, or fast? Try dancing to the music.

Pop-Rock Song Title: _____



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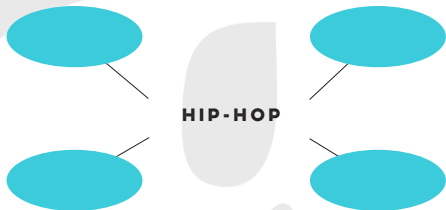
paper
pen
youtube

Vocabulary:

rhyme
lyric
style or genre
tempo

Choose a hip-hop song. How does it make you feel? Using the map below can you write the **4 feeling words** when you listen to the song? What is the tempo of the song? A tempo is how fast or slow the beat is. Is the tempo slow, medium, or fast? Try dancing to the music.

Hip-Hop Song Title: _____



Activity Closing:

- Which genre did you like the best? Sometimes we like different genres of music for our different moods.
- Which one might you like to listen to in the morning?
- What do you listen to when you need to calm down?
- What do you listen to when you get excited and want to celebrate?
- Try to find another genre of music with a family member or friend.

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