



# STARTER UNITS

StARter Units are a P.S. ARTS program that include a 10-week curriculum guide, supplies, and access to online resources for classroom teachers to integrate art into the school day. Each stARter unit provides teachers with step-by-step instructions, key vocabulary, reflection questions, slides, and resources. The units include photographs that demonstrate activities and highlight the artists whose work inspired the lessons.

StARter units include:

- ✿ Ten grade-banded (K-2 and 3-5th) 50 minute sequential lesson plans
- ✿ All lessons are in alignment with CA Visual and Performing Arts Standards (VAPA)  
\*For Dance, a downloadable music playlist is included

The stARter units provide the framework to help students:

- ✿ Consider how individuals and cultures are represented in art and the media.
- ✿ Experience storytelling through art.
- ✿ Recognize the role of artists and creatives in identifying, raising awareness of, and addressing social issues.



In 2023-2024, P.S. ARTS is offering 3 stARter Units:

## VISUAL ARTS

Lessons focus on scaffolded art skills and concepts using a variety of artistic mediums and highlighting artists for inspiration (specifically BIPOC, women, and local artists.) Two different stARter units are available in Visual Arts:

**2022-23** is designed around the theme **Community Garden: Yours, Mine, Ours.**

**2023-24** is designed around the theme **A Year of Play.**

## DANCE

Lessons include a breakdown of movement, demonstrations, vocabulary, music and choreography. Dance lessons include: Intro to Dance, Hip Hop, West African, Stepping, Salsa, improvisation, and performance.

## THEATER

Lessons include an introduction of the tools of the actor, focusing on body, voice and imagination. Movement, tableau, character development and improvisation are included in both grade banded units and have been differentiated for each.

### ✿ **Community Garden: Yours, Mine, Ours**

The globally rich and enduring history of the theme **Community Garden: Yours, Mine, and Ours** is a powerful tool for exploring a range of human experiences, conditions, and the interconnected survival of people, flora and fauna through art. Sub-themes include **Gardens for Sustenance, Gardens for Justice, and Gardens for Healing.**

### ✿ **A Year of Play**

**A Year of Play** highlights how play can be a way to heal, to grow, to define identity and to connect with our fellow humans - all the things needed to foster an environment where we have the freedom to imagine and the power to create. Through play, young artists can discover new possibilities, develop their voice, and engage with the joy and wonder of the artistic process.



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# STARTER UNIT

P.S. ARTS

## THEATER

Grades  
k - 2

EL PINO

EL CAZO

www.psarts.org

### SOCIAL EMOTIONAL LEARNING

#### CASEL COMPETENCIES

**SELF-AWARENESS:**

- Integrating personal and social identities.
- Linking feelings, values, and thoughts.

**SOCIAL-AWARENESS:**

- Demonstrating empathy and compassion.
- Identifying diverse social norms

#### RESOURCE VIDEOS

*Running Through the Woods*  
<https://www.youtube.com/watch?v=wYyf-IJ-900>

*Character Voices*  
<https://www.youtube.com/watch?v=reP169M4SW0>

*Playing Loteria - English read aloud*  
<https://www.youtube.com/watch?v=HaOzOZQg24c>

*Playing Loteria - Spanish read aloud*  
<https://www.youtube.com/watch?v=4fUluwAgSnQ>

#### EDUCATOR TIPS (Regarding the read aloud versions)

- Consider using both versions if sharing the videos with the students.
- Or, alternate you reading one page in one language and playing the video of the reader reading the same page in the other language.

### LESSON 3

#### PATTERN: PAINTED PAPER!

MOVEABLE COLLAGE INSPIRED BY BISA BUTLER and SAPI CABEL

**MATERIALS**

- 5x12 50# Paper (1 per student)
- Tempera paints
- Brushes
- Water cups
- Paper towels (optional)

**LESSON SUMMARY**

Students will learn about pattern and color. They will look at BISA BUTLER's work as inspiration. Students will work together to create painted paper by mixing colors and painting patterns.

**KEY VOCABULARY**

- Pattern
- Color
- Tempera Paint
- Paintbrush
- Ferrule

K: Primary Colors - Red, Yellow, Blue  
 1st: Secondary Colors - Orange, Green, Purple/Violet  
 2nd: Warm Colors - Red, Yellow, Orange  
 2nd: COOL COLORS - Blue, Green, Purple/Violet

**INSTRUCTIONAL SEQUENCE**

**INTRO**

- Welcome students to class with whichever routine you choose.

- Ask: "What is a PATTERN?" Start drawing a pattern on the board using shapes, lines, or colors (e.g. square, circle, triangle, square, circle, triangle, etc.) and ask students how to continue the pattern. Next, ask students to suggest a new pattern. Ask another student to continue the pattern one student started. Ask: "Can a pattern be made of shapes? Colors? Lines? All of these?" Let students know that they'll be painting patterns today.

STARTER UNIT Visual Arts 1-12



### LESSON 1

#### WELCOME TO THEATER CLASS

**LESSON CONTENT SUMMARY**

In this lesson, students will learn what to expect in theater class in the coming weeks. They will become familiar with the P.S. ARTS program theme. They will co-create classroom agreements and norms, review the tools of the actor and form an ensemble.

**KEY VOCABULARY**

- Ensemble
- Gesture
- Neutral
- Pantomime
- Projection
- Articulation

2. Pass out drawings from the previous lesson and markers and ask students to color over their pencil lines, leaving white space in between.
3. Demonstrate coloring between the lines with oil pastels or crayons. Point out PRIMARY and SECONDARY colors. Show what happens when you color on top of another color. Ask: DO THE COLORS BLEND? DO THEY MAKE A NEW COLOR? Demonstrate different pressure and coverage. Ask: IF I WANT TO COVER ALL THE WHITE PAPER, SHOULD I PRESS HARD OR GENTLY? Model resilience if an oil pastel breaks. Pick up the broken piece and continue using it.
4. Pass out coloring tools and encourage students to try the different tools on a scrap piece of paper or in a sketchbook. Allow time for students to add color and practice drawing techniques.

**DIFFERENTIATED INSTRUCTION**

- Provide adaptive tools if needed and encourage students to experiment with the tools. This is a chance to practice and play with art materials while also creating something. Challenge students to carefully consider their colors to make the experience of "walking" the drawing playful for them.

**CLASSROOM TEACHER TAKE-AWAY PROMPT**

- Incorporate finger labyrinths into a calm corner or keep in student folders (or even as folder covers) for students to explore with their hands as needed. Create a larger scale collaborative maze or labyrinth on bulletin board paper or outside with chalk.

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P.S. ARTS

## VISUAL ARTS

Grades  
K - 2

www.psarts.org

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To learn more about stARter units, visit [psarts.org](http://psarts.org) or email [info@psarts.org](mailto:info@psarts.org).

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# STARTER UNIT

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## THEATER

Grades  
3rd - 5th