



ROSE ROCK SCHOOL

Learning Newsletter

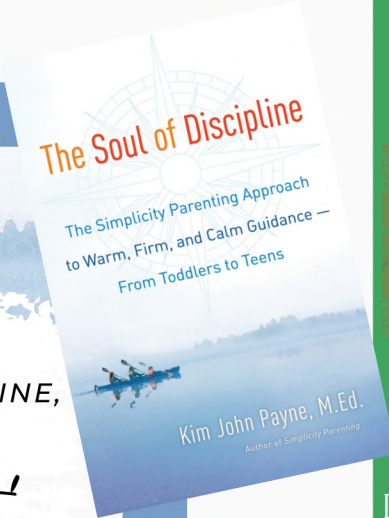


STUDY OF THE SOUL OF DISCIPLINE,
PARTS 3-5

Parents NIGHT

Friday, February 10, 2023
5:45-7:45 PM

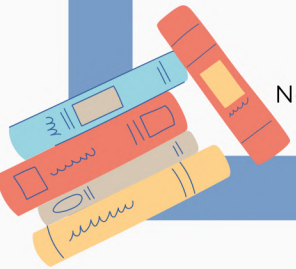
Oklahoma/Redbud Room
Norman Central Public Library



Calendar of Events

School Closed
Winter Break

DECEMBER 19TH-JANUARY 3RD



Happy Birthday

December 7- Jared Coady

December 15- Shanah Ahmadi



Desiree Varasteh - First and Second Grade

The Counting Court

As of late, the first and second grade have been living even deeper into the four mathematical process characters by way of pedagogical theatre. They will be putting on a small play for their parents before winter break entitled, “The Counting Court.”

What do I mean by “pedagogical theatre”? Similar to so many other subjects and activities which are brought to the children, this theatrical experience is not in preparation for them to pursue acting later in life (though some may choose to do so!) but rather to allow them to live into a very human experience. I have often alluded to children being the masters of improvisation because of their innate ability to live imaginatively and act out what they can truly see so strongly in their hearts. If you’re lucky, they’ll even include you in the imagination and “assign” your role, and you simply need to follow the number one rule of improv (and perhaps childhood too!) -- don’t negate it. “I’m the fire dragon and you’re the ice dragon,” might be said to you; well, get your snowballs ready and harness your power to lay thick blankets of snow at just one snort, or to cover all objects with sharp icicles with one flap of your wing! Recognizing this common developmental tendency (some might call gift!) that children possess, we teachers are able to tap into what is already alive in them and take it further with a variety of life skills which brings them closer to the full range of human experiences. In first and second grade for example, the students still demonstrate the remnants of imitation from their earlier childhood years, therefore, we present the entire play through verse. The whole class learns all of the words and through this experience, the children gain a plethora of academic and artistic goals such as clear articulation, expressively and confidently portraying characters, combining song and speech into a single performance, helping to create costume and/or set designs, understanding underlying or explicit story conventions, deepening a particular curricular theme by way of the very characters that they are embodying, and more. But beyond the potentially tangible goals, the teachers

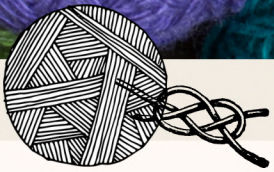
place emphasis on the inter and intrapersonal benefits that accompany the experience of participating in a play, such as collaboration, active listening, taking turns, receiving (and even giving) constructive criticism, negotiating, self-confidence, courage, effectively handling stress, adaptability, exploring and/or making sense of life's moral riddles.

In the first and second grade, as the children are still united with their class and experiencing being “one of many,” they are often too young or developmentally unprepared to have individual roles or lines and therefore can still experience the wholeness of their class in reciting their lines chorally with the whole group, and perhaps step forward to signify their differentiated character. As the children grow older and different capacities open up, so do the opportunities and challenges within their class play. They will later be responsible for learning and delivering their own lines independently, while still being relied upon to be ultimate team players in putting on “a show” that everyone is proud of. Contrary to what many may expect a play's goals to be, as in entertaining an audience, the pedagogical theatre's goals are for the players to be *witnessed* by an audience, but the performance is actually to **nourish the children putting it on**. To this end, we rarely utilize excessive or elaborate costuming, but similar to the dolls found in Rose Rock's early childhood classrooms, employ simple and minimalistic fabrics so that the children may place their imaginations *upon* them. Likewise, as the children mature, the teachers see what kinds of roles would best *meet* the children. Perhaps a boisterous child could receive a role that allows her to be aggressive and loud which further allows this child to experience more fully her own behavioral tendencies in a homeopathic way. Conversely, a child that consistently appears to be rule-following and obedient could benefit from the role of a mischievous, naughty character, assisting to balance him to experience the full breadth and wonder of what it truly means to be human.



Tasha England

3rd and 4th Grade Handwork



*A head I have for thinking deeply,
listening, learning, and looking with care.
These hands I have for work and creating,
with fingers skillful to make and repair.
In my heart I carry the sun,
shining with love for everyone.*

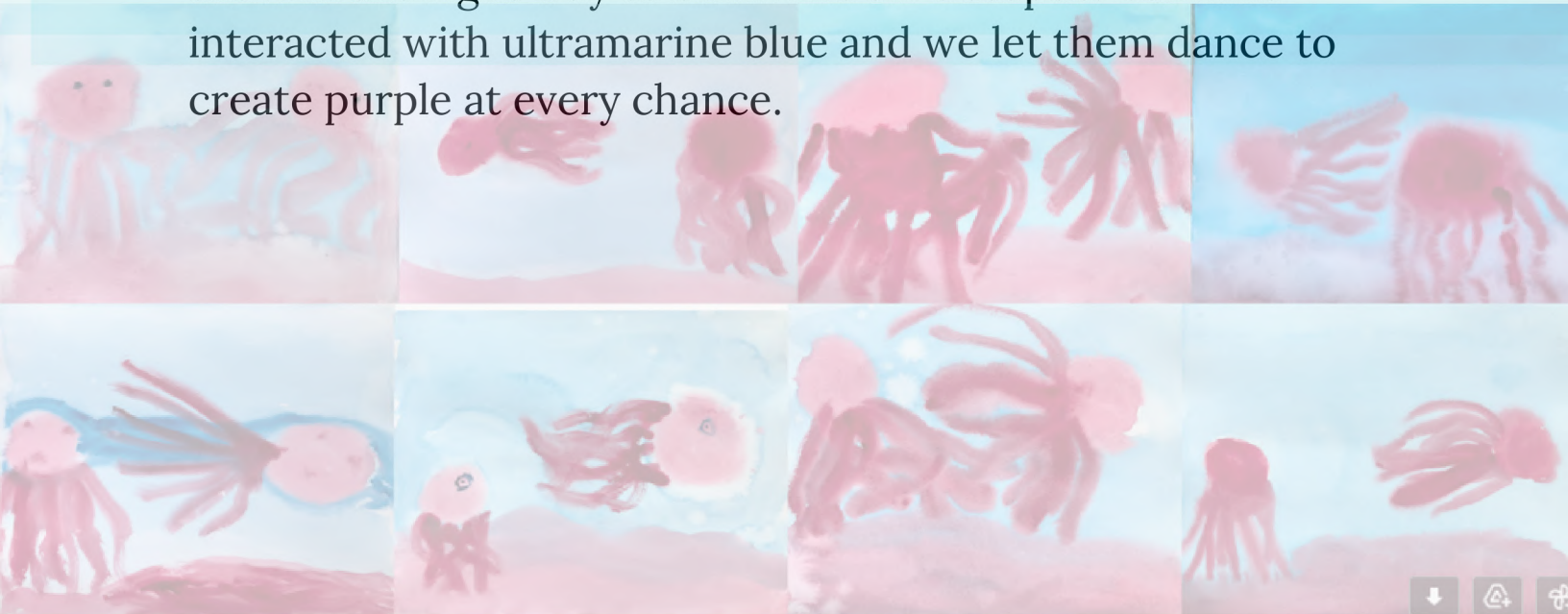
This is the verse we recite to close our handwork class every Monday and Wednesday, after we have fostered these capacities during our time together. The handwork projects the students take up are designed to engage their whole being, as the verse suggests. For their final embroidery project, the students each sketched out their own symmetrical form on paper, chose three colors in the same color family, and using chain stitch (the most difficult of the basic stitches!), stitched their design onto a piece of felt (three times! - one for each color of thread). They then stitched the felt onto their canvas handwork bags (using a stitch of their choice - which was often running stitch, the easiest of the basic stitches - ha! - it's all about balance...).

In this one project we have: thinking deeply about a design and bringing it to life, looking with care at work in progress, making sure to keep the stitches lined appropriately and following the design, listening to instructions, repairing mistakes - and let's not forget the last two lines: We shine the love of our inner light on each other by providing encouragement, support, and compliments. This was especially important last week as we began crocheting with a hook. All of the children are skilled masters at finger crochet, but many of them experienced frustration when a small bamboo hook was introduced to take the job of their fingers. The effect is the same, but the hook requires more finger and wrist dexterity. I am proud of how patient the students are being with themselves and of their willingness to help and encourage each other. After they all get the hang of making a chain of yarn with the hook, we will move on to the single crochet stitch and their first project will be a book-sized satchel.

Nadia Ellis-Therapeutic Painting

For the Grades

First and second graders, while celebrating the Martinmas festival, showed how bright their lights shine as they warm our hearts. The class demonstrated this by painting lanterns in honor of the festival. Blue hues gave protection to the lights as they are brought safely through the darker winter. After meeting the lively and warm vermillion red and the cooler more noble carmine red in October's painting classes, we let both reds meet with yellow. First carmine was brought in the middle of a happy yellow and gradated out, above and below. In the next piece the class painted they needed to bring in a vermillion red sunset (aka monet's impression sunset) and let the reflection in the water become gradually wider and less pronounced. They were free to go further and bring in a scenery with blue afterwards. The next painting was based on a story; the obnoxious Octopus by Susan Perrow. The Octopus' tentacles were always in the way until he learned to use them in the right way to swim like an Octopus. Carmine interacted with ultramarine blue and we let them dance to create purple at every chance.



Nadia Ellis-Therapeutic Painting

For the Grades

Martinmas lantern



Sunset aka Monet's Impression sunset



Story painting; the obnoxious Octopus

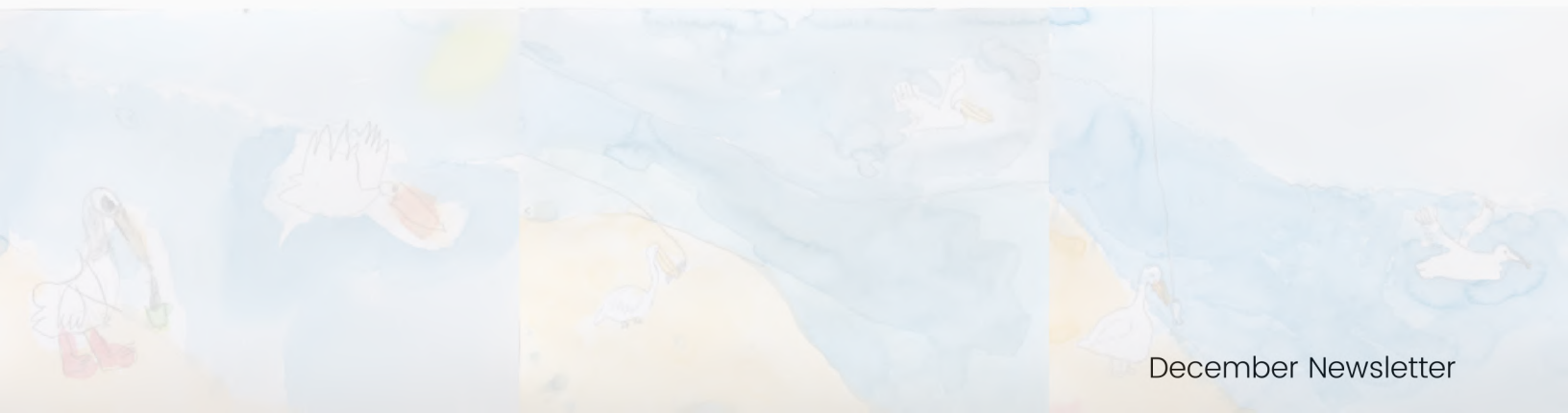


Nadia Ellis-Therapeutic Painting

For the Grades



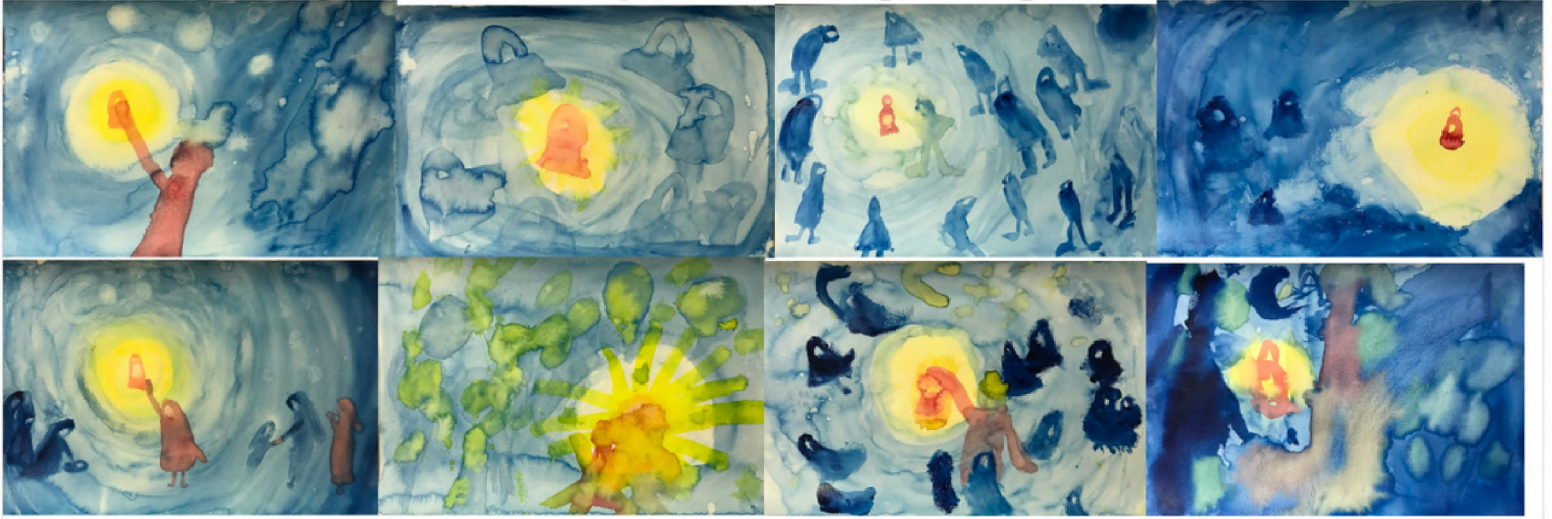
Third and fourth graders made a story painting for Martinmas based on the Lantern Prince (featured in Sparkle Stories). The students broaden their horizons via dynamic drawing/painting by trying to paint chickens from the sounds they make. The purpose of this is to let the inside (what has led to this form) be experienced by letting the spirit of creation shine through. The book 'Niko draws a feeling' introduced the concept of drawing the feeling of everything. They made chicken sounds and filled their paper with interlocking cackling movements, from which a chicken was born, in a pose peculiar to the animal. The results are not as important as the goal is mainly focused on the joy of experiencing and discovering. Last they made the cover for a sketchbook they will use in class for their understanding of color. The cover was based on the story; Pesky pelican by Susan Perrow.



Nadia Ellis-Therapeutic Painting

For the Grades

Martinmas painting based on the story of the lantern prince (sparkle stories)



Dynamic mixed media painting; cackling chickens



Cover sketchbook based on the story; Pesky pelican by Susan Perrow





Ashley Thomas

Grades Aftercare Program



In Rose Rock School's grades aftercare program I strive to support our grades teachers by developing an aftercare program which further enlivens within the students what they are learning in their other classes.

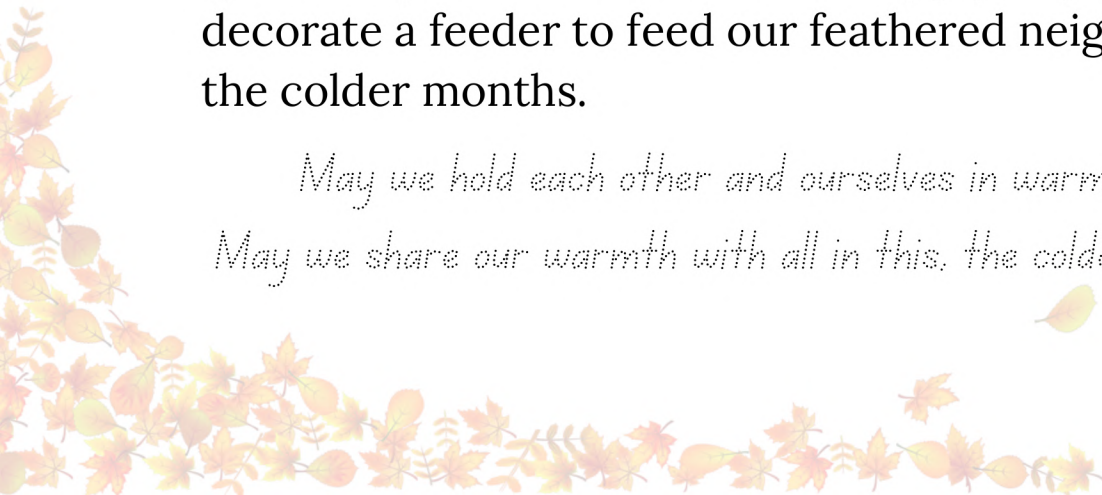
Recently, I began one on one work with the third and fourth graders as they practice violin during aftercare. This allows each child time for individual focused guidance from me which in turn supports the beautiful, musical work they accomplish with our wonderful violin teacher, Elaine Bastos. Ms. Bastos and I are collaborating so that each child receives the guidance best suited to their needs.

For our first winter project the aftercare class is making milk carton bird feeders. We began this project by taking a nature walk around the Rose Rock campus and collecting beautiful autumn foliage with which to decorate our creations. This allowed the children to deepen an appreciation for the diversity and beauty which thrives at Rose Rock. While working on this project the children are quite lively and enthusiastic as they joyfully craft and decorate a feeder to feed our feathered neighbors during the colder months.



May we hold each other and ourselves in warmth and love.

May we share our warmth with all in this, the coldest time of year.







EVENTS



Sounds of the Season

December 10, 2022

7:30pm

First Church OKC

Free Admission

okchambersymphony.com

Complimentary
Hot Chocolate
Bar and
Silent Auction
at 7:00pm

FIRST CHURCH OKC
131 NORTHWEST 4TH STREET OKLAHOMA CITY, OK, 73102

