



Preview – Information



**Thank you for your interest in this bundle.
Within this preview, you will see:**

- ✓ **A selection of worksheets included in each workbook. Keep scrolling to find the next resource included in the bundle.**

When you make a purchase, you will receive a folder with the .pdf workbook files inside.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Workbook Preview



Ontario – Arts Curriculum

Grade 6 – Drama

	Learning Experiences	Pages
B1.1	engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places	5-12, 15-18, 21-28
B1.2	demonstrate an understanding of the element of role by selectively using other elements to build belief in a	31-33, 35-37, 60-66
B1.	<p>Preview of 14 activities from this unit that contains 18 activities in total.</p>	
B1.		
B2.		
B2.2	identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness	13-14, 29, 38, 49, 53, 66, 82
B2.3	identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	19, 61, 66, 82
B3.1	demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places	84-88, 90-94
B3.2	identify and describe key contributions drama and theatre make to the community	96-100, 102-104

Activity: Dramatic Voices for Human Rights

Objective What are we learning more about?

To explore performing scripts that highlight human rights issues, emphasizing vocal expression and character empathy. This activity aims to explore various perspectives and cultural contexts, focusing on using tone and pace to effectively communicate the drama's central themes.

Materials What do we need for our activity?

- ✓ Pre-selected scripts on various human rights issues
- ✓ Paper and pens/pencils for notes
- ✓ Simple costumes or props for role-play
- ✓ Audio recorder (optional)
- ✓ Timer or stopwatch



Instructions How do we complete the activity?

- 1) **Introduction:** Introduce the concept of human rights to the class and briefly introduce the scripts and the human rights issues they address. Also explain the importance of vocal expression and empathy in performing the activity.
- 2) **Script Assignment:** Divide the students into small groups and assign each group a script or let groups pick a script of their choice (or assign them the titles of the scripts).
- 3) **Rehearsal:** Allow groups to read through their scripts and discuss their characters as well as the issues presented. Encourage them to use their vocal tone and pace as they rehearse and provide feedback. Optional: have students add to their lines as they see fit).
- 4) **Performance:** Have each group perform their scripts for the class.
- 5) **Reflection:** Have each student write a brief reflection following the performances, discussing their own/other groups' performance and the emotional effect the stories had on them.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Vocal Expression	Use clear and expressive voice tones to convey the emotions and intentions of their character.
Characterization	Show understanding and connection to their character's feelings and experiences.
Use of Tone and Pacing	Adjust the speed and pitch of their speech to match the drama's theme and mood.
Respect for Diversity and Perspective	Accurately and respectfully represent the viewpoints and experiences of all characters.
Collaboration and Teamwork	Work effectively with their group to ensure a cohesive performance.

Planning

Answer the questions below

1) What is the main human right issue highlighted in your script?

2) What emotions do your characters feel?

3) How can you use your voice to show your character's emotions?

4) How will you work with your group to make sure everyone's performance fits together?

Script Title: A Voice for Education**Human Rights Issue:** Right to Education**Characters & Setting:**

Teacher: "She deserves a chance to learn. It's heartbreaking to see her potential wasted. We need to find a way to get her into school. It's not just about her future; it's about the future of our community."

Student: "I want to go to school and become a doctor. I want to help people and make a difference. Please, please, please. I promise I'll work hard and make everyone proud."

Teacher: "Your determination is inspiring. I'll speak with the principal about how we can help. We can't let this team fail. You have so much to offer."

Parent: "We can't afford to send her to school, but we want the best for her. It hurts to see her yearning for education but not being able to do anything."

Principal: "We need more resources to support all students. I'll talk to the authorities. This is a cause worth fighting for. We won't give up."

Government Official: "Education is a right, but we need more funds. I'll see what can be done. Every child deserves this opportunity. We must find a way to ensure it."

Parent: "Any support we can get would mean the world. We are willing to do whatever it takes to give her a brighter future."

Student: "I'll work hard and make everyone proud. Just give me a chance to prove myself. I won't let you down."

Teacher: "Let's not give up. Together, we'll find a way. We owe it to her and her family for their future, no matter how difficult it seems."

Principal: "I'll push for additional funding and support from the district. We need to make this happen. Our students deserve the best."

Government Official: "I'll consider reallocating resources to ensure every child gets an education. This is a promise we must keep."

Script Title: Clean Water for All

Human Rights Issue: Right to Clean Water

Characters & Synopsis:

Community Leader: "Everyone deserves access to clean water. It's a basic right. We cannot live without it. Our lives depend on it."

Villager 1: "Our children are getting sick from the dirty water. We need help. This is an emergency. We cannot wait any longer."

Engineer: "We can build a new water system, but it will require funding and community effort. We must all work together to succeed."

Villager 2: "We're ready to do whatever it takes to ensure our families have clean water. This is our top priority."

Government Official: "The government will provide support for the project. Let's work together to make this happen. We are committed to this cause."

Community Leader: "Thank you. This is a crucial step towards a healthier future for our village. We are grateful for your support."

Engineer: "I'll start planning the new water system immediately. We need to act fast and efficiently."

Villager 1: "This will change our lives. Thank you for stepping up and taking action. We are hopeful for the future."

Villager 2: "Clean water will mean fewer illnesses and a better life for our children. This is a dream come true for us."

Government Official: "We'll allocate the necessary resources and ensure the project is completed swiftly. This is our commitment to you."

Community Leader: "Together, we can achieve anything. Let's make clean water a reality for everyone. We will succeed together."

Script Title: Colours of Peace**Human Rights Issue:** Racial Equality**Characters & Setting:****Student:** "I've been treated differently because of my skin colour? It's not fair. I want to understand why." **Teacher:** "Let's explore this together."**Friend:** "I'll stand by you. Together, we'll make a difference. You are not alone in this fight for equality."**Student:** "Thank you for your support. It means everything to me. I feel stronger knowing I'm not alone in this."**Teacher:** "Our classroom is a place of equality and respect for all. Discrimination has no place here."**Parent:** "It's painful to see my child face discrimination. We must fight for change. We need to act now to make a difference."**Community Leader:** "We must educate and unite our community to overcome prejudice. It's our responsibility to lead by example."**Teacher:** "Education is the first step towards understanding and acceptance. We must teach our children better and lead by example."**Friend:** "We can organize activities that promote equality and unity. Let's make a plan and take action."**Student:** "I'm ready to be a part of that. We need to spread the message of equality and unity. It's time for change."**Parent:** "Let's work together to create a better environment for all. Everyone deserves it and we must provide it."**Community Leader:** "With unity and education, we can make lasting change. Let's commit to this cause wholeheartedly."**Teacher:** "I'll implement lessons that celebrate diversity and inclusion in our curriculum. This is our promise to the future."

Script Title: Breaking the Silence**Human Rights Issue:** Freedom of Speech**Characters & Roles:****Activist:** "Stand up against injustice. Our voices matter. We can't stay silent any longer. We need to be heard." "We need to be heard. We need to be heard. We need to be heard." "We need to be heard. We need to be heard. We need to be heard."**Journalist:** "I'll write about your struggle. The world needs to know. It's our duty to spread the truth and expose the lies."**Activist:** "Together we can make a difference. We can't stay silent. The truth must be heard, and we must stand strong."**Government Official:** "You must think with your words. There are consequences. Think about the risks before you speak."**Journalist:** "The truth must be told, regardless of the risks. People deserve to know what is happening. We can't let fear silence us."**Student:** "We want to learn the truth. Are we being censored? We have the right to know and understand."**Teacher:** "Encourage questions and critical thinking. That's how we grow. Silence stifles progress and understanding."**Government Official:** "Freedom of speech is important, but so is order. We need to find a balance that protects everyone."**Activist:** "Without freedom, there is no true stability. We must keep fighting for our rights. It's the only way forward."**Student:** "We're with you. We deserve to know the truth. We will support your cause."**Teacher:** "Let's work together to ensure our voices are heard. Education is key to understanding and progress."**Government Official:** "There must be a balance between freedom and order. Let's find common ground and work together."

Script Title: Home for All**Human Rights Issue:** Refugee Rights**Characters & Roles:****Refugee Child:** "This is my home, but I want to make new friends here. It's hard to adjust. I know I must want to feel like I belong."**Sibling:** "It's hard, but we can help each other. We'll get through this together. We have to stay strong and support each other no matter what."**Refugee Child:** "I know, so. It's so different here. I'm trying my best to fit in, but sometimes it feels like I'm not anywhere."**Host Family Parent:** "Our doors are open to you. Let's make you feel welcome. You are part of our family now, and we are here for you."**School Friend:** "I'll show you around here. We'll make sure you feel at home and help you adjust."**Host Family Parent:** "Let's start with some fun activities. You'll feel at home in no time. This is your new beginning, and we are here for you."**Immigration Officer:** "Welcome to your new home. We will help you adjust. You are not alone, and we will support you every step of the way."**Sibling:** "Thank you. Knowing we have support makes it so much easier. We are grateful for your kindness."**Refugee Child:** "I want to learn and make the most of this opportunity. I want to succeed here and make my family proud."**School Friend:** "We'll be here for you every step of the way. You're not alone in this journey. We are all in this together."**Immigration Officer:** "Don't hesitate to reach out if you need anything. We are here to assist you and ensure your success. Your well-being is our priority."

Script Title: Equal Play**Human Rights Issue:** Gender Equality in Sports**Characters & Roles:****Coach:** "You are the best players. Gender shouldn't matter on the field. Your talent deserves recognition, and it's time we made that clear to everyone."**Female Athlete:** "I train as hard as anyone. I deserve a chance to compete. It's disheartening to be held back just because I'm a girl."**Coach:** "I'll talk to the officials. Your talent needs to be recognized. We can't let biases hold you back. You have the potential to inspire others."**Male Athlete:** "She's really good. We should all get equal chances. Her skills are undeniable, and we need to support her."**Female Athlete:** "Thanks for saying that. It means a lot to have allies. I just want a fair shot, like everyone else."**Parent:** "My daughter has the right to play like anyone else. Let's support her and make a stand for equality. This is about justice and fairness."**Sports Official:** "We need to ensure fair play and equal opportunities for all athletes. This is essential for true sportsmanship and integrity in sports."**Coach:** "The rules need to change. Talent and hard work should be the only criteria. Gender should not be a barrier to success."**Female Athlete:** "I'm ready to show everyone what I can do. Thank you for believing in me. I won't let you down."**Sports Official:** "We will review our policies to promote fairness. This is a step towards a better future for all athletes."**Male Athlete:** "Equality in sports benefits everyone. It's time we all support this change and move forward together. United, we are stronger."**Parent:** "I'll also talk to other parents to gather more support for this cause. Our children deserve better, and we must fight for them."

Reflection

Answer the questions below.

1) Describe the feelings of your character about the issue they were facing.

2) Which character do you relate to the most and why?

3) Was using different tones and paces in your voice helpful for a good performance? Explain your answer.

4) What do you think is the most important message of your story?

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Vocal Expression	Voice is unclear and lacks expression	Voice is somewhat clear and expressive	Voice is mostly clear and expressive	Voice is clear and very expressive
Character Empathy	Does not show understanding of character's feelings	Shows some understanding of character's feelings	Shows good understanding of character's feelings	Shows excellent understanding of character's feelings
Use of Tone and Pace	Tone and pace are not varied	Tone and pace are sometimes varied	Tone and pace are often varied	Tone and pace are consistently varied
Respect for Different Perspectives	Misrepresents character's perspective	Represents character's perspective accurately	Often represents character's perspective accurately	Consistently represents character's perspective accurately
Collaboration and Teamwork	Does not work well with group	Sometimes works well with group	Often works well with group	Consistently works well with group

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: History in Action: Live the Past!

Objective

What are we learning more about?

Students will learn about significant historical events by role-playing different historical figures from diverse perspectives, and maintaining historical accuracy and character.

Materials

What do we need for our activity?

- ✓ Detailed background information of historical figures
- ✓ Simple props and costumes (e.g., scarves, signs)
- ✓ Paper and pens, for writing scripts
- ✓ Printed scripts or summaries of historical events



Instructions

How do we complete the activity?

- 1) **Preparation:** Divide the class into groups. Assign each group a different historical event and provide background information on each historical figure involved. Encourage groups, if at all possible, to do further background research on the historical figure and the event they are studying.
- 2) **Costume and Prop Creation:** Based on their understanding of their historical figures and the events, students will create basic costumes and props using simple materials. Encourage creativity while keeping it simple (e.g., a scarf for a soldier, a hat for a politician).
- 3) **Scene Preparation:** Groups read through the printed scripts or summaries and plan how to act out their assigned event. They decide on blocking (where to stand and move), dialogue, and any additional props or sets they might need.
- 4) **Rehearsal:** Groups rehearse their scenes, focusing on maintaining historical accuracy and character depth. The teacher provides feedback on their performances.
- 5) **Performance:** Each group performs their scene in front of the class. Encourage students to stay in character and emphasize the importance of the event they are portraying.
- 6) **Reflection:** After all performances, students complete the reflection questions to solidify their learning.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Historical Accuracy	Ensure the portrayal of characters and events is based on accurate facts and research.
Character Development	Develop a deep understanding of your character's traits and motivations and reflect them in your performance.
Engagement and Expression	Participate actively with clear speech, expressive body language, and enthusiasm.
Collaboration	Work effectively with your group to plan, rehearse, and refine the scene.
Use of Props and Costumes	Incorporate simple props and costumes to enhance the portrayal of your character and setting.

Planning

Answer the questions below

1) What are your character's main traits and motivations?

2) How do you think your character felt during this event?

3) What are some key lines or actions you need to emphasize?

4) What simple props or costumes can you use to help portray your character?

Cards

Read these background cards to learn more about your historical figure.

Historical Figure	Background
King John	King John (1166-1216) was the King of England from 1199 to his death. He is often remembered for his conflicts with the barons and his eventual agreement to the Magna Carta in 1215, which limited his power and laid the foundation for constitutional governance.
Samuel Adams	Samuel Adams (1722-1803) was a Founding Father of the United States and a key figure in the American Revolution. He organized the Boston Tea Party in 1773, which protested the Tea Act.
Abraham Lincoln	Abraham Lincoln (1809-1865) was the 16th President of the United States, best known for leading the country during the Civil War and signing the Emancipation Proclamation, which began the process of freeing the Confederate states.
Alexander Graham Bell	Alexander Graham Bell (1847-1922) was an inventor, scientist, and teacher of the deaf. He is best known for inventing the telephone in 1876, which revolutionized communication.

Cards

Read these background cards to learn more about your historical figure.

Historical Figure	Background
Emmeline Pankhurst	Emmeline Pankhurst (1858-1928) was a British political activist and leader of the suffragette movement, which fought for women's right to vote in the early 20th century.
Captain John Smith	Captain John Smith (1580-1631) was an English explorer, soldier, and author. He played a crucial role in the establishment of the Jamestown colony, the first permanent English settlement in America. Smith's leadership and interactions with the Powhatan Nation were vital for the colony's survival.
Woodrow Wilson	Woodrow Wilson (1856-1919) was the 28th President of the United States. He played a significant role in the negotiation of the Treaty of Versailles, aiming to establish a lasting peace after World War I through his Fourteen Points.
Dr. Christiaan Barnard	Dr. Christiaan Barnard (1922-2002) was a South African cardiac surgeon who performed the world's first successful human-to-human heart transplant on December 3, 1967. The surgery took place at Groote Schuur Hospital in Cape Town, South Africa. Barnard's groundbreaking operation paved the way for advancements in cardiac surgery and organ transplantation.

Events

Carefully read these historical events and act out the scripts

Scene Title	Characters	
The Signing of the Magna Carta (1215)	<ul style="list-style-type: none"> • King John • Baron 1 • Baron 2 • Scribe 	<p>Summary: The scene takes place in a meadow at Runnymede. King John is reluctantly meeting with the barons, who are demanding that he sign the Magna Carta to limit his power.</p> <p>Script: 1. Baron 1: "King John, we demand that you sign this document to protect our rights!" 2. King John: "I am the king! Why should I agree to your demands?" 3. Archbishop: "Your Majesty, the kingdom is at risk of rebellion. This is for the peace of the kingdom." 4. Baron 2: "If you refuse, we will not sign." 5. Scribe: "Please, your Majesty, sign here." (King John signs the Magna Carta)</p>
The Boston Tea Party (1773)	<ul style="list-style-type: none"> • Samuel Adams • Patriot 1 • Patriot 2 • British Official • Ship Captain 	<p>Summary: The scene is set on a dock in Boston Harbor. Samuel Adams and Patriots are protesting against British tea dumping tea into the harbor.</p> <p>Script: 1. Samuel Adams: "We tell Great Britain that we will not stand for this unfair tax!" 2. Patriot 1: "Let's disguise ourselves as Native Americans to avoid getting caught." 3. Patriot 2: "Follow me!" 4. British Official: "Stop! What do you think you are doing?" 5. Ship Captain: "This is an outrage! You cannot destroy this tea!" (Patriots dump the tea into the harbor)</p>

Events

Carefully read these historical events and act out the scripts

Scene Title	Characters	
The Signing of the Emancipation Proclamation (1863)	<ul style="list-style-type: none"> • Frederick Douglass • Union Soldier 1 • Union Soldier 2 • Freed Slave 	<p>Summary: The scene takes place in the White House as Abraham Lincoln prepares to sign the Emancipation Proclamation.</p> <p>Script: 1. Lincoln: "This proclamation will free the slaves in the Confederacy and change the course of the war." 2. Douglass: "Your decision is a bold step towards equality and justice." 3. Union Soldier 1: "This will give us a moral advantage in the war." 4. Union Soldier 2: "And it will encourage more men to join the fight for freedom." 5. Freed Slave: "Thank you, President Lincoln. This means a new beginning for so many." (Lincoln signs the Emancipation Proclamation, marking a significant moment in American history.)</p>
The Invention of the Telephone (1876)	<ul style="list-style-type: none"> • Alexander Graham Bell • Assistant • Investor • Reporter • Bystander 	<p>Summary: The scene takes place in Bell's workshop where he makes the first successful telephone call.</p> <p>Script: 1. Bell: "Mr. Watson, come here, I want to see you." 2. Assistant: "I hear you, sir!" 3. Investor: "This invention will change communication forever." 4. Reporter: "Can you demonstrate it for our readers?" 5. Bystander: "Amazing! I can hear him from the other room!" (Bell successfully demonstrates the telephone)</p>

Events

Carefully read these historical events and act out the scripts

Scene Title	Characters	
The Suffragette Movement (1900s)	<ul style="list-style-type: none"> • Emmeline Pankhurst • Suffragette 1 • Suffragette 2 • Policeman • Representative 	<p>Summary: The scene is set in London during a suffragette rally. Emmeline Pankhurst and her followers are demanding the right to vote.</p> <p>Script: 1. Pankhurst: "We demand the right to vote now!" 2. Suffragette 1: "Votes for women!" 3. Suffragette 2: "We will not be silenced!" 4. Policeman: "Disperse, or you will be arrested." 5. Representative: "This is a powerful movement for women's rights." (The suffragettes continue their protest.)</p>
The Founding of Jamestown (1607)	<ul style="list-style-type: none"> • Captain John Smith • Pocahontas • Powhatan Chief • Settler 1 • Settler 2 	<p>Summary: The scene takes place in the early days of the Jamestown settlement in Virginia, where settlers meet with the Powhatan nation.</p> <p>Script: 1. Captain John Smith: "We need to establish a good relationship with the Powhatan tribe to survive." 2. Pocahontas: "I will speak with my father. He must see that we can live together." 3. Powhatan Chief: "Why should we help these newcomers?" 4. Settler 1: "We will come in peace and seek to trade." 5. Settler 2: "We need your help to grow food and build shelters." (The Powhatan Chief agrees to help the settlers, and they begin to trade and work together.)</p>

Events

Carefully read these historical events and act out the scripts

Scene Title	Characters	
The Treaty of Versailles (1919)	<ul style="list-style-type: none"> • Woodrow Wilson • Georges Clemenceau • David Lloyd George • German Delegate • Reporter 	<p>Summary: The scene takes place at the signing of the Treaty of Versailles, which officially ends World War I.</p> <p>Script: 1. Wilson: "This treaty will bring peace and rebuild nations." 2. Clemenceau: "Germany must accept full responsibility and pay reparations." 3. Lloyd George: "We need a balance between punishment and rebuilding Europe." 4. German Delegate: "We sign this treaty in protest, but we hope for a better future." 5. Reporter: "The world watches as the Treaty of Versailles is signed, shaping the post-war world." (The Treaty of Versailles is signed, shaping the post-war world)</p>
The First Successful Heart Transplant (1967)	<ul style="list-style-type: none"> • Dr. Christiaan Barnard • Nurse • Patient • Family Member • Journalist 	<p>Summary: The scene takes place in a South African hospital where Dr. Barnard performs the first successful heart transplant.</p> <p>Script: 1. Dr. Barnard: "We are about to make medical history." 2. Nurse: "Everything is prepped and ready." 3. Patient: "I hope it works." 4. Family Member: "We are praying for you." 5. Journalist: "This could revolutionize surgery." (Dr. Barnard performs the heart transplant successfully)</p>

Reflection

Answer the questions below.

1) Describe what you learned about a historical figure and their role in the event.

2) Explain the main lesson you learned from your performance.

3) How did using costumes and props enhance your performance and understanding?

4) What would you do differently if you were to perform this scene again?

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Historical Accuracy	Information is mostly accurate.	Some facts are accurate, but there are several errors.	Most facts are accurate with minor errors.	All information is accurate and well-researched.
Character Depth	Minimal understanding of character traits and motivations.	Basic understanding but lacks detail.	Good understanding with clear traits and motivations.	Excellent understanding with deep insight into the character.
Engagement and Expression	Minimal participation, little expression.	Some participation, some expression.	Active participation with good expression and enthusiasm.	Highly active, expressive, and enthusiastic performance.
Collaboration	Rarely works with the group, does not contribute.	Works with the group, minimal contribution.	Works well with the group and contributes ideas.	Always works effectively with the group, contributes significantly.
Use of Props and Costumes	No use of props or costumes.	Limited use of props and costumes, minimal effort.	Good use of props and costumes.	Excellent use of props and costumes, very creative and thoughtful.

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: Courtroom Drama

Objective

What are we learning more about?

Students will understand and perform roles in a courtroom setting, using props to explain the relationships between different characters in a courtroom. The activity aims to enhance understanding of the legal system and develop dramatic skills in creating believable scenarios.

Materials

What do we need for our activity?

- ✓ Prop Box filled with various items (e.g., gavel/wooden spoon, briefcase, fake handcuff etc.)
- ✓ Notepads and pens (for judges and lawyers)
- ✓ Table and chairs (for courtroom)
- ✓ Scenario outlines (Optional)



Instructions

How do we complete the activity?

- 1) **Setup the Courtroom:** Arrange the table and chairs to assemble a courtroom setting with specific areas for the judge, lawyers, and accused. Give each group 1 minute to quickly setup the courtroom to their design.
- 2) **Group forming:** Divide the class into small groups, each having 4 students (judge, lawyer, accuser and defendant). They should decide on their role and which prop they will use.
- 3) **Create a Scenario:** Provide simple scenarios or let students come up with their own. Examples could include simple school laws violations such as talking out of classroom window. Encourage them to be creative in using props, facial expressions, or ways of speaking appropriate to their characters.
- 4) **Rehearse:** Allow students some time to rehearse their roles and get familiar with the courtroom procedures.
- 5) **Present:** Share your story with the class. Speak clearly and show how your props help explain the story. Enjoy the moment!

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Speech	Speak loudly and clearly so everyone can hear and understand you.
Effective Props	Use props creatively to make your character and story more believable.
Character Believability	Stay in character throughout the performance, making your role believable.
Engagement with the Audience	Maintain eye contact and interact with the audience to keep them engaged.
Teamwork and Collaboration	Work well with your group, supporting each other during the performance.

Planning

Use the questions below

- 1) What role will you play?
- 2) What props will help make your character more believable?

- 3) How will you use your props to make your act more believable?

- 4) What are the key points of your story?

Story Ideas

List of common school offences for a courthouse drama.

Scenario	Description
Misbehavior	A student is accused of taking another student's lunch from the cafeteria.
Cheating on a Test	A student is accused of copying answers during a math test.
Classroom Fight	A student is accused of starting a physical fight during class.
Vandalism	A student is accused of drawing graffiti on the school's wall.
Bullying	A student is accused of repeatedly teasing and making fun of another student.
Stealing Supplies	A student is accused of taking classroom supplies without permission.
Skippping Class	A student is accused of leaving school grounds during lunch break without permission.
Disrespect to Teacher	A student is accused of talking back or being rude to a teacher in class.
Phone in Class	A student is accused of using their phone during a lesson when phones are not allowed.
Damaging Property	A student is accused of breaking a classmate's project on purpose.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clear Speech	Hard to hear and understand	Sometimes clear, but not always	Mostly clear and understandable	Always clear and easy to understand
Effective Use of Props	Rarely used	Used props occasionally	Used props well most of the time	Used props creatively and effectively
Character Believability	Character not believable	Character somewhat believable	Character mostly believable	Character always very believable
Engagement with Audience	Little or no audience engagement	Fair audience engagement	Good audience engagement	Excellent audience engagement
Teamwork and Collaboration	Poor teamwork and collaboration	Fair teamwork with some issues	Good teamwork and collaboration	Excellent teamwork and collaboration

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: Tableaus of Tension

Objective

What are we learning more about?

Students will create tableaus (frozen scenes) that illustrate moments of high tension, including conflicts or moral dilemmas. The activity emphasizes the use of body language, facial expressions, and posture to convey relationships and the intensity of the situation.

Materials

What do we need for our activity?

- ✓ Open space in the classroom
- ✓ Simple costumes or props
- ✓ Paper and pens/pencils



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain what a tableau is and how actors use their bodies to convey a moment in time. Discuss how body language, facial expressions, and posture can communicate emotions and relationships. Inform the students that they will be creating a series of four/five frozen scenes to depict a scenario.
- 2) **Grouping:** Divide the class into small groups to present a list of high-tension moments for their tableau.
- 3) **Scene Planning:** Each group chooses a high-tension scene to depict. Groups plan their tableaux, adding relevant details, deciding on the setting, and determining how to use their bodies and faces to express the tension in each scene. Ensure they plan four to five distinct moments that transition smoothly from one scene to the next.
- 4) **Rehearsal:** Groups practice their tableaux, focusing on clear and expressive body language and facial expressions. Emphasize holding each pose for about 5 seconds to create a powerful visual impact. Transition smoothly between scenes on the teacher's signal.
- 5) **Presentation:** Each group presents their sequence of tableaux to the class. The teacher will clap to signal the transition between scenes. The class can guess what the scene is about and discuss the emotions and relationships being conveyed after each sequence.
- 6) **Discussion:** Discuss each group's performance, focusing on the high-tension moments and details of the act. Additionally, suggest parts that need improvement and discuss the effectiveness of transitions and expressions.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Depiction of Tension	Ensure the tableau clearly shows a moment of high tension, using dramatic poses and expressions.
Effective Use of Body Language	Use body language to convey emotions and relationships between characters effectively.
Expressive Facial Expressions	Use facial expressions to highlight the emotions and intensity of the situation.
Engagement of All Group Members	Every group member participates and contributes to the tableau, creating a balanced and collaborative effort.
Accuracy of Scene Context	Clearly represent the chosen moments, making the scene understandable and relevant.

Planning

Answer the questions below.

1) What is happening in your historical moment?

2) What is the main message or feeling you want your audience to understand from your tableau?

3) What will you do to ensure your message accurately reaches your audience?

Moments

Use the historical moments below to create your tableau.

Historical Moment	Description	Characters
The Cuban Missile Crisis	In October 1962, the United States discovers Soviet nuclear missiles in Cuba, leading to a tense 13-day standoff that could result in nuclear war. President Kennedy and Soviet Premier Khrushchev must negotiate to avoid conflict. This scenario includes various key events and moments: a spy reports the discovery of missiles to a military general, the US President calls an urgent meeting with his advisors, military officials, tense communications are exchanged between the US and Soviet leaders, leaders meet to seek a peaceful resolution, reporters broadcast the public details of the crisis.	<ul style="list-style-type: none"> • US President • Soviet Premier • Advisor • Military General • Spy • Diplomat • Reporter
The Fall of the Bastille	On July 14, 1789, Parisians storm the Bastille prison, marking a pivotal event in the French Revolution. The event is chaotic, with revolutionaries fighting with the king's soldiers. This scenario includes the leader of the revolution rallying the people, the storming of the Bastille, prisoners freed, the king's soldiers attempting to defend the prison, and the celebration of the revolutionaries as they take control.	<ul style="list-style-type: none"> • Revolutionary Leader • King's Soldier • Prison Guard • Prisoner • Peasant • Noble
The Women's Suffrage Movement	In the early 20th century, women campaigned for the right to vote. They organized protests, faced opposition, and fought for equal rights in a male-dominated society. This scenario includes a women's rights leader planning a protest, supporters joining the movement, politicians debating the issue, a journalist covering the events, and a suffragette facing arrest by a policeman.	<ul style="list-style-type: none"> • Politician • Supporter • Journalist • Policeman • Suffragette

Moments

Use the historical moments below to create your tableau

Historic Moment	Description	Characters
The Invention of the Telephone	In 1876, Alexander Graham Bell and Elisha Gray both work on inventing the telephone. They race to secure patents and file their inventions, leading to a legal rivalry. This scenario includes Bell and Gray, their working assistants, patent officers reviewing applications, and journalists reporting on the breakthrough.	<ul style="list-style-type: none"> Alexander Graham Bell Elisha Gray Assistant Patent Officer Investor Journalist
The Gold Rush in California	In 1849, thousands of people flock to California in search of gold. The competition is fierce, and tensions rise as prospectors stake claims and sometimes come into conflict. This scenario includes prospectors discovering gold, claim jumpers attempting to steal claims, miners working under harsh conditions, shopkeepers selling supplies, lawmen maintaining order, and people affected by the influx of settlers.	<ul style="list-style-type: none"> Prospector Claim Jumper Miner Shopkeeper Lawman Indigenous Person
The Hindenburg Disaster	In 1937, the German airship Hindenburg catches fire while landing in New Jersey. The disaster leads to a frantic rescue effort and an investigation into the cause. This scenario includes the pilot and crew members managing the airship, passengers reacting in panic, reporters covering the event live, firefighters rushing to extinguish the flames, and bystanders witnessing the tragedy.	<ul style="list-style-type: none"> Pilot Crew Member Passenger Reporter Firefighter Bystander

Name: _____

Freeze Frames

Create freeze frames of key moments from the scenes.

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Depiction of Tension	Tension is not clear or compelling.	Some tension is shown but not clear.	Tension is clearly depicted.	Tension is very clear and compelling.
Effective Use of Body Language	Little or no use of body language.	Some use of body language but not effective.	Good use of body language to show emotions.	Excellent use of body language, very expressive.
Expressive Facial Expressions	Few or no facial expressions but use of voice is clear.	Some facial expressions but not clear.	Clear and expressive facial expressions used.	Very clear and highly expressive facial expressions.
Engagement of All Group Members	Few group members participate.	Some group members participate.	Most group members participate.	All group members participate actively.
Accuracy of Scene Context	Scene context is inaccurate or unclear.	Some accurate scene context.	Accurate scene context.	Very accurate and detailed scene context.

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: Scenes of Remembrance

Objective What are we learning more about?

Students will create and perform a skit for Remembrance Day, focusing on themes of peace and conflict resolution. This activity encourages collaboration in scriptwriting and staging, while ensuring historical accuracy and emotional depth.

Materials What do we need for our activity?

- ✓ Paper and pen for scriptwriting
- ✓ Simple costume and prop materials (e.g., hats, scarves)
- ✓ Script template
- ✓ A timer or clock



Instructions How do we complete the activity?

- 1) **Introduction:** Discuss the significance of Remembrance Day and the importance of remembering those who served, focusing on themes of peace and conflict resolution.
- 2) **Preparation:** Divide the class into small groups.
- 3) **Scriptwriting:** Provide groups with script templates to brainstorm and choose a specific event related to Remembrance Day to base their skit on. Encourage groups to have a clear storyline, develop distinct characters and write dialogues that reflect emotions and experiences of the time.
- 4) **Prop and Costume Creation:** Using simple materials, students create basic costumes and props to enhance their skit. Encourage creativity with simple items (e.g., poppies, hats for soldiers, scarves for civilians).
- 5) **Rehearsal:** Allow time for each group to rehearse their skit, focusing on delivering lines with emotion and ensuring historical accuracy.
- 6) **Performance:** Each group performs their skit in front of the class. Encourage respectful listening and positive feedback from the audience.
- 7) **Class Discussion:** After all performances, lead a discussion on the presentations of the groups.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Understand the Theme	The skit clearly shows themes of peace and conflict resolution.
Group Participation	Every group member has a role and contributes to the skit.
Effective Use of Props and Costumes	Props and costumes are used effectively to enhance the performance.
Emotional Expression	Characters show strong emotions appropriate to the scene through their acting.
Clear storyline	The skit has a clear beginning, middle, and end that is easy to follow.

Planning

Answer the questions below.

1) What is Remembrance Day, and why is it important?

2) What simple props or costumes can you use to make your skit more realistic?

3) What emotions do our characters feel, and how can we show them clearly?

Ideas

Scene ideas for Remembrance Day skit.

Title	Opening Scene	Middle Scene	Closing Scene
A Soldier's Letter	A soldier writes a letter to his family at home before leaving for war.	Soldier's family reads the letter, sharing their worries and hopes.	Family receives news of soldier's bravery and talks about peace.
Homecoming	A soldier returns home from war, surprising his family.	Neighbors gather to welcome the soldier back, sharing memories.	The soldier talks about the need for peace and understanding.
A Nurse's Diary	A nurse tends to wounded soldiers, writing in her diary about their experiences.	Soldiers share their experiences and hopes for the future.	The nurse reads her diary, reflecting on the importance of peace.
The Last Battle	Soldiers prepare for what they hope is the final battle.	A soldier is called to the front lines, sharing a story about building a peaceful future.	The battle ends, and soldiers talk about building a peaceful future.
The Peace Treaty	Politicians meet to discuss ending the conflict.	Soldiers and citizens express the impact of the war on their lives.	Politicians sign a peace treaty, and citizens celebrate.
The Peacekeepers	Peacekeepers arrive in a war-torn area to help maintain peace.	They interact with local citizens and hear their stories.	The peacekeepers and locals work together to rebuild the community.

Reflection

What did you learn about script writing?

Explain the experience you had participating in writing the script for your group's skit and the lessons you learned from the whole process.

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Understanding of Themes	Themes of peace or conflict resolution are not shown.	Themes of peace or conflict resolution are somewhat shown.	Themes of peace and conflict resolution are clearly shown.	Themes of peace and conflict resolution are strongly shown.
Group Participation	Some members contributed.	Some members contributed.	All members contributed.	All members contributed equally.
Effective Use of Props	No props or costumes used.	Some props or costumes used.	Props and costumes used well.	Props and costumes enhance the skit.
Emotional Expression	Emotions are not clear.	Emotions are somewhat clear.	Emotions are clear.	Emotions are very clear and powerful.
Clear Storyline	Skit is hard to follow.	Skit is somewhat clear.	Skit is clear.	Skit is very clear and engaging.

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: Gesture Evolution Circle

Objective

What are we learning more about?

To help students understand the continuity and transformation of a character through physical expression by passing a gesture around a circle, each adding their own twist to portray the character's emotion.

Materials

What do we need for our activity?

- ✓ A spacious area where students can stand in a circle is perfect for the activity.



Instructions

How do we complete the activity?

- 1) Introduction:** Begin by discussing how characters evolve in stories and how their physical expressions change over time. Explain that they will explore this evolution through body language and gesture.
- 2) Form Groups:** Divide the class into groups of 5-6 students each. Assign each group a different scenario, such as the first day of school, a surprise birthday party, winning a competition, or losing a favourite toy.
- 3) Circle Formation:** Each group forms a circle. Each student will act out their scenario using only body language and gesture, focusing on the character's emotions.
- 4) Starting the Gesture:** The first student in the circle begins by acting out the initial feeling the character might have in the scenario, such as nervousness on the first day of school. Remind students to focus on their posture, facial expressions, and movements.
- 5) Passing the Gesture:** Each student in turn adds a new emotion while keeping some elements of the previous gesture, gradually evolving the character's emotional state. Encourage students to make smooth transitions and build upon the previous gestures.
- 6) Presentation and Discussion:** After 15 minutes of practice, each group performs their sequence in front of the class. They should first tell the class their scenario and then act it out. After each performance, discuss what was effective and suggest improvements, focusing on the evolution of the character's emotions.

Scenarios

Cut out the scenarios below

First Day in New School

The character feels nervous and excited about meeting new classmates and teachers.

Surprise Birthday Party

The character is surprised and happy when friends throw a birthday party.

Winning a Sports Competition

The character experiences joy and pride after winning an important sports event.

Losing a Favourite Toy

The character feels sad and frustrated after losing their favourite toy.

Helping a Friend in Need

The character feels helpful and supportive while helping a friend through a difficult situation.

Preparing for a School Play

The character feels motivated and determined as they rehearse for a big school play.

Camping Trip Adventure

The character feels adventurous and curious while exploring the woods on a camping trip.

Facing a Bully

The character feels scared but eventually stands up to a bully at school.

Discovering a Hidden Talent

The character feels surprised and excited when they discover they have a hidden talent.

Family Moving to a New City

The character feels a mix of sadness and excitement about moving to a new city and starting over.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Maintain Continuity	Ensure that some elements of the original gesture are preserved to show the character's ongoing journey.
Add Twists	Each added twist should reflect a logical progression in the character's evolution.
Observe and Incorporate	Pay attention to the details of previous gestures to understand and build upon the character's changes.
Express Emotions Clearly	Use facial expressions and body language to clearly convey the character's evolving emotions.
Engage with the Group	Interact and collaborate with classmates, providing feedback and enhancing the shared gesture.

Reflection

Answer the questions.

1) How did your character's feelings change from the beginning to the end?

2) What did you learn about using body language to tell a story?

3) What did you like about watching other groups, and what can you do better next time?

Activity Title: Pantomime Storytelling

Objective What are we learning more about?

To help students understand the effectiveness of visual storytelling by performing a pantomime story using clear and exaggerated movements, ensuring the narrative is understandable without dialogue.

Materials What do we need for our activity?

- ✓ A spacious area for students to perform
- ✓ Simple props (e.g., chairs, baskets, pretend tools)
- ✓ A timer or stopwatch
- ✓ Optional: music to accompany the performance (without lyrics)



Instructions How do we complete this activity?

1. **Introduction:** Discuss with the students the concept of pantomime and how stories can be told using only body movements and facial expressions, without any spoken words.
2. **Divide into Groups:** Divide the class into small groups of 4-6 students each. Provide the groups with simple prompts to perform.
3. **Plan the Pantomime:** Based on their stories, groups will brainstorm and plan their pantomime. They should focus on using clear and exaggerated movements to tell the story. Encourage them to think about how they will show different actions and emotions.
4. **Rehearse:** Let the groups rehearse their pantomimes, emphasizing clarity, exaggeration, and collaboration in their act.
5. **Perform:** Have each group perform their pantomime for the class. Optionally, play background music to enhance the performance.
6. **Discussion:** After each performance, discuss with the class how the story was conveyed and what movements were particularly effective.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Movements	Use clear and easily understandable movements to tell the story.
Expressive Facial Expressions	Use facial expressions big and exaggerated to show emotions.
Consistent Actions	Movements and actions consistent throughout the scene.
Engagement	Character focused and fully engaged in the scene.
Collaboration	Work with group members to create a smooth and cohesive performance.

Planning

Use the questions below

1) What are the key actions or events that will happen in your story?

2) Explain the emotions your character feels in your story. How will you act them out?

3) What will you do to ensure the audience understands your story and dialogue?

Prompts

Use the prompts below to create your pantomime.

A playful scuffle fight among friends, with dramatic throws, dodges, and falls.

A group explores a spooky, haunted house, encountering ghosts and eerie phenomena.

A sports team competes in an important game, showing teamwork, competition, and victory celebration.

The chaotic environment of a busy restaurant, including clumsy waiters, demanding customers, and kitchen mishaps.

Characters perform a series of robotic movements, transforming into robots and interacting with each other.

Characters prepare for and perform a talent show, showcasing various acts and dealing with stage fright.

Office workers deal with phone calls, meetings, and a frantic rush to meet a deadline.

A group enjoys a day at the beach, building sandcastles, playing in the sand, and encountering a crab.

Vendors and customers interact at a bustling farmer's market, with scenes of buying and selling produce.

Rescue workers respond to an emergency, showing bravery and teamwork in a tense situation.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clear Movements	Movements are unclear and confusing.	Some movements are clear, but others are hard to understand.	Most movements are clear, but some could be better.	Movements are very clear and easy to understand.
Exaggerated Expressions	Expressions are not exaggerated enough to be seen.	Some expressions are exaggerated, but others are not.	Most expressions are exaggerated and easy to see.	Expressions are big and very easy to see.
Consistent Actions	Actions are inconsistent and confusing.	Some actions are consistent, but others are not.	Most actions are consistent, with a few exceptions.	Actions are consistent throughout the performance.
Engagement	Shows little or no engagement in the scene.	Shows engagement but loses focus at times.	Generally engaged and focused, with some lapses.	Fully engaged and focused throughout the scene.
Collaboration	Little collaboration with group members.	Some collaboration, but often disjointed.	Most collaboration, but still needs improvement.	Excellent collaboration, very smooth performance.

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: Silent Emotions Theatre

Objective

What are we learning more about?

To help students understand and convey hidden emotions through body language and facial expressions, enhancing their ability to tell a story without spoken words.

Materials

What do we need for our activity?

- ✓ A spacious area for students to perform
- ✓ Simple props (e.g., chairs, tables, etc.)
- ✓ A timer or stopwatch



Instructions

How do we complete this activity?

- 1) **Introduction:** Begin by discussing with the students how body language and facial expressions can communicate emotions and tell a story without words.
- 2) **Divide into Groups:** Divide the class into small groups of 4 students each. Allow students to create their own scenes or use scenarios provided.
- 3) **Planning the Scene:** Allow each group time to plan their scene, focusing on how they will use body language and facial expressions to convey the hidden emotions.
- 4) **Rehearsal:** Let the groups rehearse their scenes, ensuring clarity and expressiveness.
- 5) **Performance:** Have each group perform their scene for the class, using only non-verbal cues.
- 6) **Discussion:** After each performance, discuss with the class what emotions were conveyed and how effectively the story was told through non-verbal communication.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Expression of Emotion	Use facial expressions and body language to clearly convey the intended emotions of the character.
Consistent Non-Verbal Communication	Maintain consistent use of non-verbal cues throughout performance to ensure the story is understood.
Engagement and Focus	Be fully engaged and focused on the scene, reacting appropriately to the actions of others.
Effective Use of Space and Props	Use stage space and props effectively to enhance the story and support the emotions being conveyed.
Team Collaboration	Work collaboratively with group members, ensuring smooth transitions and a cohesive performance.

Planning

Answer the questions below

1) What emotions are expressed in your scene?

2) What will you do to convey those emotions non-verbally?

3) What techniques do you and your teammates plan to apply to your designated stage/space effectively?

Scenarios

Use the scenarios below to create your act.

Scenarios

A surprise birthday party

A misunderstanding between friends

Winning a sports game

Receiving a disappointing grade

Helping someone in need

A scary story being told at a campfire

Preparing for a big test

Planning a surprise for someone special

Reflection

Answer the questions below.

1) Rate your experience of the activity by shading the stars. 5 stars indicate the best experience, and 1 star indicates the worst experience.

How confident do you feel in using body language and facial expressions now?



How much did you enjoy using body language and facial expressions?



How well did your group work together to create and perform the scene?



How challenging did you find the task of expressing emotions without words?



How confident do you feel in using verbal cues to express emotions now?



2) Explain how the use of body language and facial expressions helped tell your story.

3) What did you learn about the importance of non-verbal cues in communication through this activity?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear or	Emotions are unclear or confusing.	Some emotions are clear, but others are hard to understand.	Most emotions are clear, but some could be stronger.	Emotions are very clear and easy to understand.
Consistent Non-Verbal Communication	Inconsistent use of non-verbal cues.	Inconsistent use of non-verbal cues.	Mostly consistent use of non-verbal cues.	Consistent and effective use of non-verbal cues.
Engagement and Focus	Shows some engagement or focus.	Shows some engagement but not focused.	Generally engaged and focused.	Fully engaged and focused throughout.
Effective Use of Space and Props	Rarely uses space or props effectively.	Some use of space and props effectively.	Mostly uses space and props effectively.	Effectively uses space and props throughout.
Team Collaboration	Little collaboration with group members.	Some collaboration but often disjointed.	Most collaboration.	Excellent collaboration, very cohesive performance.

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: Music and Emotion in Drama

Objective

What are we learning more about?

To enhance understanding of how music can influence the emotional impact and understanding of a dramatic scene.

Materials

What do we need for our activity?

- ✓ A selection of dramatic scene scripts (print or digital)
- ✓ Various music tracks (downloaded from online music libraries or streaming services)
- ✓ Audio playback device (smartphone, tablet, or computer with speakers)



Instructions

How do we complete this?

- 1) Start with a discussion on how music and sound effects are used in films and theater to convey emotions and enhance storytelling.
- 2) Divide students into small groups and assign each group a different dramatic scene. Ensure there is a range of emotions in the scenes (e.g., happy, sad, suspenseful).
- 3) Provide students with access to a variety of music tracks. Allow them time to listen and discuss which tracks they feel would enhance the emotion of their assigned scene or let them find music of their choice.
- 4) Groups rehearse their scenes with the chosen music. Encourage them to consider how the music changes their performance and the emotional moments.
- 5) Each group performs their scene with the selected music for the class. Encourage the audience to pay attention to how the music influences their perception and emotional response to the scene.
- 6) Once all the groups have presented their acts, hold a class reflection session to discuss the experiences and learnings.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Emotion Connection	Ensure the music chosen matches and enhances the emotional tone of the scene, making the audience feel the intended emotions.
Collaboration	Work effectively as a group to select music, rehearse, and perform, ensuring everyone contributes and agrees on choices.
Timing and Synchronization	Align music with key moments in the scene, paying attention to synchronization to create a cohesive performance.
Creativity and Innovation	Use creative thinking to select music, considering various genres and styles to find the best match for the scene's emotion.
Audience Engagement	Perform in a way that engages the audience, using music to enhance storytelling and keep the audience invested in the scene.

Planning

Answer the questions below

1) What are the emotions expressed in your scene?

2) What type of music do you think will best match the mood of your scene?

3) What parts of your scene need musical effects? How will you use these parts?

Scenarios

Use one of the following scenarios to create your scene

The Big Move

A family is moving to a new city, and a child feels sad about leaving friends behind but hopeful about making new friends.

The Lost Pet

A child loses their pet and embarks on a journey to find it. Along the way, they receive help from friends and family, experiencing a range of emotions from worry to joy.

The Talent Show

A group of friends goes to a talent show. They felt nervous at first, but they performed well, impressed the judges, and moved on to the next stage.

The Haunted House

Five kids decide to explore an abandoned house rumored to be haunted. They face intense and scary moments, but their collective curiosity and bravery drive them forward.

The Big Game

A basketball team participates in a final game of the season. They performed poorly in the first half, trailing in the score. They improved in the second half, made great individual plays, and were victorious in the end.

The Magic Show

A magician performs tricks at a children's event. The kids are amazed, and one child even gets to participate, feeling a mix of excitement and nervousness.

The Beach Day

A group of friends spend a fun day at the beach. They swim, play games, build sandcastles, and experience a sudden change in weather that adds excitement to their adventure.

Reflection

Answer the questions below

1) In what ways do you think the music helped the audience understand the story and emotions in your performance?

2) Describe 3 challenges you faced matching the music to your scene. How did you overcome the challenges?

Challenge**How You Overcame The Challenge**

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Emotion Connection	Music does not match the scene's emotion.	Music sometimes matches the scene's emotion.	Music often matches and enhances the scene's emotion.	Music perfectly matches and enhances the scene's emotion.
Team Collaboration	Group did not work together.	Group had some difficulty working together..	Group worked well together..	Group worked excellently together.
Timing and Synchronization	Music and actions are not synchronized.	Music and actions are mostly synchronized.	Music and actions are mostly synchronized.	Music and actions are perfectly synchronized.
Creativity and Innovation	Music choice lacks creativity.	Music choice is somewhat creative.	Music choice is creative and enhances the scene.	Music choice is very creative and significantly enhances the scene.
Audience Engagement	Performance does not engage the audience.	Performance somewhat engages the audience.	Performance engages the audience.	Performance fully engages the audience.

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: Emotion Echo

Objective

What are we learning more about?

To enhance non-verbal communication skills by accurately and expressively miming different emotions in pairs.

Materials

What do we need for our activity?

- ✓ A large open space for movement
- ✓ A list of emotions written on slips of paper (e.g., happiness, sadness, surprise, fear, disgust)



Instructions

How do we complete the activity?

- 1) Begin with a simple warm-up by moving the students out in the space and lead them through basic stretches and facial exercises to prepare their bodies and faces for expressive movement.
- 2) Explain the concept of mirroring and demonstrate with a volunteer. Show how one person moves or changes their face to express an emotion and the other person mirrors them as accurately as possible.
- 3) Divide the class into pairs and make them stand facing each other. Give each student a slip of paper with an emotion written on it.
- 4) Assign one student in a pair to start miming their emotion and the other to follow. After the first student finishes miming, allow the second student to guess what the emotion is.
- 5) Next, swap turns so the other student gets to lead. They then mime their emotion on their slip of paper and the other person follows along. Then they can try to guess the emotion.
- 6) Optional: Repeat this activity by having students swap slips with other pairs of students.

Criteria

Use the criteria below to complete the assignment

Crite	Description
Mirroring	Student closely mimics their partner's expressions and movements.
Emotional Expressiveness	Student uses clear and exaggerated expressions to convey emotions.
Full Body Involvement	Student uses their entire body to portray emotions, not just their face.
Consistent Focus	Student maintains eye contact and stays focused on their partner.
Creative Interpretation	Student adds unique and creative elements to their miming.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Accurate	Rarely mirrors their partner accurately.	Sometimes mirrors their partner.	Mostly mirrors their partner well.	Always mirrors their partner perfectly.
Emotional Expressiveness	Little emotion.	Shows some expression.	Good, clear expressions.	Very expressive and clear.
Full Body Involvement	Uses only face and hands.	Uses face and hands.	Uses most of their body.	Uses entire body.
Consistent Focus	Often distracted.	Sometimes focused.	Mostly focused.	Always focused and attentive.
Creative Interpretation	Lacks creativity, very basic.	Shows some creativity.	Good creativity and imagination.	Very creative and imaginative.

Teacher Comments**Mark****Student Comments - What Could You Do Better?**

Activity Title: Creative Commercials

Objective What are we learning more about?

Students will create and present a commercial for an imagined historical documentary, utilizing persuasive techniques to emphasize the significance of learning history. This exercise focuses on enhancing creative presentation abilities and maintaining factual precision in depicting historical events.

Materials What do we need for our activity?

- ✓ Paper and pens/pencils
- ✓ Poster board or large sheet of paper (optional)
- ✓ Markers and colored pencils
- ✓ Pre-selected ideas of historical documentaries
- ✓ Costumes and props (optional; can be brought from home)
- ✓ Timer or stopwatch



Instructions How do we complete the activity?

1. Explain about fictional historical documentaries and persuasive techniques such as appealing to emotions, using facts and statistics, and storytelling.
2. Divide students into small groups and provide them with a topic for a fictional historical documentaries. Have each group brainstorm ideas for their commercial, including key points they want to convey and how they will make their presentation.
3. Provide each group with paper and pens/pencils to write a script for their commercial. Encourage them to think about the main message they want to communicate and how to make it engaging and persuasive.
4. Allow time for each group to practice their commercial. Encourage them to focus on clear and confident delivery, using persuasive techniques, and to provide feedback and support as needed.
5. Have each group present their commercial to the class. Encourage the audience to take notes on the effectiveness of the persuasive techniques and the creativity poured into the performance.
6. After all the performances, discuss as a class what worked well and what could be improved.

Key Definition

Understand this definition to create your commercial.

What is a fictional historical documentary?

A fictional historical documentary is a type of film or video presentation that combines elements of fiction with the style and structure of a traditional historical documentary. In this class historical context, it could involve students creating a commercial documentary that explores an imagined event as if it were real.

Tips/Suggestions

Use the suggestions below to write a good script

Scriptwriting Step	Hints
Opening	Start with a strong phrase or question to grab attention. Example: "Have you ever wondered..."
Introduce the Event	Briefly explain the fictional historical event. Example: "In 1802, a hidden kingdom of animals was discovered..."
Highlight Key Points	Mention the most exciting or important aspects of the event. Example: "Watch as brave animals unite to save their home."
Use Persuasive Techniques	Include emotional appeals, strong words, and a call to action. Example: "An epic tale of bravery and unity. Watch now."
Call to Action	End with a strong call to action. Example: "Don't miss 'The Great Animal Alliance.' Watch now!"

Persuasive Techniques

Use some of the persuasive techniques.

Technique	Description	Explanation
Appeal to Emotions	Using words or stories that make people feel strong emotions like happiness, fear, or sadness.	When you make people feel something, they are more likely to pay attention and remember what you said. For example, talking about how a historical event affected people's lives.
Using Facts and Statistics	Providing information, numbers, or data to support your argument.	Giving facts and numbers makes your argument stronger because it shows you have real evidence. For example, saying "Over 1,000 people were affected by this event."
Storytelling	Telling a story to illustrate your point and make it more interesting.	People love stories! A good story can make your message more engaging and easier to understand. For example, tell a story about a hero in history.
Repetition	Repeating key words or phrases to make your message stick in people's minds.	When you repeat something, it helps people remember it. For example, repeating the importance of learning from history in your commercial.
Using Strong Words	Choosing words that are powerful and convincing to make your point.	Using words like "amazing," "unbelievable," or "crucial" can make your message stronger. For example, describing an event as "a crucial moment in history."

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Introduction	Start the commercial with a clear and engaging introduction that explains the fictional historical event.
Using Persuasive Techniques	Effectively use at least one persuasive technique, such as appealing to emotions, using strong words, or repetition.
Engaging Storytelling	Use engaging storytelling to make the fictional event interesting and memorable for the audience.
Team Collaboration	Work well as a team, ensuring that all group members contribute to the creation and presentation of the commercial.
Strong Call to Action	End the commercial with a strong call to action, encouraging viewers to watch the documentary.

Planning

Use the questions below.

1) What does the term "fictional historical documentary" mean?

2) What persuasive techniques will you use in your commercial? Why?

3) What emotions do you want your audience to feel? (excited, surprised, inspired, etc.)

Ideas

Use the ideas below to create your commercial.

The Great Animal Alliance

A fictional story set in the 1800s where different animal species unite to save their forest from an environmental disaster caused by early industrialization.

The Enchanted Forest

A magical forest with talking trees and mystical creatures in the 1200s. Ancient magic (circa 1200 AD) that protect an ancient secret from being discovered by outsiders.

The Lost City of Eldorado

The story of explorers in the 1500s who find the mythical city of gold in South America, uncovering its culture and wealth.

The Secret Kingdom of the Dinosaurs

Set in the 1800s, explorers discover a hidden valley where dinosaurs survived after the mass extinction, found by modern-day scientists.

The Quest for the Fountain of Youth

In the early 1500s, a team of explorers finds the legendary Fountain of Youth, exploring its magic and the impact on those who find it.

The Dragon Riders of Medieval Europe

A secret society of knights in the 1400s who ride dragons to protect their kingdoms from monsters and invaders.

The Hidden Valley of the Unicorns

In the early 1600s, explorers find a hidden valley where unicorns live, discovering their magic and the legends surrounding them.

The Ghost Ship of the Bermuda Triangle

In the 1700s, a ship lost in the Bermuda Triangle reappears centuries later, with ghostly crew members and untold secrets.

The Great Animal Uprising

Set in the late 1700s, a fictional tale where animals in a forest band together to overthrow human intruders and reclaim their home.

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your peers' performances.

Write two stars and one weakness of a group's performance.



PERFECT

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Introduction	Introduction is unclear or missing.	Introduction is somewhat clear but lacks detail.	Introduction is clear and provides basic details.	Introduction is very clear and provides all necessary details.
Persuasive Techniques	Little or no use of persuasive techniques.	Little or no use of persuasive techniques.	Persuasive techniques are used effectively.	Persuasive techniques are used very effectively.
Engaging Storytelling	Story is confusing and not engaging.	Story is somewhat clear but lacks engagement.	Story is clear and engaging.	Story is very clear, engaging, and memorable.
Team Collaboration	Little or no collaboration in the team.	Some collaboration but not all members contribute.	Good collaboration with contributions from all.	Excellent collaboration with strong contributions from all members.
Strong Call to Action	No call to action or very weak.	Call to action is present but not compelling.	Clear and compelling call to action.	Very strong and compelling call to action, motivating viewers to act.

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: Hot Seat Showdown

Objective

What are we learning more about?

To assist in examining multiple perspectives on a single issue by improvising dialogue from the roles of a protagonist and an antagonist. This activity seeks to build the capacity to adjust and react to new concepts presented by their classmates.

Materials

What do we need for our activity?

- ✓ Chairs arranged in a semi-circle with one chair designated as the "hot seat")
- ✓ Paper and pencils/pens
- ✓ A list of scenarios or conflicts (prepared by the teacher)
- ✓ Timer or stopwatch



Instructions

How do we complete this activity?

1. Discuss the roles of the protagonist (hero) and antagonist (villain), and how their viewpoints might differ.
2. Arrange the chairs in a semi-circle with one chair in the center designated as the "hot seat". Present a list of scenarios or conflicts that the students will act out.
3. Randomly choose two students to start in the hot seats, assigning one as the protagonist and the other as the antagonist. The rest of the class will observe and later participate.
4. Give the students in the hot seats a brief description of the conflict and ask them to improvise a dialogue, exploring their characters' perspectives and how they might resolve the conflict. Encourage spontaneity and adaptation to new ideas presented by their peer.
5. After a few minutes, rotate the students in the hot seats, giving others a chance to take on the roles of protagonist and antagonist with new scenarios.
6. After the improvisations, discuss the activity with the class, focusing on the different perspectives and how the characters adapted and responded to each other.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Action	Fully participate in the role-play by staying in character, listening attentively, and reacting to your partner's dialogue and actions.
Understanding Perspective	Clearly demonstrate an understanding of your character's perspective, motives, motivations, and feelings.
Responsiveness	Effectively respond to new ideas and directions introduced by your partner, showing adaptability and quick thinking.
Effective Communication	Communicate clearly and convincingly, using appropriate body language and facial expression to portray your character.
Reflective Insight	Provide thoughtful reflections on the activity, discussing what you learned about the different perspectives and the improvisation process.

Definitions

Understand the terms below for

Terms	Definitions
Protagonist	The main character in a story who faces a challenge. In this activity, the protagonist is the person trying to achieve something or solve a problem.
Antagonist	The character who opposes the protagonist and creates conflict. In this activity, the antagonist is the person who challenges the protagonist or creates obstacles for them.

Scenarios

Pick a scenario below for your improv.

A student feels overwhelmed by the amount of homework assigned and argues with a teacher about balancing schoolwork and personal time. (Protagonist: Student, Antagonist: Teacher)

A student challenges a school administrator's decision to implement a uniform policy as a means of self-expression and comfort. (Protagonist: Student, Antagonist: School Administrator)

A resident is frustrated with a neighbor's loud activities at night and seeks a compromise for quiet evenings. (Protagonist: Resident, Antagonist: Neighbor)

A teenager wants a later curfew for weekend events, while the parent is concerned about safety and responsibility. (Protagonist: Teenager, Antagonist: Parent)

A student is pressured by a friend to skip class and must decide how to handle it, while the friend argues it's a big deal. (Protagonist: Student, Antagonist: Friend)

Two students compete to be the captain of the basketball team, each presenting their case to the coach. (Protagonist: Two Students, Antagonist: Coach)

A child and a parent disagree on how much time should be spent playing video games, discussing the impact on school and health. (Protagonist: Child, Antagonist: Parent)

A child wants to stay up later, while the parent insists on an earlier bedtime for health reasons. (Protagonist: Child, Antagonist: Parent)

Scenarios

Pick a scenario below for your improv.

A child is frustrated that their friend never helps clean up after playing, leading to a discussion about shared responsibilities. (Protagonist: Child, Antagonist: Friend)

A child argues with a parent about the fairness of their assigned chores, each presenting their perspective on workload. (Protagonist: Child, Antagonist: Parent)

A student wants to share their phone online, while a parent discusses the importance of internet safety measures to protect personal information. (Protagonist: Student, Antagonist: Parent)

Friends or family members disagree on which movie to watch, each advocating for their favourite. (Protagonists: Friends or Family Members, Antagonists: Friends or Family Members)

A child wants to have a sleepover, but a parent enforces strict rules, leading to a discussion about expectations and boundaries. (Protagonist: Child, Antagonist: Parent)

A friend borrows an item and returns it damaged, leading to a discussion about responsibility and trust. (Protagonist: Friend who borrowed, Antagonist: Friend who lent)

A student confronts a peer about a bullying incident, discussing its hurtful effects and seeking an apology or resolution. (Protagonist: Student, Antagonist: Peer)

Family members disagree on where to go for vacation, each advocating for their preferred destination. (Protagonists: Family Members, Antagonists: Family Members)

Reflection

Answer the questions below.

1) Draw two emojis that show what you were feeling before and after your performance.

2) What were the strengths and weaknesses of your performance?

3) What could you have done even better?

4) Think about the pairs who you believe performed the best and write why you think they did well.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Active Engagement	Rarely participates, often out of character or doesn't listen.	Sometimes participates, but occasionally breaks character or doesn't fully listen.	Often participates, generally stays in character, listens attentively most times.	Fully participates, stays in character, listens attentively, and reacts well.
Understanding Perspectives	Limited understanding of the character's perspective, motivations, and feelings.	Shows some understanding but misses key aspects of the character's feelings.	Clearly shows understanding of the character's perspective and motivations.	Deep understanding of the character's perspective, motivations, and feelings.
Responsiveness	Struggles to respond to new ideas, needs prompts and guidance.	Responds to new ideas but with difficulty and occasional hesitation.	Effectively responds to new ideas and directions introduced by the partner.	Adapts quickly and effectively to new ideas, shows excellent quick thinking.
Effective Communication	Communication is unclear, inappropriate body language and vocal expression.	Some communication but inconsistent body language or vocal expression.	Communicates clearly, uses appropriate body language and vocal expression most times.	Communicates clearly and convincingly, uses excellent body language and vocal expression.
Reflective Insight	Limited reflections, little insight into the activity or learning.	Some reflections but lacks depth and understanding of the perspectives involved.	The reflections show some insight into the learning process.	Deep and insightful reflections, strong grasp of perspectives and the improvisation process.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Legends of Unity and Bravery

Objective

What are we learning more about?

Students will explore Indigenous storytelling traditions, focusing on universal themes of unity and community. They will create and present their own stories inspired by these traditions, emphasizing respectful representation and the educational value of cultural diversity.

Materials

What do we need for our activity?

- ✓ Copies of Indigenous stories (print or digital)
- ✓ Large sheets of paper or poster boards
- ✓ Markers, crayons, or colored pencils
- ✓ Craft materials (optional: pipe cleaners, beads, fabric)
- ✓ A timer or clock



Instructions

How do we complete this?

1. **Introduction:** Briefly discuss the importance of storytelling in Indigenous cultures and explain the objective of the activity: to create and present stories that promote unity and respectful representation.
2. **Group Division:** Divide students into groups and provide each group with a different Indigenous story to read and discuss. Ensure that the stories represent a variety of Indigenous cultures.
3. **Story Analysis:** Have each group identify and discuss the themes of unity and community within their story. Encourage them to consider the characters, setting, and moral of the story.
4. **Story Creation:** Students work together in groups to develop their own story that incorporates themes of bravery and community, drawing inspiration from the Indigenous story they read. They can prepare their presentation by writing the story, outline their plot on huge sheets of paper or poster boards. They can optionally make visual aids or props with craft supplies.
5. **Performance:** They present their story to the class, with each member taking on a character and explaining the themes.
6. **Reflection:** After all presentations, make the students select a story and write its theme and what they learned from it.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Understand the Story	Ensure the group's story and performance highlight the themes of courage and community present in the original Indigenous story.
Respectful Representation	Portray the characters and cultural elements of the story with respect, avoiding stereotypes or misrepresentation.
Collaborative Teamwork	Work together effectively as a group, ensuring each member contributes to the creation and presentation of the story.
Creative Use of Materials	Use craft materials and visual aids creatively to enhance the story and engage the audience.
Clear and Engaging Presentation	Deliver the story in a clear, engaging manner, ensuring the audience understands and enjoys the performance.

Tips/Suggestions

Use the tips below to prepare your performance.

Tip	Description
Understand the Story	Read the story multiple times and discuss it with your group to ensure everyone understands the plot, characters, and themes.
Emphasize Key Themes	Highlight the themes of courage and community in your performance through character actions and interactions.
Team Collaboration	Assign roles based on strengths, communicate well, and support each other throughout preparation and performance.
Practice and Rehearse	Rehearse multiple times to ensure smooth timing, and expressive voices to convey emotions effectively.
Respectful Representation	Portray the characters and their traditions authentically and respectfully, avoiding stereotypes.
Use Visual Aids and Props	Create props and costumes, draw backdrops, and use craft materials to make the presentation visually engaging.

Stories

Pick from the Indigenous stories below for your presentation

Story Title	Description
The First Fire	In this Cherokee tale, animals notice that humans are suffering from cold. Raven, Opossum, Crow, Snake, and Hummingbird each attempt to bring back fire from the spirit world. Raven tries first but is unsuccessful. Opossum and Snake fail, but Snake manages to steal a small ember. Hummingbird carries the ember back to the humans, enduring many challenges along the way. This story highlights themes of bravery, cooperation, and the importance of community efforts for survival.
How Turtle Flew South for Winter	A Cherokee story where Turtle dreams of flying south like the geese. Goose, Duck, Crane, and Swan decide to help him by tying themselves to his shell so they can carry him in flight. Turtle holds on tightly as they fly south. Despite a fall and many challenges, Turtle survives. The story teaches him and his friends the values of perseverance, cooperation, and adapting to change. The birds learn about friendship and innovation as they help Turtle.
The Trickster and the Great Chief	Wisakedjak, the Cree Trickster, sees a powerful chief is oppressing his people. He enlists the help of Owl and Beaver to help overthrow the chief. Through clever plans, Bear provides strength, Owl offers wisdom, and Beaver constructs tools and traps. Together, they succeed in overthrowing the chief, bringing justice and positive change to the community. The tale highlights themes of justice, transformation, and the importance of teamwork.
The First Tears	A Cherokee story about a young girl, Atsila, who cries for the first time after losing her pet bird. The spirits of Wind, Water, and Earth teach her that tears are a natural way to heal and express deep emotions. Through her experience, Atsila learns that sharing her feelings strengthens her bonds with her community, emphasizing themes of emotional expression, healing, and community support.





Stories

Pick from the Indigenous stories below for your presentation

Story Title	Description
The Legend of Hiawatha and the Peacemaker	Hiawatha, mourning the loss of his family, meets the Peacemaker, who convinces him to help unite the warring tribes of the Iroquois Confederacy. With the support of the Wolf Clan Chief, Bear Clan Chief, and Turtle Clan Chief, they spread the message of peace. They establish the Iroquois Confederacy, symbolized by the Tree of Peace, which unites the tribes and ensures mutual cooperation. This story emphasizes leadership, reconciliation, and the power of collective action.
The Legend of the White Deer Woman	A story about a group of hunters lost in the forest who encounter a magical white deer. The deer transforms into a woman who, through various ups and downs, guides them back to their village and imparts lessons of compassion and understanding. The story fosters a sense of unity and respect within the community, showcasing themes of guidance, connection, and the interconnectedness of all life.
The Bear Who Stole the Chinook	In this Blackfoot legend, a bear steals the warm Chinook wind, causing a harsh winter for the people. A young man, determined to save his community, teams up with his friends Wolf, Beaver, Lynx, and Hawk to retrieve the wind. They face numerous obstacles, including treacherous terrain and fierce storms. With bravery and teamwork, they finally confront Bear and retrieve the Chinook wind, bringing warmth back to their land. This story emphasizes the importance of bravery, perseverance, and the strength of community effort.
The Gift of the Sacred horses	A Plains First Nation story about a boy who dreams of horses that will help his people. Guided by a vision, he finds a herd of horses and brings them to his tribe. The horses revolutionize the tribe's way of life, aiding in hunting and travel. This story emphasizes themes of gratitude, dreams, and the profound bond between humans and animals, showcasing the importance of vision and innovation in strengthening a community.

Three Stars and a Cloud

Select one performance and write three highlights and one improvement.

Title of the Performance	Description
	
	
	
	

PERFORMANCE

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Understanding the Story	Themes are unclear or missing	Themes are somewhat unclear	Themes are mostly clear and present	Themes are clear and well-integrated
Respectful Representation	Shows little respect for cultural elements	Shows some respect for cultural elements	Shows respect for most cultural elements	Shows great respect for all cultural elements
Collaboration and Teamwork	Minimal teamwork, many conflicts	Some teamwork, few conflicts	Good teamwork, few conflicts	Excellent teamwork, no conflicts
Creative Use of Materials	Limited use of materials, lacks creativity	Good use of materials, creative	Good use of materials, creative	Excellent use of materials, highly creative
Clear and Engaging Presentation	Presentation is unclear and unengaging	Presentation is somewhat clear and engaging	Presentation is mostly clear and engaging	Presentation is very clear and engaging

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Activity: Directing for Change

Objective What are we learning more about?

Students will learn how theatre can be used to address and raise awareness of community issues by directing a short play. They will focus on the directorial decisions that shape the play's message and its impact on the audience.

Materials What do we need for our activity?

- ✓ Scripts of short plays addressing community issues
- ✓ Paper and pencils
- ✓ Props and costumes (can be made in the classroom or brought from home)
- ✓ Markers and poster board for scene design



Instructions How do we complete the activity?

- 1) Start by discussing how theatre can highlight and address community issues. Explain the role of the director in shaping the message.
- 2) Divide the class into small groups. Provide each group with a selection of short play scripts that focus on different community issues. They should choose one to perform.
- 3) Groups will discuss within themselves to choose a director for their play. The director will work with the group to plan their interpretation of the script. They should consider:
 - The main message of the play.
 - How to use staging, props, and costumes to enhance the message.
 - How to direct the actors to convey the emotions and themes of the play.
- 4) Groups rehearse their plays, with the director providing feedback and making adjustments as needed. The director should emphasize key moments that highlight the community issue.
- 5) The directors of each group will present their group's performance and give a brief description of the play. Each group will then perform their play for the class.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Message	Ensure the play clearly addresses a specific community issue and effectively communicates its importance.
Design	Make thoughtful decisions about staging, props, costumes, and set directions to enhance the play's message.
Engaging Performance	Perform with energy and enthusiasm, keeping the audience engaged and focused on the issue being presented.
Collaborative Effort	Work cooperatively as a team, respecting each member's contributions and ensuring everyone has a role.
Audience Impact	Effectively influence the audience's understanding and perspective on the community issue through the performance.

Planning (For Directors)

Follow the tips below if you are a director

Tip	Explanation
Plan the Scene	Think about what you want to happen. Write down actions and emotions for each actor.
Communicate Clearly	Talk to your actors and tell them exactly what to do. Make sure they understand your directions.
Use Body Language and Faces	Remind your actors to use their body and face to show emotions since they won't always have dialogue.
Practice Together	Rehearse the scene multiple times with your actors. Practice makes perfect.
Encourage Creativity	Allow your actors to add their own ideas and movements. Listen to their suggestions.
Give Positive Feedback	Tell your actors what they are doing well. Offer constructive feedback and suggest ways they can improve. Be supportive.
Pay Attention to Details	Look at small things like where actors stand and how they move. Small changes can make a big difference.
Keep Everyone Involved	Make sure every actor has a role and feels important in the scene. Teamwork is key!
Stay Calm and Patient	Directing can be challenging. Stay calm, be patient, and keep a positive attitude.

Scripts

Select one of the scripts listed below to create your play.

Script	Brief Description
The Bully-Free Zone	A play about a group of friends who stand up to a bully and create a supportive environment for everyone.
The New Kid	Shows the journey of a new student from a different country and how classmates learn to accept and celebrate diversity.
The Green Guardians	Students become 'Green Guardians' to tackle pollution and raise awareness about environmental protection in their school.
Food for Thought	Students address the issue of hunger in their community and work on a project to help those in need.

Scripts

Select one of the scripts listed below to create your play.

Script	Brief Description
Breaking Stereotypes	Students challenge gender stereotypes and promote equality by showcasing diverse role models and their achievements.
Voice of the Voiceless	Students launch a campaign for better treatment of animals in their community and learn about animal rights.
A Safe Place	Students work together to create a safer school environment by addressing issues like school violence and emergency preparedness.
The Dance-Off	A dance competition where students share and celebrate different cultural dance styles and traditions.

Role-Specific Feedback

Provide feedback focused on specific roles in the performance.

Select one person other than yours and write feedbacks on each role, focusing on their strengths and weaknesses.

	Feedback
Director	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Actors	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Scriptwriters	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Character Message	The play's message is unclear.	The play addresses the issue but lacks clarity.	The play clearly addresses the issue.	The play powerfully and clearly addresses the issue.
Directorial Decisions	Directorial decisions are not clear.	Some decisions enhance the play's message.	Good decisions enhance the play's message.	Excellent decisions greatly enhance the play's message.
Engaging Performance	Performance lacks energy and engagement.	Performance is somewhat engaging.	Performance is engaging and enthusiastic.	Performance is highly engaging and enthusiastic.
Collaborative Effort	Limited teamwork; roles unclear.	Good teamwork; roles mostly clear.	Excellent teamwork; all roles respected.	Excellent teamwork; all roles respected and clear.
Audience Impact	Audience impact is minimal.	Audience impact is moderate.	Audience impact is significant.	Audience impact is significant and thought-provoking.

Teacher Comments**Mark****Student Comments – What Could You Do Better?**



Workbook Preview



Grade 6 – The Arts Unit

VISUAL ARTS

	Specific Expectations	Pages
D1.1	Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of View	16-39, 134-136, 181-184
D1.2	Demonstrate an understanding of composition, using selected principles of design to create narrative art	6-15, 44-52, 63-69, 80-88,
D1.3	Use their own and others' art to communicate meaning or understanding	9, 133
D1.4		180
D1.5		124
D1.6		8,
		111-117
D2.3	Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works	16-23, 92-100, 137-163
D2.4	Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art	63-69, 89-91, 164-170
D3.1	Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places	101-117, 125-145, 156-163
D3.2	Demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels	40-43, 63-69, 89-91, 146-155, 164-184

Preview of 15 activities from this unit that contains 31 activities in total.

VISUAL ARTS

PERVALE

Understanding Symmetry In Art

What Is Symmetry In Art?

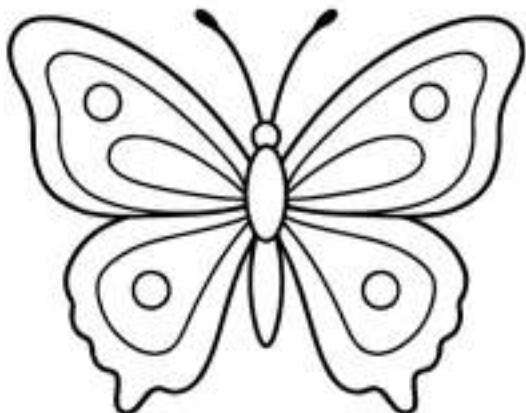
Symmetry is a concept where one side of a picture or design is a mirror image of the other side. It happens when the elements on both sides of an artwork are balanced and mirrored. Artists use symmetry to create balance, a sense of harmony in their work. Symmetry is seen in many forms of art, including paintings, architecture, and even nature.



Types of Symmetry

There are three main types of symmetry:

- 1) **Reflective Symmetry (Mirror Symmetry)** - One side of the artwork is a reflection of the other side. This is the most common, often seen in architecture and paintings.
- 2) **Rotational Symmetry** - The design looks the same after being rotated around a central point. Mandala designs and patterns in nature, like snowflakes, show this.
- 3) **Translational Symmetry** - This is a design or pattern that is repeated and moved across a surface without changing its shape or size. It is often used in textile designs.



Why Do Artists Use Symmetry?

Artists use symmetry to make their work look balanced and pleasing to the eye. It gives a sense of stability and structure. In ancient cultures, such as Ancient Egypt and Greece, symmetry was used to show order and perfection. Many famous buildings, like the Taj Mahal in India, have symmetrical designs that highlight their beauty.

Question

Answer the questions below.

1) What does symmetry in art mean?

2) Which of the following has symmetry?

☐ A leaf☐ A Cat**Fill In The Blank**

Fill in the blank with the correct answer.

1) Symmetry is when both sides of a shape are _____.

2) The _____ is an example of symmetry used in architecture.

3) The line that divides a shape into two equal parts is called the _____.

4) If you fold a symmetrical picture, both sides will _____.

5) Symmetry in art creates _____ and _____ in the design.

Colour

Colour the symmetric drawings below.



A Star



A Dog



A Beetle

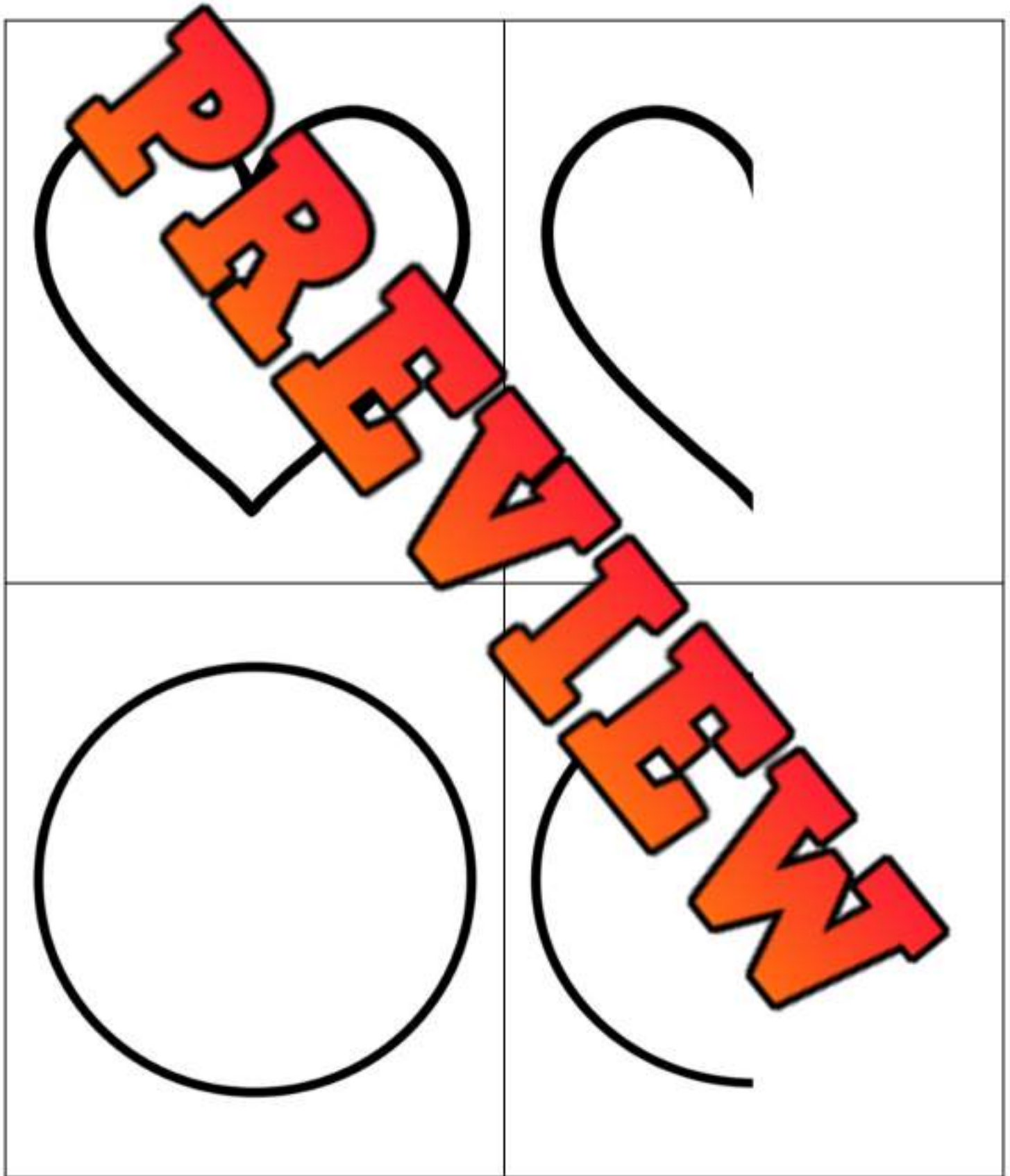
Name: _____

8

Curriculum Connection
D1.2, D1.3

**Complete The
Drawing**

Look at the shapes. Match the missing half to make each shape complete.
Draw the other side to make them symmetrical.



Activity: Symmetrical Portraits

Objective What are we learning about?

Students will create a symmetrical self-portrait or a portrait of their partner, exploring balance through an arrangement of facial features. They will use horizontal and vertical symmetry and shading to add depth and dimension.

Materials What do we need for the activity?

- Paper (preferably drawing paper)
- Pencils (HB and 2B for shading)
- Erasers, rulers and Mirror (optional)



Instructions How will we complete the activity?

1. Fold the paper in half vertically to create a line of symmetry.
2. Lightly draw a horizontal line across the middle of the paper. This will help you place the facial features in the right spot.
3. Use a mirror to look at your face (or your partner's face) to see how the features are arranged.
4. Start with the eyes. Draw one eye on one side of the vertical line, making sure it's even on both sides of the vertical line. Then, draw the other eye to match.
5. Next, draw the nose. Begin by lightly sketching the nose's shape on one side of the vertical line, and then make it symmetrical on the other side.
6. Draw the mouth. Like the eyes and nose, sketch it evenly on both sides of the vertical line.
7. Add ears on both sides of the head, making sure they line up symmetrically.
8. Use shading to make the portrait look more realistic. Darken areas that would have shadows, such as under the nose, under the chin, and around the eyes.
9. Once the facial features are symmetrical, you can add extra details like hair, eyebrows, and shading to make the portrait more lifelike.

How-To-Guide

Here are the steps to create a symmetrical portraits.

Steps	Description
1 Fold And Prepare	Begin by taking a blank sheet of paper and folding it in half vertically. Press the fold firmly to create a visible line. This line will serve as a guide to keep both sides of the portrait symmetrical.
2 Draw The Basic Face Shape	Draw an oval shape for the face along the folded line. The oval should be wider at the top and narrow at the chin. Make sure both halves of the oval are the same size.
3 Add Guidelines For Symmetry	Draw a horizontal line across the middle of the oval to place the eyes. Add a line halfway between the middle and bottom for the nose and mouth. These lines will help you position facial features evenly.
4 Draw One Side Of The Face	Start by drawing one eye, ear, and half of the nose and mouth. Add details carefully, such as eyelashes and pupils, to make the portrait realistic. Take your time to ensure the drawing is accurately placed.
5 Mirror The Other Side	Use the centre fold as a guide and mirror the shapes on the other side. Make sure the eyebrows, eyes, and mouth match in size, shape, and position to maintain a balanced look.
6 Add Hair And Extra Details	Draw the hair, ensuring that both sides are balanced. Add any extra details, such as glasses, jewellery, or accessories. These details should be mirrored so that the portrait stays symmetrical and visually balanced.
7 Outline And Erase Guidelines	Once you are happy with your drawing, trace the features with a darker pencil or marker. Erase any guidelines and extra lines carefully to create a clean and polished look for your symmetrical portrait.
8 Colour And Add Shading	Use coloured pencils, markers, or pastels to colour your portrait. Add shading by pressing lightly or blending different colours. This makes the features look more realistic and gives your symmetrical portrait a professional and finished appearance.

Criteria

Use the criteria below to complete the activity

Criteria	Description
Use Of Horizontal Line	Use the horizontal line to evenly place features such as the eyes and nose.
Use Of Vertical Line	The vertical line helps guide the symmetry of the face and other features.
Accurate Placement Of Eyes	Eyes should be evenly placed on both sides of the vertical
Symmetrical Nose	The nose should appear symmetrical and aligned along the centre.
Even Ears	Ears should be placed evenly on both sides of the head.

Example

Example of a symmetrical portrait of my classmate



symmetrical portrait of my classmate Daniel

I managed to complete a symmetrical portrait of my friend by first folding the paper to create a vertical line in the middle, which helped keep both sides balanced.

Planning

Answer the questions below

1) Who will you draw?

2) What is the first step in drawing a symmetrical portrait?

☐ Draw a vertical line

Draw the hair

☐ Other:

3) Which part do you start with and why?

4) What do you think is the hardest part of making your drawing symmetrical?

5) List 4 facial features you will include in your portrait.



6) How will you check your work to make sure the two sides are symmetrical?

7) List 3 areas on the face where you can add shading.



Name: _____

13

Curriculum Connection
D1.2, D1.3

Rough Copy

Sketch out the symmetrical portrait.

PERVALEZ

Self Assessment Checklist

Symmetrical portraits

1) I drew the vertical and horizontal lines to guide my portrait.

☐ Yes, a lot☐ Yes, somewhat☐ Not much☐ No

2) I made sure both sides of the face were balanced and symmetrical.

☐ Yes, a lot☐ Yes, somewhat☐ Not much☐ No

3) I placed the mouth carefully along the lines.

☐ Yes, a lot☐ Yes, somewhat☐ Not much☐ No

4) I used shading to add depth and make my portrait look more realistic.

☐ Yes, totally☐ Yes, mostly☐ Not much☐ No

5) I took my time to make sure both sides of the face matched.

☐ Yes, a lot☐ Yes, somewhat☐ Not much☐ No

6) I followed the steps carefully to complete my symmetrical portrait.

☐ Yes, fully☐ Yes, somewhat☐ Not much☐ No

7) I checked my work to make sure all the features were correct.

☐ Yes, fully☐ Yes, mostly☐ Not much☐ No

8) I added creative details to make my portrait unique.

☐ Yes, fully☐ Yes, mostly☐ Not much☐ No

9) I kept my workspace clean and used my materials properly.

☐ Yes, fully☐ Yes, mostly☐ Not much☐ No

10) I feel proud of the symmetrical portrait I created.

☐ Yes, a lot☐ Yes, some☐ Not much☐ No

Name: _____

15

Curriculum Connection
D1.2, D1.3

Rubric	How did you do on the activity?
--------	---------------------------------

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Use of Horizontal Line	Horizontal line used at all	Horizontal line used a little	Horizontal line used mostly	Horizontal line fully used and followed
Use of Vertical Line	Vertical line used, but not followed well	Vertical line used, but not followed well	Vertical line used and followed well	Vertical line perfectly followed
Accurate Placement of Eyes	Eyes are placed somewhat unevenly	Eyes are placed somewhat unevenly	Eyes are mostly even and balanced	Eyes are perfectly even and balanced
Symmetrical Nose	Nose is not symmetrical	Nose is mostly symmetrical	Nose is mostly symmetrical	Nose is perfectly symmetrical
Even Ears	Ears are not even	Ears are there but uneven	Ears are mostly even	Ears are even and well-placed

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Understanding Abstract Paintings

What is Abstract Painting?

Abstract painting is a style of art that does not show real objects or people. Instead, abstract paintings use colours, shapes, and lines to express emotions or ideas. Unlike traditional painting, where an artist might try to paint a tree or person exactly as they look in real life, abstract painting allows artists to focus on how things feel or look to them in a more imaginative way.

Types of Abstract Art

There are different types of abstract painting that artists can use. Some art types include:

- **Cubism:** This style uses geometric shapes like squares and triangles to show objects in a new way. Instead of painting things as they are, artists break them down into pieces to show different angles. 
- **Surrealism:** Surrealism creates strange, dream-like pictures that don't look like real life. Artists combine things that don't normally go together to create unusual scenes, like a man with a fish for a head or flying animals. 
- **Expressionism:** Expressionism is all about showing feelings through colours and brushstrokes. Artists use bright, bold colours and dramatic lines to express strong emotions like anger, sadness, or joy. 

Each type has a different focus, but they all represent the artist's ideas.

Famous Abstract Artists

- **Wassily Kandinsky:** Used colours and shapes to create feelings.
- **Pablo Picasso:** Used Cubism with geometric shapes.
- **Jackson Pollock:** Dripped paint energetically on canvas.



Question What is abstract painting

1) What is abstract painting

2) Explain the meaning of the terms below

Cubism**Expressionism****True Or False** Is the statement true or false?

1) Abstract painting shows objects as they are exactly as they appear.	True	False
2) Surrealism often creates pictures that feel dreamlike and unreal.	True	False
3) Abstract art started to become popular in the 1900s.	True	False
4) Picasso was famous for using Surrealism in his art.	True	False
5) Jackson Pollock was known for his very precise painting style.	True	False

Label From the pictures below, identify if they are Cubism, Surrealism, or Expressionism

Activity: Abstract Sound Painting

Objective

What are we learning about?

Students will create abstract painting inspired by a piece of music. They will learn how to express emotions and movement through lines and colours in their artwork. This activity will help students explore the connection between sound and visual art.

Materials

What do we need for the activity?

- A piece of instrumental music (teacher's choice)
- Large sheets of paper
- Pencils, markers and pencil crayons (various colours)
- Erasers and Rulers (optional)



Instructions

How will we complete the activity?

1. Play the chosen piece of instrumental music to the class.
2. As the students listen to the music, have them close their eyes and focus on the emotions and movements they feel from the music.
3. After listening, give each student a large sheet of paper and drawing materials (pencils, markers, pencil crayons).
4. Ask the students to start drawing, using lines and colours to express the emotions they felt from the music. They can use wavy or sharp lines to represent movement.
5. Encourage students to balance warm and cool colours in their designs to reflect different moods in the music.
6. Remind them not to draw real objects, but to focus on creating abstract designs inspired by the music.
7. Let students continue drawing while playing the music softly in the background to keep them inspired.
8. Once the drawings are complete, allow the students to share their work with the class and explain how the music influenced their designs.

How-To-Guide

Here are steps to create an abstract sound painting.

Steps	Description
1 Listen Carefully To The Music	First, listen to the instrumental music chosen by your teacher. Sit comfortably, close your eyes, and focus only on the sounds. Try to feel the emotions and movement the music creates in your mind and body.
2 Imagine The Feelings And Movement	Now, imagine how the music makes you feel. Is it calm, happy, energetic? Picture shapes, colours, and lines in your mind that represent the emotions or movement you hear in the music.
3 Gather Your Drawing Materials	After listening, get a large piece of paper and a choice of pencils, pens, and crayons. Choose different colours and tools that will help you express what you felt during the music.
4 Start Drawing Abstract Shapes	Begin drawing shapes that show the emotions and rhythm of the music. Use wavy lines for soft parts, or sharp, jagged lines for fast or exciting parts. Don't draw recognizable things—make it abstract.
5 Use Colours To Show The Mood	Add colours that match the mood of the music. Use warm colours like red and orange for energetic and cool colours like blue and purple for calmness. Try to mix them if you have mixed feelings.
6 Focus On Expression, Not Objects	Make sure you are not drawing recognizable objects like faces or people. Focus on expressing your feelings through movement, lines, shapes, and colours. The goal is to turn sound into art.
7 Keep Listening While You Draw	While you draw, your teacher will play the music as background. Let the music guide you as you work. As the music changes, you can change your shapes and colours too.
8 Share And Talk About Your Art	When your artwork is finished, you'll have a chance to share it with the class. Explain which parts of the music inspired your shapes and colours. Talk about the mood your artwork shows.

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creative use	The drawing includes different types of lines to show movement and emotion from the music.
Clear connection	The drawing clearly shows how the student felt while listening to the music.
Connection to the music	The student's drawing is inspired by and matches the sounds, rhythm, or mood of the music.
Effective colour choices	The student used both warm and cool colours to reflect the emotions and mood of the music.
Attention to detail	The student carefully added details to their drawing, making it unique and personal.

Music List of music for the drawing activity.

Title	Description
"Clair de Lune" by Claude Debussy	This calm and peaceful piano piece helps students feel relaxed and use soft, flowing lines in their drawings. It inspires gentle emotions and cool colours like blues and purples.
"The Four Seasons: Spring" by Antonio Vivaldi	This energetic violin piece has fast movements and changing moods. It encourages students to use bold lines and bright, warm colours like yellow and orange to show excitement and energy.
"Ode to Joy" by Ludwig van Beethoven	This joyful and uplifting piece encourages students to use bold lines and bright colours to show happiness. It helps them focus on creating positive emotions through their drawings.
"Flight of the Bumblebee" by Nikolai Rimsky-Korsakov	This fast and buzzing orchestral piece is perfect for using quick, sharp lines to show movement. It helps students use zigzags or swirls to capture the buzzing energy of the music.
"Aquarium" from The Carnival of the Animals by Camille Saint-Saëns	The student carefully added details to their drawing, making it unique and personal.
"Hall of the Mountain King" by Edvard Grieg	This piece starts slowly but builds up speed and intensity. It helps students create drawings that change from calm to energetic, using both soft lines and sharp, strong lines.

Example

An abstract drawing inspired by the music 'Clair de Lune' by Claude Debussy.

**Waves of Serenity**

This drawing inspired by "Clair de Lune" uses soft, wavy lines to show calm and peaceful feelings. The swirls in the drawing look like gentle waves or soft winds, which makes the drawing feel relaxing, just like the music. The artist used cool colours like blue, light purple, and soft pink to make the drawing feel calm and dreamy. The lines flow smoothly and seem to connect with each other, showing how the music moves gently. There are also small circles and shapes, which make the drawing more interesting, like adding little details from the music's quiet moments.

Tips

Tips for completing the abstract drawing activity.

Tip	Description
Listen carefully to the music	Focus on how the music makes you feel. Close your eyes and imagine what colours, shapes, and movements in the music match the emotions and feelings.
Use different lines	Try wavy lines for gentle feelings and sharp, zigzag lines for faster or more intense parts of the music. Use your pencil or marker!
Choose colours to show emotions	Use warm colours like red, yellow, and orange to show energy and excitement. Use cool colours like blue, green, and purple to show calm or peaceful feelings.
Fill the space on your paper	Don't leave too much empty space. Use your lines and colours to create interesting designs, but make sure the lines and colours are balanced.
Keep it abstract	Remember, your drawing doesn't need to look like real objects. Focus on creating shapes, lines, and colours that match the feeling of the music, not something you would see in real life.
Add details	Small details like tiny shapes or patterns can make your drawing more interesting. Think about what parts of the music inspire you to add these special touches.

Planning

Answer the questions below.

1) How does the music make you feel?

2) What colours will you use to show these emotions?



3) What type of abstract art will you use?

☐ Cubism☐ Expressionism☐ Surrealism

4) What kind of lines will you draw to show these emotions?

☐ Wavy☐ Sharp

5) How will you use the space on your paper?

6) Will your drawing have patterns or shapes? What shapes will you use in your drawing?

7) How will you balance your use of warm and cool colours?

Name: _____

30

Curriculum Connection
D1.1, D1.3

Rough Copy

Sketch your drawing below

PERVALE

Class Gallery Walk

Walk around the classroom to look at everyone's abstract drawings and write down three things you learned about how they expressed the music.

1**2****3****I Am Proud Because...**

Write a sentence about how you are proud of your drawing and how it shows the emotion of the music.

Next Time I Will Improve By...

Write a sentence about what you would do better to make your drawing even more expressive or connected to the music.

Rubric How did you do on the activity

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creative use of lines	Lines do not show movement or emotion	Lines somewhat show movement and emotion	Lines mostly show movement and emotion	Lines clearly show movement and emotion effectively
Clear expression of emotions	Emotions are not clear in the drawing	Emotions are somewhat clear in the drawing	Emotions are mostly clear in the drawing	Emotions are very clear and expressed creatively
Connection to the music	Little to no connection to the music	Some connection to the music can be seen	Mostly connected to the music	Very clearly connected to the music throughout
Effective colour choices	Colour choices do not match emotions	Colour choices somewhat match emotions	Colour choices mostly reflect emotions	Colour choices fully match and enhance emotions
Attention to detail	Minimal details are added to the drawing	Some details are included	Many details are added, showing creativity	Very detailed and creative drawing

Teacher Comments**Mark****Student Comments - What Could You Do Better?**

Understanding One-Point Perspective Art

What is a One-Point Perspective?

One-point perspective is a way of drawing that makes objects appear smaller as they go farther away, like looking down a long road or hallway. It's used in art to create depth. Artists use one vanishing point to guide their drawing. The horizon line is where the sky meets the ground and the vanishing point is on the horizon line where all lines in the drawing meet. In one-point perspective, the objects (like buildings or streets) appear smaller as they move toward this point.



Steps to Draw in One-Point Perspective

To draw in a one-point perspective, follow these steps:

- 1) Draw a horizontal line across your paper. This is your horizon line.
- 2) Mark a dot on the horizon line. This is your vanishing point.
- 3) Draw lines from the vanishing point to the corners of your objects. These lines help guide where to place your objects.
- 4) Start drawing objects like buildings or roads, making their edges line up with the vanishing point.
- 5) Add details like windows or doors, keeping the lines straight to the vanishing point.

Using Light and Dark Colours

Colours also help show depth. Lighter colours can make objects look like they're farther away, while darker colours make things seem closer. This is important for creating balance in your drawing. For example:

- Use **light** shades for distant buildings.
- Use **dark** shades for buildings in the foreground.

Questions

Answer the questions below.

1) What is a one-point perspective?

2) Explain why and how you should use dark colours vs light shade colours

Light Shade
ColoursDark Shade
Colours**Matching**

Match the term with the correct description

Horizon line ☐Vanishing point ☐Depth ☐The farthest forward objects
appear in the drawing.☐ The line where the sky meets the land
in the drawing.☐ A special horizon line where all
the lines in the drawing meet.**True Or False**

Is the statement true or false?

1) All lines in one-point perspective lead to the horizon line.	True	False
2) Light colours make objects look closer in a one-point perspective.	True	False
3) Objects get larger as they approach the vanishing point.	True	False
4) Dark colours are best used for objects far from the viewer.	True	False
5) One-point perspective is only used in cityscape drawings.	True	False

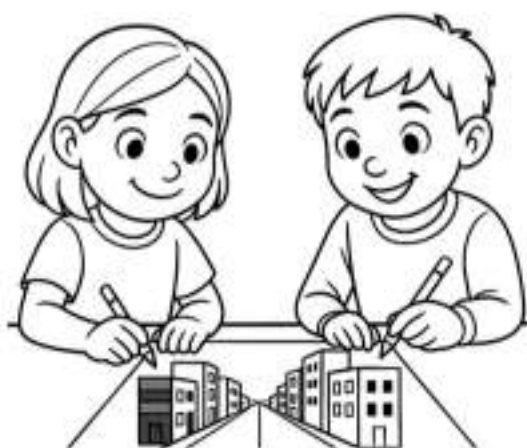
Activity: One-Point Perspective Cityscape Drawing

Objective What are we learning more about?

Students will create a cityscape using a one-point perspective to learn how lines, shapes, and colour can create a illusion of depth and balance in art.

Materials What do we need for our activity?

- Drawing paper, Pencils, Ruler, Eraser
- Coloured pencils or markers
- Black marker (optional)



Instructions How will we complete the activity?

- 1) Start by drawing a straight horizontal line near the middle of your paper. This is the horizon line.
- 2) Place a small dot anywhere on the horizon line. This dot will be your vanishing point.
- 3) Using your ruler, draw several lines from the vanishing point outwards. These lines will act as guidelines for streets and buildings.
- 4) Draw vertical lines along the guidelines to create the outlines of buildings. Make sure the top and bottom of the buildings line up with the horizontal lines.
- 5) Add details to the buildings, such as windows, doors, and signs. Make sure the top and bottom lines of the windows point toward the vanishing point.
- 6) Use coloured pencils or markers to fill in the buildings. Use darker colours for buildings closer to the front and lighter colours for those further away to create depth.
- 7) Add streets, cars, or trees if desired, following the same perspective rules.
- 8) Finally, trace over your lines with a black marker if you wish to make your drawing stand out more.

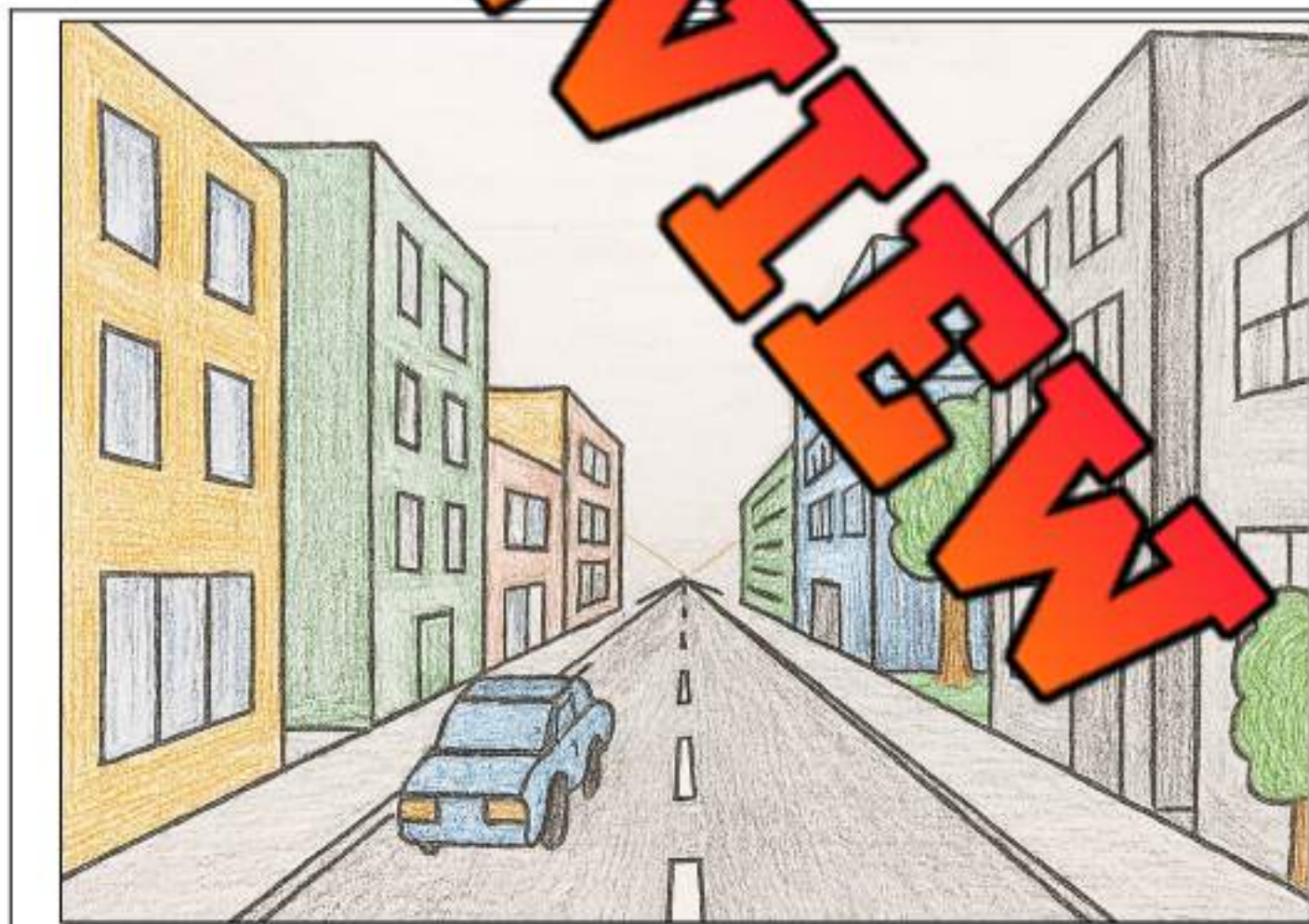
How-To-Guide

Here are the steps to create a one-point perspective cityscape drawing

Steps	Description
1 Draw The Horizon Line	Use your ruler to draw a straight, horizontal line across your page. This line shows where the ground and sky meet and helps guide the rest of your cityscape so everything looks neat and balanced.
2 Add The Vanishing Point	Pick a spot on the horizon line and make a small dot. This dot is your vanishing point and it's where most of the lines in your city will point, so your drawing will look 3D and realistic.
3 Create The Road	Start at your vanishing point and draw two diagonal lines that go to the bottom corners of your paper. These will be the sides of your road and will help show how the road stretches far away.
4 Draw Guidelines For Buildings	From your vanishing point, draw more lines spreading out toward the sides of your paper. These will guide the top and bottom edges of buildings, sidewalks, and streets so they all point in the right direction.
5 Draw The Building Fronts	Between two of your guidelines, draw two straight vertical lines to make the front of a building. These lines don't point to the vanishing point, but they must be straight and help define the building's front face.
6 Draw The Building Sides	Connect the tops and bottoms of your building fronts to the vanishing point using straight diagonal lines. These lines show the sides of the buildings and help create the 3D perspective.
7 Add Details To Your City	Add fun details like windows, doors, signs, trees, and cars. Any parts that stick out follow the same rules and point toward the vanishing point so that your city still looks neat and full of detail.
8 Use Colour To Show Depth	Use darker colours for buildings at the front and lighter colours for those near the vanishing point. This colour change helps show which objects are closer or farther away, making your cityscape look more realistic and well-balanced.

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creative Use of Perspective	The drawing accurately uses one-point perspective with all lines leading to the vanishing point.
Effective Use of Colour	The student uses light and dark colours to create depth, with darker colours in the foreground.
Attention To Detail	The drawing includes realistic details like windows, doors, and textures, enhancing the overall cityscape.
Proper Use of Guidelines	The student consistently uses guidelines for buildings, streets, and objects to ensure they align properly.
Neatness And Line Precision	Lines are drawn straight, with careful attention to rulers for accuracy and neatness.

Example Example of a one-point perspective drawing of a cityscape.

Planning

Answer the questions below.

1) What is your inspiration for your one-point perspective drawing?

2) Where will you place the horizon line?

3) What are you drawing to show your one-point perspective illustration?

4) What kinds of details will you add to your one-point perspective drawing?

5) How will you make your drawing unique?

6) How will you use light and dark colours?

Name: _____

50

Curriculum Connection
D1.2, D1.3

Rough Copy

Sketch your one-point perspective drawing.

PERSPECTIVE

Peer Feedback

Answer the questions below.

1) Partner's name: _____

2) What I liked about my partner's one-point perspective drawing:

3) What I learned from my partner's one-point perspective drawing:

4) Questions I have for my partner's one-point perspective drawing:

5) Two highlights and one area for improvement in my partner's one-point perspective drawing:







Rubric	How did you do on the activity?
---------------	---------------------------------

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creative Use Of Perspective	Lines don't meet at a vanishing point	Some lines meet, but inconsistent	Most lines meet, perspective is clear	All lines meet, strong perspective
Effective Colour Choice	No contrast	Some contrast, but inconsistent depth	Good contrast, minor depth issues	Excellent contrast, strong depth
Attention To Detail	No details	Some basic details but lacks realism	Good detail in most areas, with minor improvements needed	Details make the drawing realistic and enhance the cityscape
Proper Use Of Guidelines	Objects misaligned, don't follow guidelines	Some objects follow guidelines but minor misalignment	Most objects follow guidelines, minor misalignment	All objects align perfectly with guidelines
Neatness And Line Precision	Messy lines, little use of rulers	Some neat lines, but inconsistent in precision	Mostly neat lines, with good use of rulers	Lines are clean, precise, with great use of rulers

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Understanding Mandala Art

What Is a Mandala?

Mandala is a form of design that uses shapes, lines, and colors arranged in a circle. The word "mandala" means "circle" in Sanskrit, an ancient Indian language. They are often used in Hindu and Buddhist ceremonies with meditation, prayer, and spiritual goals. They are usually drawn with a centre point and have patterns that repeat around the center.



Where Mandalas Come From

Mandalas have been made for over 2,000 years. They first appeared in India but later spread to countries like Tibet, Nepal, and Japan. In many temples and places of worship, monks create large sand mandalas with colored grains of sand.

How Mandalas Are Used

In modern times, people create mandalas for meditation or personal reflection. In schools and homes, they are coloured to reduce stress and improve focus.

Key Facts About Mandalas

- Mandalas always start from a central point and grow outwards.
- Tibetan sand mandalas can take **30 to 50 hours** to make.
- Mandalas are often drawn in **four sections** to show balance and harmony.
- Each colour in a mandala has meaning. For example:
 - Red = strength
 - Blue = peace
 - Green = growth

Questions

Answer the questions below.

1) What does the word "mandala" mean and what language is it from?

2) How do mandalas help during meditation or prayer?

True or False

Is the statement true or false?

1) Only people in India have ever made mandalas.	True	False
2) Mandalas can be used to help some people feel better.	True	False
3) Mandalas always include animals, people, or buildings in their designs.	True	False
4) Mandalas are sometimes made using tiny pieces of coloured sand.	True	False
5) Mandalas always use patterns that start from the outside.	True	False

Word Scramble

Unscramble the words from the word bank.

Word BankSand
TemplesMandala
HarmonyCircle
MeditationPatterns
Religion

DANAMAL

TYPAREH

PASERTTN

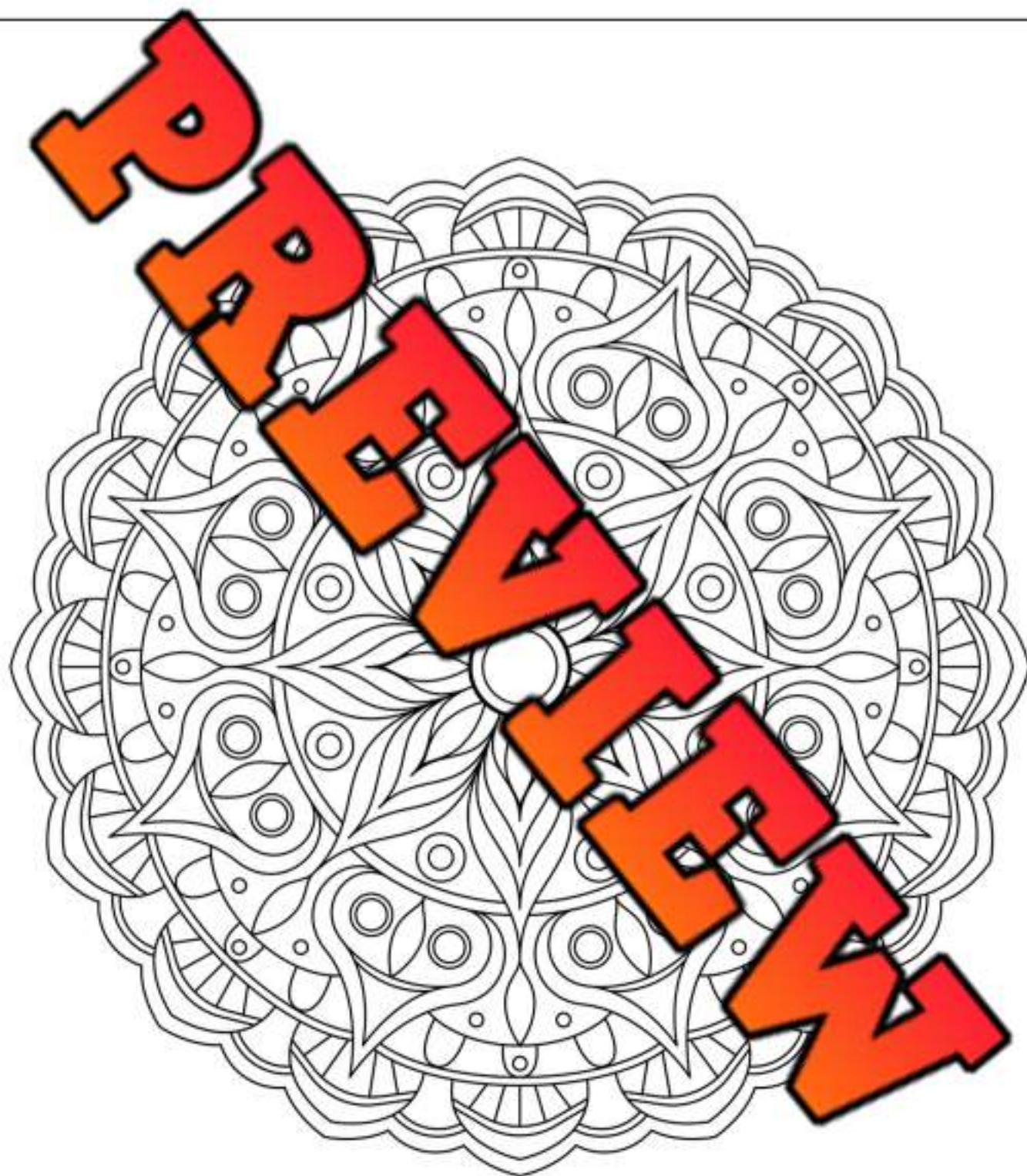
DASN

ETMPSEL

CELICR

**Mandala Art
Worksheet**

Colour the mandala art below with a bright, unique colour to make it stand out.



Activity: Creating A Colour Wheel Mandala

Objective What are we learning about?

Students will create a mandala using geometric shapes and the full colour wheel (primary, secondary, and tertiary colours). They will explore how colour choices create harmony and practice using colour gradients and gradation to show volume in their designs.

Materials What do we need for the activity?

- White paper (preferably A4 or A5)
- A pencil, Ruler, Eraser
- Colour pencils, crayons, markers (including all primary, secondary, and tertiary colours)
- Compass (optional for making circles)
- Black marker for outlining



Instructions How will we complete the activity?

1. Draw a large circle or square in the centre of the page. Divide the shape into geometric shapes like triangles and circles. Divide the shapes into sections or slices.
2. Colour the mandala using primary, secondary, and tertiary colours.
3. Blend colours in different sections to explore new shades and tones.
4. Experiment with colour gradation, shading from dark to light to create a sense of volume and a 3D look.
5. Outline the shapes and sections with a black marker to make the colours and designs stand out.
6. Ensure the entire colour wheel is represented and adjust your colours to create harmony and balance. Review your work, making sure all colours and gradations look balanced and complete.

How-To-Guide

Here are steps to create a colour wheel mandala

Steps	Description
1 Draw The Mandala	Start by drawing a big circle in the centre of your page using a compass or tracing a round object. This will be the shape for your mandala. Make sure the circle is large and centered.
2 Divide The Circle Evenly	Use a ruler to divide the circle into equal slices, like a pizza. Draw light lines from the middle to the edges. Try to make 12 sections for primary, secondary, and tertiary colours.
3 Add Geometric Shapes	In each slice, add geometric shapes like triangles, circles, or diamonds. Make the shapes in each slice so your mandala is symmetrical and balanced.
4 Choose Your Colours	Choose colours from the colour wheel: red, yellow, blue (primary), orange, green, purple (secondary) and six tertiary colours.
5 Start With Primary Colours	Colour three spaces with red, yellow and blue. Space them out evenly in the circle so they don't sit beside each other. These are your base colours and help guide the rest of colouring.
6 Add Secondary Colours	Now add orange, green, and purple between the primary colours. These are made by mixing two primary colours. Red and yellow make orange. Make sure the colours are placed in the correct order.
7 Fill In Tertiary Colours	Fill in the six remaining spaces with tertiary colours: red-orange, yellow-orange, yellow-green, blue-green, blue-purple and red-purple. These colours go between the primary and secondary colours.
8 Use Colour Gradation	Blend each colour from dark to light by pressing hard with your pencil or crayon. This shows gradation and adds depth. Try to blend smoothly and make your colours look like they change gently.
9 Add Black Outlines	Once your colouring is finished, trace over all your shapes and sections with a black marker. This helps make your mandala stand out. Take your time and follow the lines carefully for a neat look.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Creative Symmetrical Arrangement	The student uses a variety of geometric shapes arranged in a thoughtful pattern.
Use of Symmetry	The mandala shows an effort to incorporate symmetry in the arrangement of shapes.
Effective Colour Gradation	The student uses smooth transitions between colours, creating a sense of depth and volume.
Full Use Of Space	The design covers the entire surface without large empty areas.
Creative Use Of Colour Wheel	The student creatively incorporates all primary, secondary, and tertiary colours.

Example

Example of a colour wheel



Planning

Answer the questions below.

1) What is your inspiration for your mandala?

2) What is the main inspiration for your mandala?

☐ Nature☐ Feathers☐ Geometric shapes☐ Animals☐

3) What types of colours will you use in your mandala?

Primary colours**Secondary colours****Tertiary colours**

-
-
-
-

-
-
-
-

-
-
-

4) How will you make sure your design is not unbalanced?

5) What colour will you use to outline your shapes?

6) How will you outline your shapes?

Name: _____

60

Curriculum Connection
D13, D14

Rough Copy

Colour each section of the mandala below using the order of a colour wheel.



Self-Assessment Checklist

Answer the questions below

1) What was the name of your mandala artwork?

2) Did I follow the instructions carefully?

Yes

No

3) Did I use primary, secondary, and tertiary colours effectively?

Yes

No

4) Did I use different shades to create new shades and hues?

Yes

No

5) Did I experiment with gradient and shading?

Yes

No

6) Did I outline the sections with black marker for clarity?

Yes

No

7) Did I ensure the colour wheel was balanced and harmonious?

Yes

No

8) Did I take my time to use different drawing techniques?

Yes

No

9) Strengths: What was I good at when creating the Colour Wheel Mandala?

10) Areas for Improvement: What could I do better?

11) How do I feel about my completed Colour Wheel Mandala?

Amazing

Great

Good

Okay

Poor

Rubric	How did you do on the activity?
---------------	---------------------------------

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creative Shape Arrangement	Shapes are random or unclear	Some arrangement but unbalanced.	Mostly arranged thoughtfully	Creatively and thoughtfully arranged
Use of Symmetry	No symmetry	Some symmetry, but inconsistent	Mostly symmetrical	Perfect symmetry throughout
Effective Colour Gradation	No blending	Some blending, but uneven	Good blending, minor issues	Smooth, effective blending throughout
Full Use of Space	Large spaces between the design	Some space is used, gaps are visible	Most of the space is filled with design	The entire space is fully and thoughtfully used
Creative Use of Colour Wheel	Missing or limited use of primary, secondary, and tertiary colours	Some key parts of the colour wheel are represented	Most of the colour wheel is represented in minor ways	All primary, secondary, and tertiary colours are accurately included

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Exploring Shading In Art

What Is Shading In Art?

Shading in art is adding dark and light areas to a drawing to make it look real. It helps artists show where the light is coming from and what the shape of the object is. When shading is done well, the drawing can look three-dimensional, like it is popping out of the page.



Why Shading Matters

Shading helps show depth and form. It lets us understand if something is round, rough, smooth, or flat. Artists use shading to show the time of day, the mood of the scene, or the direction of light. For example, shadows are darker when the sun is low in the sky. In portrait drawings, shading helps show the shape of noses, and jawlines.

Common Shading Techniques

Artists use different shading techniques depending on the effect they want. Some of the most common ones include:



- **Hatching:** Lines going in one direction to create tone.
- **Cross-hatching:** Lines crossing each other to create darker tones.
- **Stippling:** Small dots used to create light and dark areas.
- **Blending:** Smudging the pencil to create smooth shadows.
- **Scumbling:** Small scribbles to create a textured effect.

Tools Artists Use for Shading

Pencil grade makes a big difference in shading. H pencils are hard and light, while B pencils are soft and dark. A 2B pencil is good for medium shading, while a 6B is great for dark shadows. Artists also use tools like blending stumps, tissues, and kneaded erasers to soften edges and create smoother tones.

Questions

Answer the questions below.

1) How does shading change the look of a flat shape?

2) What does shading help an artist show in their drawing?

3) What type of pencil would be best for light shading?

Matching

Match the term with the correct definition.

Hatching ☐Stippling ☐Cross-hatching ☐Scumbling ☐

dots close or far apart

☐ Lines in one direction☐ Multiple marks for light texture☐ Series of lines crossing each other**True Or False**

Is the statement true or false?

1) Hatching and stippling are both types of shading techniques.

True False

2) Shadows always appear lighter than the lightest part of an object.

True False

3) Charcoal gives soft, light shading with almost no texture.

True False

4) Scumbling is when you draw long, straight lines for shading.


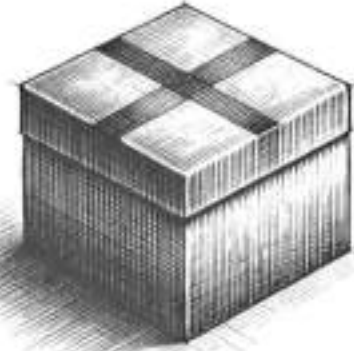

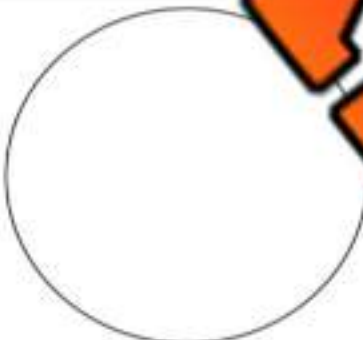






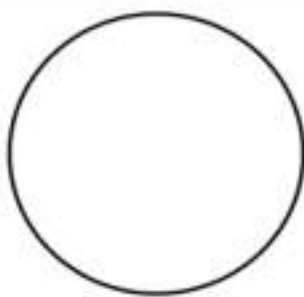
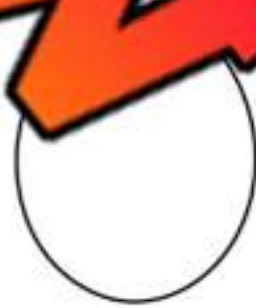
True False

5) Artists use shading to show time, shape, and light direction.

True False

Shading Worksheet

Let's practice some of the shading techniques we've learnt.

		
Stippling Shading	Cross-hatching Shading	Hatching Shading
		
Try Stippling Shading	Try Cross-hatching Shading	Try Hatching Shading
		
Blending Shading	Modulation shading	
		
Try Blending Shading	Try Modulation Shading	Try Tonal Shading

Activity: Creating 3D Shapes With Shading

Objective What are we learning about?

Students will learn to use shading techniques to create three-dimensional spheres and cones by using light and dark areas, focusing on value and volume.

Materials What is needed for the activity?

- Pencils (HB and 2B), erasers, and sharpeners
- Drawing paper
- A small flashlight or lamp
- A few small objects (like a ball and cone) and some larger objects (like a funnel or paper hat)



Instructions How will we complete the activity?

1. Set up a small, clear drawing space on your desk. Place an object on your paper and lightly draw its outline with an HB pencil.
2. Shine a flashlight or lamp on the object from one side to create light and shadow.
3. Start shading the darkest areas of the object with 2B pencil, beginning the darkest part opposite the light source.
4. Gradually move toward lighter areas, reducing pencil pressure for lighter shades. Use the HB pencil to blend smoothly.
5. After shading, go back and erase any stray marks carefully.
6. Next, place a cone-shaped object on your paper and lightly sketch its outline.
7. Shine the flashlight on one side of the cone, then start shading the darkest areas.
8. Blend the light and dark areas on the cone for a realistic, three-dimensional effect.
9. Review your drawing, adjusting the light and shadow areas.
10. Compare your drawings with classmates and discuss shading techniques.

How-To-Guide

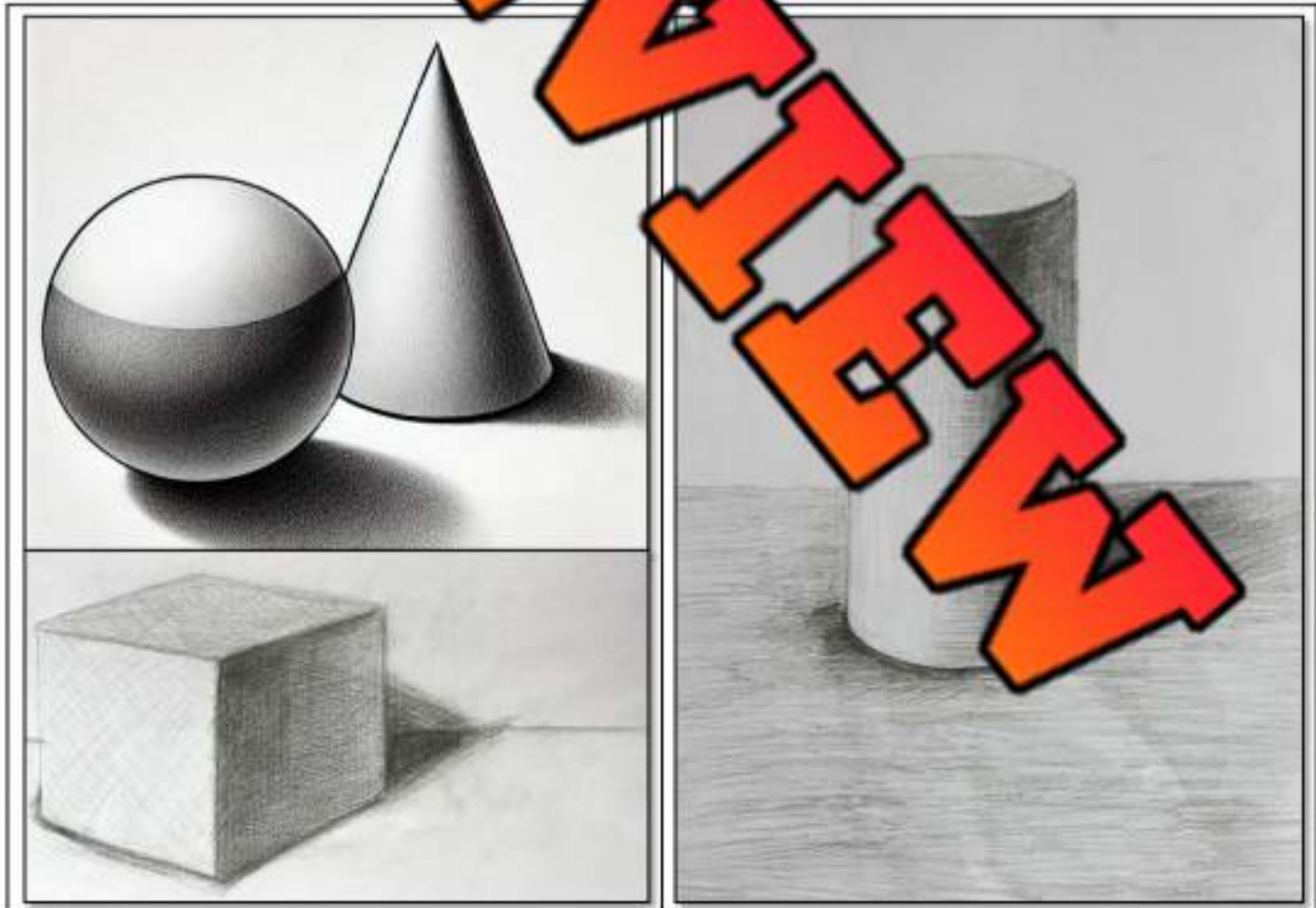
Here are the steps to create a 3D shapes with shading.

Steps	Description
1 Draw Shapes	Lightly draw a circle for the sphere and a triangle for the cone. Make sure the shapes are big enough for shading and neatly drawn to give you enough space for adding shading later.
2 Add Light Source	Decide where the light is coming from. Place a small dot or mark on the page to show the light source. This helps guide you in deciding where to shade and where to leave highlights.
3 Shade The Dark Side	Begin shading the side of each shape that is farthest from the light source. Use a pencil to create the darkest areas. Press gently at first and then darker as more shadow is needed.
4 Add Middle Tones	Shade the middle part of the shapes, blending between the dark and light areas. Use light pencil strokes to create a gradual change from dark to light so the shading looks smooth and natural.
5 Create Highlights	Leave the area closest to the light source lighter to create highlights. Use an eraser gently to lighten these spots if necessary. Highlights make your shapes look more realistic and three-dimensional.
6 Blend The Shading	Blend the shading smoothly using circular strokes. Avoid harsh lines by gradually building up the shading. Make the transition between the dark, middle, and light areas look seamless.
7 Add A Shadow Below	Draw a soft shadow under the sphere and cone to make it look like they are resting on a surface. The shadow should be darkest near the shape and get lighter as it moves away.
8 Check Your Work	Review your drawing carefully. Make sure the shading looks smooth and the light and shadows match the light source. If anything looks off, go back and adjust the shading where needed.

Criteria Use the criteria below to complete the activity.

Criteria	Description
Outline Accuracy	Draw the sphere and cone outlines lightly and carefully so they look like real shapes.
Gradient	Gradually blend from dark to light areas using your pencils. Make sure the darkest side is opposite the light source.
Smooth Blending	Blend shading smoothly without harsh lines. Use the HB pencil for lighter areas and 2B for darker areas.
Observation of Shadows	Observe how the shadows fall and use this to improve your drawing, making sure it matches the light source.
Use Of Space	Ensure your drawing and shading fill the space on the paper well, without leaving large empty areas or squishing everything.

Example Example drawing of shapes and shading



Planning

Answer the questions below.

1) What shapes are you drawing?

☐ A Circle☐ A Sphere☐ A Cube☐☐ Other: _____

2) Where will you start shading?

3) Which part should be light in your drawing?

☐ The bottom☐ The part near the light☐ The far side☐ Other: _____

4) What details will help make your shapes look 3D?

5) How will you make sure your work is neat?

6) List 4 materials you will use in this activity.

➤

➤

➤

➤

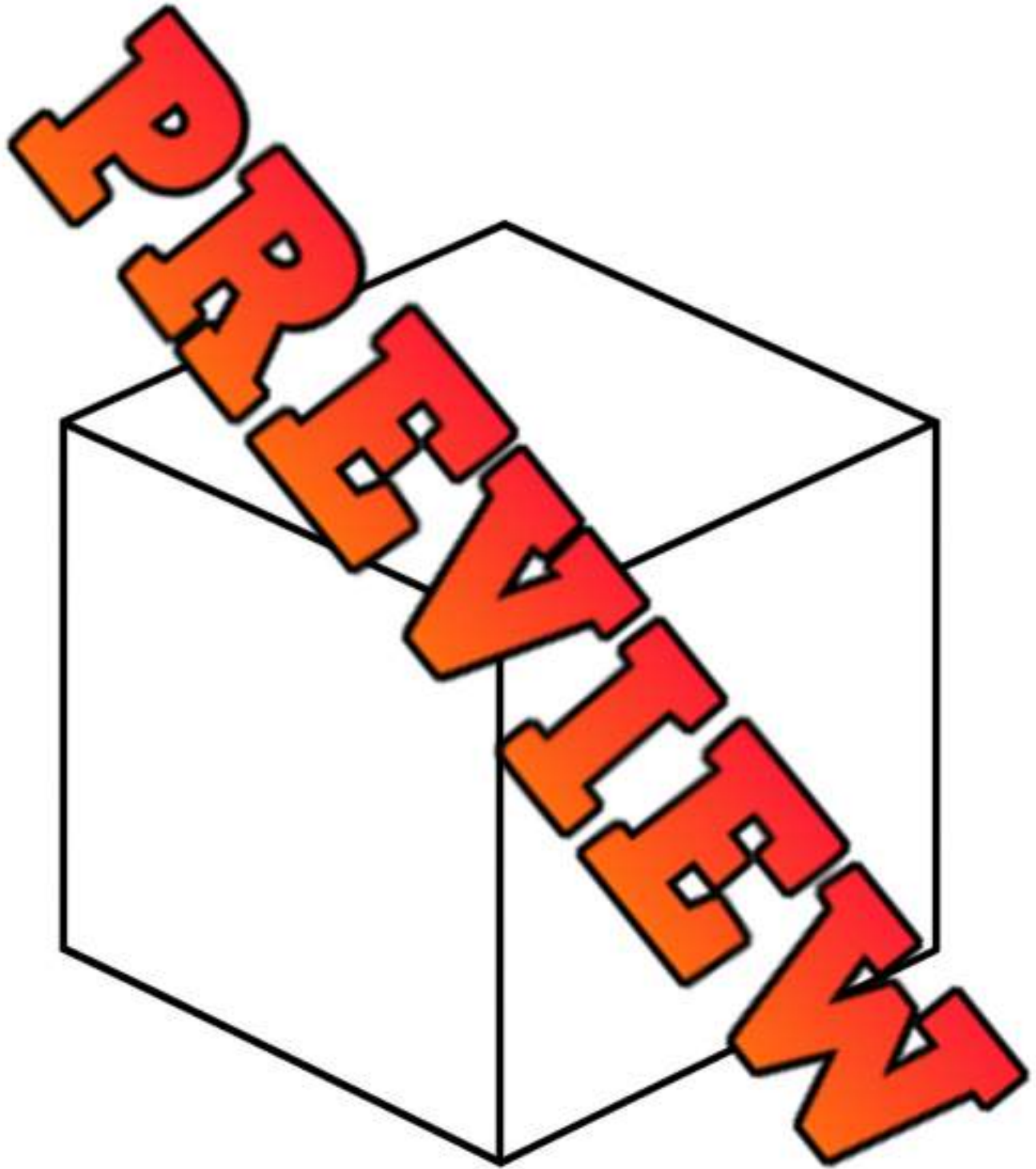
Name: _____

77

Curriculum Connection
D13.D22

Rough Copy

Add shading to the cube below to make it look more realistic and 3D.



Peer Feedback Answer the questions below.

1) Assigned topic: _____

2) Partner's name: _____

3) What I liked about your 3D shape drawing with shading: _____

_____4) What I learned about your 3D shape drawing with shading: _____

_____5) Questions I have about your 3D shape drawing with shading: _____

6) Two highlights and one area for improvement in your drawing: _____



Name: _____

79

Curriculum Connection
D1.3, D2.2

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Outline Accuracy	Shapes very uneven	Shapes somewhat uneven	Shapes mostly accurate	Shapes very accurate
Shading Gradation	Shading poor	Rough shading, little blending	Some blending, needs work	Smooth blending, good shading
Smooth Blending	Shading with visible lines	Some blending, with lines	Mostly smooth	Very smooth blending
Observation Of Shadows	Shadows do not match light source	Shadows mostly match	Shadows mostly match	Shadows placed well.
Use Of Space	Shapes poorly placed	Shapes unevenly spaced	Shapes mostly space well	Shapes well-balanced, fill space

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Exploring Sculpture Art

What Are Sculptures?

Sculptures are three-dimensional pieces of art. Artists create them using carving, modelling, or building materials into shape. Unlike paintings or drawings, sculptures can be viewed from all angles. Sculptures can be made from many materials like stone, wood, clay, metal, and even recycled materials.



How Sculptures Are Made

There are different ways to make sculptures. One way is carving, where the artist cuts away pieces from a solid block of material like stone or wood. Another way is modelling, where a soft material like clay is shaped by hand. Sculptures can also be assembled by putting different parts together, like welding pieces of metal.

Types of Sculptures

Sculptures can be freestanding, meaning they stand on their own, or they can be reliefs, which are attached to a background. Relief sculptures are often found on walls or surfaces. The oldest known sculpture is the "Venus of Hohle Fels," made over 35,000 years ago in Germany.



Sculptures in Canada

In Canada, sculptures are part of our art and Indigenous traditions. The Inukshuk is a famous Inuit stone landmark found in northern Canada. In cities like Ottawa and Vancouver, large sculptures can be found in parks and near government buildings, showing our history and culture.

Questions

Answer the questions below.

1) What are two ways artists build or shape sculptures?

2) What is the name of the oldest known sculpture?

3) Name one sculpture you've seen and you and explain what is unique about it.

True Or False

Is the statement true or false?

1) Sculptures always show people and never animals or objects.	True	False
2) Sculptures can only be made from stone or metal.	True	False
3) Sculptures can be made by cutting, shaping, or putting things together.	True	False
4) The "Venus of Hohle Fels" was made 35,000 years ago.	True	False
5) The Inukshuk is a type of sculpture made by the Inuit people.	True	False

Matching

Match each term to what it means.

Carving ☐Relief ☐Freestanding ☐Assembling ☐☐ Stands on its own☐ Putting parts together☐ Sculpture sticks out from a wall☐ Using soft materials by hand

Activity: Tin Foil Animal Sculpture

Objective What are we learning about?

Students will learn to create a three-dimensional form by sculpting their favourite animal. This activity will help students understand shape, structure, and how to build simple models.

Materials What do we need for the activity?

- Tin foil (aluminum foil)
- Scissors (optional)
- Ruler and Eraser
- Markers (optional for drawing)



Instructions How will we complete this activity?

1. Begin the lesson by showing students a few pictures of animals or have them brainstorm their favourite animals.
2. Explain that they will be creating a sculpture using only tin foil. Emphasize that it's about exploring shape and form, not making a perfect copy.
3. Show a quick demonstration: take a piece of foil and shape it (like a ball or stick figure) so students understand how foil can be bent and shaped.
4. Encourage students to do a quick sketch of their chosen animal on paper before starting. This step helps them plan their work.
5. Hand out the materials: tin foil sheets, pencils, sketch paper, scissors and markers.
6. Give students time to experiment with the foil and begin shaping their animals. Walk around the room to encourage, suggest ways to shape pieces, and help students problem-solve if parts fall off or won't stand.
7. Remind students they can layer foil or add new pieces to make parts like legs or tails stronger.
8. Ask students to answer the reflection questions to help them think about the choices they made, what they learned, and how they might improve next time.

How-To-Guide

Here are the steps to create a tin foil animal sculpture.

Steps	Description
1 Choose A Sketch	Pick your favourite animal to sculpt. Then, draw a quick sketch on paper to help plan its shape. Think about the body, legs, head, and tail. This sketch will help guide your tin foil building.
2 Get Your Materials Ready	Gather tin foil, pencil, sketch, and any other supplies like scissors. Having everything close by will help you work smoothly. Don't stop to look for materials while sculpting.
3 Shape The Animal's Main Body	Cut a large piece of tin foil. Begin folding, squeezing, or rolling it to shape the body. Think about how big or thick the body should be, just like in your sketch.
4 Add Legs, Tail, And Head	Use smaller pieces of foil for the legs, head, and tail. Attach them by squeezing the foil together. Make sure each part is strong and shaped the way you want it to look.
5 Make Sure It Can Stand Up	Once all parts are connected, adjust the sculpture so it can stand or sit without falling. Gently bend the bottom parts if needed to make the animal stay balanced on a flat surface.
6 Smooth And Connect Parts Well	Press all parts together firmly so they stay connected. Squeeze the foil carefully so nothing falls off. This helps the sculpture look neat and keeps it from breaking when you move it around.
7 Add Creative Details With Shape	Use more foil to create extra parts like ears, wings, or horns. Fold, twist, or pinch foil to add small details that make the animal more real or unique. Be as creative as you can!
8 (Optional) Add Marker Details	If you want, gently use markers to colour small areas of the foil. This is optional, but it can make eyes, patterns, or spots stand out.
9 Review And Make Final Touches	Look at your sculpture from all sides. Make small changes to fix shape, balance, or details. This is your chance to improve anything before sharing or displaying your finished animal sculpture.

Criteria Use the criteria below to complete the activity.

Criteria	Description
Clear Animal	Make sure the sculpture clearly looks like the animal you chose to make.
3D Form	Shape your sculpture so it stands up or stays balanced without falling over.
Smooth and Strong Connections	Join and shape the foil so the body parts stay together and don't fall off.
Added Details Shape	Add details like ears, wings, or tails to help show what animal it is.
Creative Use Of Materials	Try folding, crumpling, or layering the foil in fun and interesting ways.

Example Example of a tin foil sculpture of a zebra

Planning

Answer the questions below.

1) What animal are you planning to sculpt?

2) Why did you choose this animal?

3) What can you do if your animal keeps falling?

☐ Start a new sculpture to get the balance or widen the legs☐ Leave it as it is☐ Add glue

4) What shapes do you need to make for the body? Why?

5) How will you make sure your sculpture can stand on its own?

6) List 3 materials you will need for this activity.

➤

➤

➤

➤

7) Which part of your animal will be the hardest to sculpt? Why?

Name: _____

98

Curriculum Connection
D1.3, D2.3

Rough Copy

Sketch the animal you plan to create a sculpture of.

PERVALEZ

**Peer
Feedback**

Use the checklist below to give them feedback. After checking each box, write something you liked and something they could change as a comment.

1) Your partner's name: _____**2) Clear Appearance:**

- ☐ Does the sculpture look like an animal?
- ☐ Can you tell which animal it is?

3) Standing on its own:

- ☐ Does the sculpture stand on its own?
- ☐ Is it shaped in a way that feels like it?

4) Strong Connections:

- ☐ Are the foil parts pressed together tightly?
- ☐ Do any parts feel loose or about to fall off?

5) Added Details:

- ☐ Did they include parts like ears, tail, wings?
- ☐ Do the small details help show what animal it is?

6) Something I liked about your tin foil animal sculpture:

7) Something you could change:

Your Signature: _____

Date: _____

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clear Animal Shape	Shape doesn't look like an animal	Shape is unclear but slightly animal-like	Shape mostly looks like your animal	Shape clearly shows chosen animal
3D Form Is Standing On Its Own	Sculpture falls over	Sculpture needs help to stay up	Sculpture stands but wobbles a bit	Sculpture stands strong and balanced
Smooth And Strong Connections	Parts are loose or fall off	Parts feel loose	Most parts stay together well	All parts strong and well connected
Added Details With Shape	No details were added to all	Only a few details added	Some animal features are clearly shown	Many details clearly show the animal
Creative Use Of Materials	Foil was used in simple ways	A few interesting, creative ways	Used foil in interesting, creative ways	Very creative with shaping the foil

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Exploring Ted Harrison's Art

Who is Ted Harrison?

Ted Harrison was a famous Canadian artist known for his vibrant and colourful paintings. He was born in 1920 in Ontario and later moved to Yukon, Canada, where he painted landscapes in the Yukon inspired by the region's unique environment. His artwork is filled with bold lines, bright colours, and imaginative designs.



Style and Techniques in His Art

Ted Harrison's artwork is famous for its use of **contrasting colours** that stand out. He used **curvy lines** to create movement in his landscapes, making them look fun and lively. His paintings were outlined in **bold black lines** to separate different sections. This technique made the colours pop and gave his paintings a stained-glass effect.

Key Elements of Ted Harrison's Art:

- **Bright Colours:** Often used pinks, blues, yellows, and purples.
- **Curvy Lines:** Created rhythm and flow in his landscapes.
- **Black Outlines:** Made each part of the painting stand out.
- **Canadian Landscapes:** Showed mountains, rivers, and northern wilderness.



Famous Works and Legacy

One of Ted Harrison's most famous works is **"The Yukon Series,"** which captures the beauty of the northern landscape. His illustrations for the book **"The Cremation of Sam McGee"** by Robert W. Service helped bring the poem to life with his vibrant style.

Questions

Answer the questions below.

1) Write two unique things about the way Ted Harrison painted landscapes?

➤ _____

➤ _____

2) Why did Ted Harrison go to the Yukon, and how did it inspire him?

True Or False

Is the statement (T) or (F)?

1) Ted Harrison used curved lines to create mountains in his artwork.	T	F
2) His artwork often used soft, light colors to create calm scenes.	T	F
3) Bold black outlines separated the different sections of his landscapes.	T	F
4) Ted Harrison avoided using bright contrasting colors in his landscapes.	T	F
5) Ted Harrison's paintings always used realistic colours for elements.	T	F

Word Search

Find the words in the word search.

Curves	Outlines
Illustration	Canada
Painting	Design
Mountains	Rivers
Contrast	Landscape

W C C A N A A J O D U
 R Y O L A N D S F G M P
 G I Q N O U T O Q
 F W V K T O S S V U S
 X A V E L R J I F Y T N E
 D Y M Q R W A C C E A B N T V
 G N N O Q S A S I M I L I A R
 G B T N W W Z O T G Z X A I U
 I L L U S T R A T I O N P N C
 I P W O E M D E S I G N G S B

Activity: Ted Harrison Inspired Landscape Art

Objective What are we learning about?

Students will create a landscape painting inspired by Ted Harrison's unique use of bold lines and bright colours. They will explore how contrast in colour creates balance and how curved lines add movement to their artwork.

Materials What do we need for the activity?

- White drawing paper
- Pencils for sketching
- Paintbrushes of various sizes
- Bright acrylic paints (or tempera paints)
- Water cups for rinsing brushes
- Paint palettes or paper plates for mixing colours



Instructions How will we complete the activity?

1. Begin by researching some of Ted Harrison's famous paintings to understand his use of lines and colour.
2. Think about a landscape that you want to create, such as a mountain range, or even a sunset. Picture how you can use curved lines to add movement to your scene.
3. Use your pencil to lightly sketch your landscape on the white paper. Use big, curvy lines to divide the different parts of the land, sky, and water.
4. Once your sketch is complete, choose bright, bold colours to fill in different sections of your landscape. Don't be afraid to use colours that contrast.
5. Paint each section, being careful to clean your brush when switching between colours.
6. Once dry, outline the major lines with a black marker.
7. Finally, review your painting and make any finishing touches.

How-To-Guide

Here are the steps to create a Ted Harrison inspired landscape art.

Steps	Description
1 Plan Your Design	Use a pencil to sketch your landscape lightly on paper. Add curvy lines for hills, trees, or clouds. Make sure to divide the space into different sections. Keep your design simple so it's easy to paint later.
2 Add Curved Lines	Use curved lines to show movement in your landscape. Add wavy lines for hills, or water to make the picture look lively. These lines will help your artwork look more like Ted Harrison's style.
3 Choose Your Colours	Pick light and bright colours to fill in your landscape. Think about using contrasting colours placed next to each other. Use different shades for different areas to make your painting more interesting and vibrant.
4 Paint With Care	Start painting the large areas first using bright colours. Paint carefully inside the lines. Rinse your brush before switching colours. Use smaller brushes for detailed areas.
5 Create Colour Contrast	Use contrasting colours to make different sections stand out. For example, place warm colours like red and orange next to cool colours like blue and green. This creates contrast and makes your landscape pop, just like Ted Harrison's.
6 Add Black Outlines	Once the paint is dry, use a black marker to outline the shapes. Make the lines bold and thick to create contrast between different sections. These outlines will help separate the colours and make the artwork look more defined.
7 Check For Balance	Look at your painting and make sure the colours are balanced. If one area looks too bright or too plain, add a little more colour or detail. Make sure all areas look equally interesting and lively.
8 Add Final Touches	Look closely at your artwork to check for any missed spots or rough edges. If needed, add more colour or go over the black outlines again. Make sure everything looks neat and complete before showing your work.

Ideas

Ideas on how to use colours and lines like Ted Harrison.

Landscape Title	Specific Elements To Include
Mountain Range	Large, curved mountains in the background, a glowing sun rising behind them, warm colours (orange, yellow) for the sky, soft blue for distant mountains, and dark green for the foreground.
River Through Valley	A river cutting through rolling hills, curvy lines dividing the land, bold blues for the water, green and brown hills, and a bright sky with soft clouds.
Desert Dunes	Large, rolling sand dunes in the foreground with curvy lines, a bright orange sky, and cacti in the background.
Ocean Waves	Big, flowing waves with bold lines, a sunset in the background with pinks and oranges, and greens for the water, and a sandy beach in the foreground.
Forest In Autumn	Tall, swaying trees with bold lines for tree trunks, bright orange, yellow, and red for the leaves, a forest floor, and a clear blue sky peeking through.
Snowy Mountains At Night	Majestic, snow-covered mountains with bold lines for the slopes, a deep, dark blue night sky with a glowing moon, and snow on the peaks, and a dark, snowy foreground.
Cityscape At Dusk	Buildings outlined with bold, curvy lines, a glowing orange sky as the sun sets, lights in the windows, and dark silhouettes of trees and streetlights in the foreground.
Tropical Island	A small, curved island with palm trees and bright green foliage, a calm blue sea, curvy lines to separate the beach from the water, and a vibrant sunset in the background.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Use Of Curvy Lines	Use bold, curvy lines to create movement in the landscape. Curves add energy.
Color Contrast	Use bright colours that stand out from each other. This makes your painting pop.
Painting Within Lines	Stay within the lines when painting. Keep the paint inside the lines you drew.
Bold Outlining	Use black markers to trace the big shapes to make them stand out.
Balance of Colours	Make sure the colours are balanced. Use different colours to keep things interesting.

Example

Example of a Ted Emerson style landscape art.



Planning

Answer the questions below.

1) What type of landscape do I want to create?

2) What colour will make my artwork stand out?

☐ Red☐ Yellow☐ Blue☐ Green

3) What will the title of my artwork be?

4) How will I keep my artwork safe and secure?

5) List out the shapes you will outline with black lines?

>

>

>

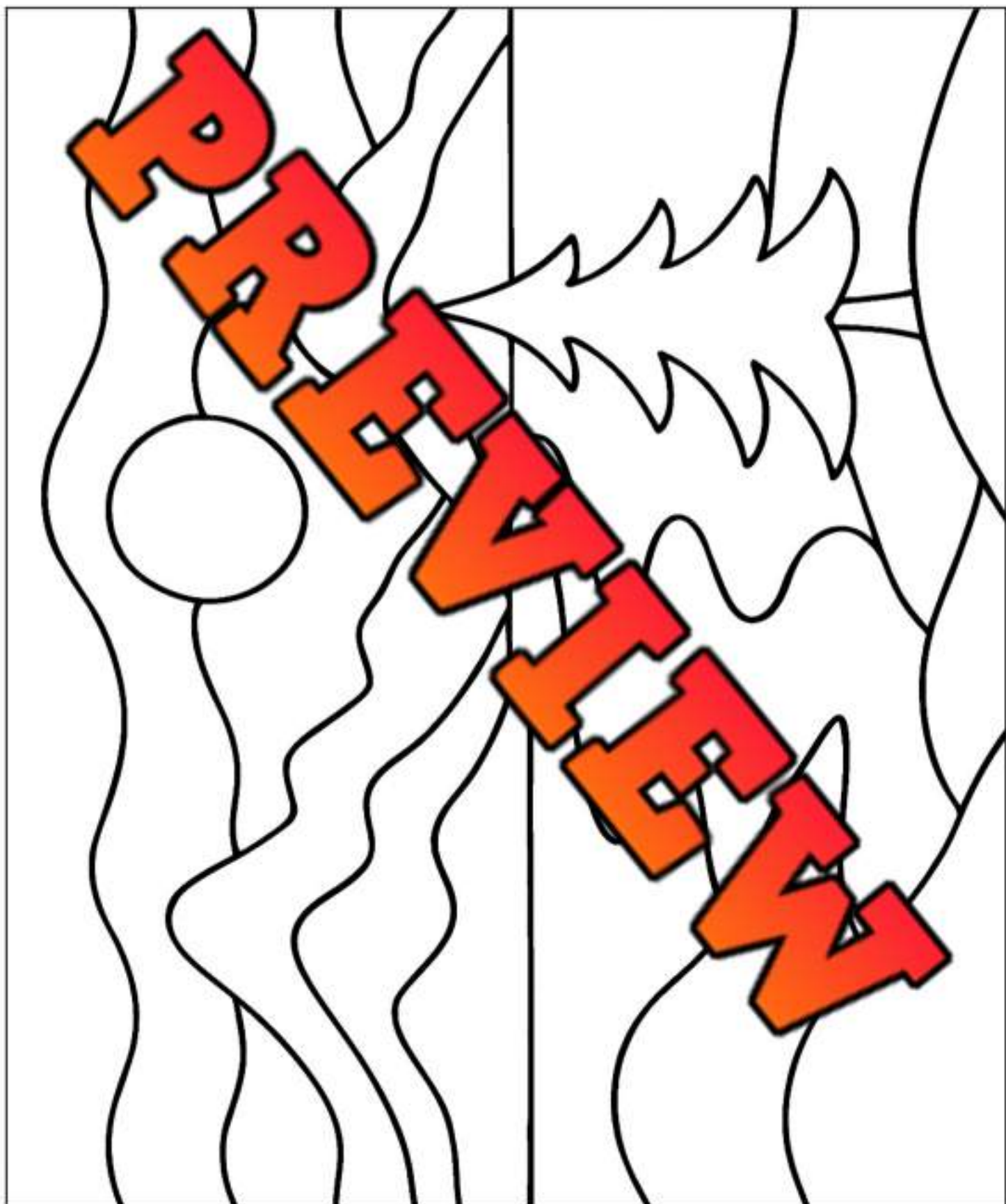
>

6) How do I plan to make my landscape look creative?

7) What will make my landscape unique?

Rough Copy

Colour the landscape below. Use bright Ted Harrison inspired colours.



Rubric	How did you do on the activity?
---------------	---------------------------------

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Use Of Curves	No curves	Few curves, not bold	Good curves in some parts	Bold curves throughout
Colour Contrast	Colours not contrasting	Some colours contrast, but not everywhere	Most colours show good contrast	All colours are bold and stand out from each other
Painting Within Lines	Painting outside lines	Painting in lines, but messy	Mostly inside lines	Neat, all inside lines
Bold Outlining	No outlining or weak one	Some shapes, but not all	Most shapes outlined	All shapes boldly outlined
Balance Of Colours	Colours unbalanced, too much of one	Colours balanced, but some similar colours in space	Mostly balanced colours	Well-balanced colours

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Understanding Cultures And Arts

Cultures and Arts Around the World

Our world is full of diverse cultures, each with its own traditions and art forms.

Indigenous Arts

In **Canada**, Indigenous peoples have a long history of artistic expression. First Nations artists create intricate beadwork and totem poles. Métis are known for their folk art, often featuring floral designs. Inuit artists create detailed carvings from materials like soapstone, depicting animals and daily life.



Artistic Traditions from Other Countries

Around the world, art reflects the values and beliefs of different cultures. For examples:

- **Mexico:** During Día de los Muertos, families create colourful sugar skulls and marigold-filled altars to honour their loved ones.
- **Ghana:** Kente cloth is a vibrant textile made of silk and cotton, woven into patterns that represent proverbs, history, and social status.

Celebrating Cultural Festivals

Festivals worldwide showcase the art, music, and traditions of their communities. For instance, the **Chinese** New Year is celebrated with dragon dances and red lanterns to usher in prosperity.

Why Art is Important in Culture

Art helps keep traditions alive. It allows people to express who they are and where they come from. Many cultures pass down stories and history through art, so younger generations can learn about their heritage. Art also brings people together by celebrating diversity and promoting understanding between different cultures.

Questions

Answer the questions below.

1) Why is learning about different cultures important?

2) What is one tradition of the Chinese New Year?

Matching

Match the term with the correct country.

Mexico ☐Ghana ☐Inuit ☐China ☐

Kente cloth weaving

☐ Dragon dances☐ Fireworks☐ Día de los Muertos**True Or False**

Is the statement true or false?

1) Dragon dances are performed during Holi to bring good luck.	True	False
2) Día de los Muertos is only celebrated in Canada and the US.	True	False
3) Fireworks are a common part of Chinese New Year celebrations.	True	False
4) Kente cloth patterns have no meaning and are chosen randomly.	True	False
5) Día de los Muertos is a festival that celebrates the New Year.	True	False

Activity: Exploring Cultural Art Through Colours

Objective What are we learning about?

Students will learn how different cultures use colours to express meanings and emotions, and create a painting that uses these colours to tell a cultural story.

Materials What do we need for the activity?

- Watercolours, acrylic paint, or coloured pencils
- Paintbrushes or pencils
- Small containers of water
- Paper towels



Instructions How will we complete the activity?

1. Choose a culture from the list provided. Focus on the colours and story ideas associated with that culture that you want to express in your artwork.
2. Sketch a rough idea of your painting. Think about how the lines, and colours will help tell the story of that culture or convey a feeling about that culture.
3. Gather your painting supplies. Make sure you have paint, brushes, water, and paper towels ready.
4. Start painting using the colours and elements you've researched. Remember how the colours relate to the story or emotion of the culture you chose.
5. Paint carefully and take your time experimenting with techniques to express your cultural story or emotion.
6. Allow your painting to dry completely before adding more details or enhancing your work. This will prevent smudging.
7. Review your painting once it's dry. Reflect on whether it effectively communicates the emotion or story from the culture you selected.

How-To-Guide

Here are the steps to create a cultural art through colours.

Steps	Description
1 Research Colours	Research how different cultures use colours to show feelings and stories. Look at websites or books to learn how colours represent different cultures.
2 Choose Your Culture	Choose a culture that interests you the most. Think about how that culture uses colours in its art, celebrations, and traditions. Make sure you choose a culture whose colours tell a story or express emotions.
3 Select An Emotion Or Story	Choose an emotion or story that matches the culture you chose. Think about how that culture uses colours to express that emotion or tell that story. This will help guide your painting's purpose and meaning.
4 Plan Your Design	Sketch a rough idea of your painting before starting. Include shapes, lines, and colours that represent your chosen culture.
5 Think About Layout	Make sure your sketch is clear. Arrange your shapes and colours carefully to make the design look neat and interesting. A clear layout will help viewers understand the story or feeling you want to express.
6 Gather Your Materials	Collect all the materials you'll need before you start. You'll need paint, brushes, paper, water, and towels. Make sure your workspace is clean and organized so that you can focus on working on your project.
7 Start Your Painting	Begin painting by adding the base colours first. Take your time and follow your sketch carefully. Pay attention to how the colours you use help express the culture you selected.
8 Use Colours Carefully	Think about how the colours you use represent the emotions and stories. Try not to mix the wrong colours and clean your brush well. Using the right colours will make your painting more accurate.
9 Add Final Details	After the base colours dry, add small details like patterns or symbols. Be careful and take your time. These small details will make your painting look more connected to the culture's story or emotion.

Criteria Use the criteria below to complete the activity.

Criteria	Description
Use Of Colours	How effectively does the student use the colours associated with the chosen culture to express the intended emotion or story?
Creativity and Originality	Does the student show creativity in their design? Is the painting imaginative and original, showing a unique cultural story?
Connection To Story/Theme	Does the painting clearly represent the cultural story or theme that was intended? Can viewers understand the cultural idea or story?
Composition And Layout	How well are the elements of the painting arranged? Is there a clear focal point? Are the shapes, lines, and colours balanced?
Technique	How well does the student use painting techniques to express their idea?

Example An example of Mexican culture is Día de los Muertos with a sugar skull.

Planning

Answer the questions below.

1) Which culture are you choosing for your artwork? Why did you choose it?

2) List four colours that are important in your chosen culture.

➤	➤
➤	➤

3) What emotion or story from your culture do you want to express in your painting?

4) What is the first thing you should do before starting your painting?

- | | |
|--|---|
| <input type="checkbox"/> Start painting right away | <input type="checkbox"/> Choose all the brushes |
| <input type="checkbox"/> Choose a culture and research its colours | <input type="checkbox"/> Choose all the colours |

5) Draw four shapes or symbols that you will show on your artwork.

Name: _____

131

Curriculum Connection
D13, D31

Rough Copy

Sketch your exploring culture through colours drawing.

PEREVALLEY

Peer Assessment

Mark your group members using the checklist below.

My Name	Who I Am Assessing	
Criteria	Description	Stars (1: Worst, 5: Best)
Use Of Colour	Can the student use the colours connected to the colour wheel to express an emotion or story?	☆☆☆☆☆
Creativity And Originality	Does the artwork show creativity and originality? Is it unique and interesting?	☆☆☆☆☆
Connection To Story/Theme	Can the student tell a cultural story or emotion through their artwork?	☆☆☆☆☆
Composition And Layout	Are the shapes, lines, and colours arranged well? Is there a clear focus?	☆☆☆☆☆
Technique	Did the student use the materials carefully? Is the artwork neat and well made?	☆☆☆☆☆

Learn And Question**Learn:** Write two things you learned from the activity.
Question: Ask one question you have from the activity.

Learn	<hr/> <hr/> <hr/>
Learn	<hr/> <hr/> <hr/>
Question	<hr/> <hr/> <hr/>

Rubric	How did you do on the activity?
---------------	---------------------------------

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Use Of Color	Colours do not match the cultural theme	Some colours match the cultural theme	Most colours match the cultural theme	All colours are well-matched and express the theme
Creativity and Originality	Little creativity shown in the design	Some creativity, but design is predictable	Good creativity and originality are shown in the design	Highly creative and original design that stands out
Connection To Story/Theme	Minimal connection to the story or theme is visible	Some elements connect to the theme	Most elements connect clearly to the story or theme	Excellent connection to the story or theme, clearly
Composition And Layout	Poor arrangement of elements, lack of balance	Some elements are arranged, though lack balance	Good arrangement of elements, with some balance	Excellent arrangement of elements, balanced
Technique	Poor application of techniques, messy or inconsistent	Some control of techniques, with minor errors	Good control of techniques with some mistakes	Excellent control of techniques, smooth and clean application

Teacher Comments

Mark

Student Comments - What Could You Do Better?



Workbook Preview



Ontario – Arts Curriculum

Grade 6 – Dance

	Learning Experiences	Pages
A1.1	Incorporate the use of props and materials (e.g., fabric, chairs, hats, hula hoops, balls, sticks) into dance pieces they create	9-13, 29-33, 90-92
A1.2	Use dance as a language to interpret and depict central themes in literature	17-23, 62-64, 74-78, 124, 129, 133-135
A1.3	Use guided improvisation in a variety of ways as a starting point for choreography	43-44, 49-52, 107-111, 128, 130
A1.4		41, 48-86, 103,
A2.1		26,
A2.2		33, 60, 86,
A2.3	communicate messages and ideas	101-103, 105-111, 113-119, 121-127, 129, 131-135
A2.3	Identify and give examples of their strengths and areas for growth as choreographers and audience members	14, 24, 34, 37-44, 53, 61, 67-71, 79, 87, 90-92, 93, 100, 112, 120
A3.1	Describe, with teacher guidance, types of dances used among Aboriginal peoples in the past and the present that express aspects of their cultural identity	128, 130
A3.2	Identify and describe ways in which pop culture and the media influence our awareness, understanding, and appreciation of dance	67-70, 124, 128-130, 133-135

Preview of 20 activities from this unit that contains 38 activities in total.

The Role of Props in Dance

Introduction

Props are objects that dancers use during performances to tell a story, show emotions, or add excitement to a dance. You can find props in many dance styles, including Ballet, Flamenco, and traditional cultural dances. In Flamenco, dancers use fans and shawls to add drama, while in Ribbon Dance, they use long silk ribbons to create flowing patterns in the air.



Using the Body with Props

When dancers use props, they also use their bodies in creative ways. Dancers make different shapes with their arms, legs, and torso while holding or moving props. They also dance at different levels—high, medium, or low. Moving at different levels with a prop makes the dance more interesting and helps tell a clearer story.

Relationship Between Dancer and Prop

A big part of dancing with props is understanding the relationship between the dancer and the object. Dancers think about how to hold the prop, how it moves with them, and how to control it. Good coordination and timing are important so that the prop becomes part of the dance instead of just an object being held.

Dancing in Space

Props also help dancers understand space. Positive space is where the body and the prop are. Negative space is the empty area around them. Dancers use both to make creative and beautiful patterns that fill the stage.

Question

Answer the questions below.

1) How do dancers use their body when dancing with props?

2) What is a relationship in dance?

True or False

Is this statement true or false?

1) The relationship in dance means dancers relate to each other.	True	False
2) Chinese Ribbon Dance uses long silk ribbons to create flowing patterns.	True	False
3) Dancing with props does not help improve coordination.	True	False
4) Props are just for decoration and do not help tell a story.	True	False
5) Only solo dancers can use props; groups can't.	True	False

Make Connection

Think about a time when you had to focus and control your body to do something (like sports, gymnastics). How was it similar to dancing with a prop?

Activity: Dancing with Props!

Objective

What are we learning more about?

Explore of body, relationship, and space by creating shapes, levels, and movement patterns.



Materials

What do we need for our activity?

- ✓ Open space for movement
- ✓ Music player with a variety of styles
- ✓ A selection of props: hula hoops, chairs, hats, umbrellas (1 per student or group)

Instructions

How do we complete the activity?

- 1) **Pick a Prop:** Students choose from the available selection. Each student or group will use that prop for the activity.
- 2) **Explore Movement, Relationship, and Space:** Students move freely with their prop to discover how it changes their dancing. Encourage them to:
 - Use different body levels (high, medium, low)
 - Create interesting shapes (twisted, curved, etc.)
 - Treat the prop as part of their body or as an extension
 - Explore space by moving over, under, and around the prop
 - Notice how they use positive and negative space during movement
- 3) **Create a Short Dance:** Students will choose music and choreograph a short dance sequence using props of their choice. The dance should clearly demonstrate different body levels, a variety of shapes, use of positive and negative space, and meaningful interaction between the dancers and their props. Pairs can use the provided choreograph ideas.
- 4) **Reflection:** After all the performances, gather the students to reflect on:
 - How the prop changed their movement
 - How they used body levels and space
 - What they learned about using props in dance

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Body Levels	Show clear use of at least two different body levels (high, medium, low) in your choreography.
Shapes	Use your prop to create at least three different body shapes such as wide, twisted, curved, or narrow.
Relationship to Prop	Work with your prop in a meaningful way—treat it as your body, a partner, or a tool for expression.
Use of Space	Move through both positive and negative space by going over, under, around, or through the prop.
Teamwork and Creativity	Work with your partner to combine ideas, show your creativity, and create a unique, well-structured dance.

Tips

Use the following tips to make your performance better.

Performance Tips	Why It Helps
Think about how your prop feels	The weight, shape, or texture of the prop can inspire different movements and ideas.
Let the music guide your energy	Music can help decide if your movements should be sharp, smooth, slow, or fast.
Use stillness as well as motion	Pausing in a shape can be just as powerful and interesting as moving. Watch a video to learn more.
Make your movements clear and bold	Big, confident movements help the audience understand your ideas and see your effort.
Stay connected to your partner	Paying attention to your partner's movements makes your performance look like a team effort.
Explore the space around you	Try moving in different directions and levels, not just staying in one spot.
Let your body "talk" with the prop	Imagine your prop is part of the story—how you move with it can show feelings or actions.
Keep practicing with purpose	Each time you rehearse, try to improve one small part of your performance.

Planning

Answer the questions below.

1) What does your prop remind you of, and how can you move like that?

2) How can you show connection between you and your prop in the dance?

3) How can you use your body to show different shapes and levels?

4) What part of your dance do you want the audience to notice?

DRAFT

Ideas

Use these ideas in your dance performance.

Choreography Idea	How to Use It in Your Partner Dance
Enter Together	Following each other or enter from different directions with the prop.
Pass or Share the Prop	Use turns using the same prop, pass it between you, or use it together.
Mirror Each Other	One partner leads a movement while the other mirrors it with or without the prop.
Use the Prop to Connect	Use the prop together (e.g., scarf, hoop, umbrella) and create a link in movement.
Explore Levels as a Team	One dancer is low while the other is high—then switch! Use the prop to highlight the change.
Create a Partner Shape	Freeze in a connected pose using your bodies and the prop (e.g., leaning against each other, tying).
Move in Unison or Canon	Dance the same movements at the same time (unison) or one after the other (canon).
Travel Around the Prop	Leave the prop on the floor and dance over, under, or through it in a shared pathway.
Show a Relationship	Use movement and the prop to show a relationship of conflict, support, celebration, etc.
Use Stillness and Motion	One dancer freezes while the other moves, then reverse. Use the prop to connect these movements.
End with a Shared Shape	Finish with both dancers in a bold frozen shape that uses the prop creatively.

Reflection Chart

Fill in the chart about your performance.

Category	Your Thoughts
Strength	What we did well:
Challenge	What we did for:
Improvements	How we can do better next time:

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Body Level	Shows only one body level.	Uses one level with some variation.	Uses at least two levels clearly in the dance.	Uses two or more body levels with variety and purpose throughout the performance.
Shape Creation	Shows only one shape.	Some shapes shown, but not always clear or creative.	At least three distinct shapes used effectively.	A wide range of shapes are used clearly and creatively to enhance the dance.
Relationship to Prop	Minimal use of prop; unclear relationship to the prop.	Prop is used with the dance, but not consistently.	Prop is used meaningfully in most of the dance.	The prop is used in a strong, expressive, and creative way throughout the performance.
Use of Space	Limited movement; mostly stays in one area.	Some movement through positive and negative space.	Good use of space through positive and negative space.	Excellent use of space with creative pathways and dynamic movement around the prop.
Teamwork & Creativity	Little collaboration; performance feels unplanned.	Some teamwork shown; ideas are somewhat connected.	Good collaboration; ideas are connected or creative.	Excellent teamwork; the dance is cohesive, creative, and shows strong group effort.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Props as Dance Partners

What Are Props in Dance?

In dance, props are objects like chairs, scarves, hats, or hoops that dancers use during a performance. Props are not just there for decoration; they become part of the dance. Dancers can lift, or lean on them. This is where the concept of relationships comes in. Dancers form a relationship with the prop to help show meaning or emotion in their dance.



Chairs as Dance Partners

One of the most popular props used in dance is a chair. Chairs appear in Broadway shows like *Chicago* and *Burlesque*, where they are used to create bold and exciting movements. In hip-hop and contemporary dance, chairs are used to express emotion or add challenge to a performance. Dancers might balance, sit, or jump using the chair, making it feel like part of the dance.

Moving Through Space

Using a prop helps dancers explore the concept of space. They move over, under, around, or beside the object. This creates interesting movement patterns. It also adds variety and excitement to the performance.

Knowing Your Body

Props also help dancers learn about their body bases—the parts of the body that support them. When using a chair, dancers have to think carefully about balance and which body parts touch the prop or floor.

Multiple Choice

Circle the letter that contains the correct answer.

- 1) How do dancers use chairs in Broadway, hip-hop, or contemporary dance?
- A. Only for sitting and resting C. To add movement and emotion to their dance
- B. To block the stage D. To block other dancers

True or False

Write if the statement true or false?

1) Props in dance are only used for decoration.	True	False
2) A chair can be used to help with emotion, or balance within a dance routine.	True	False
3) The term "body base" means the part of the body that touches the floor or a prop.	True	False
4) Dancers cannot show emotion with props in a dance.	True	False
5) A dancer's relationship with the prop changes when they push, pull, lift or lean on the prop.	True	False

Question

Answer the question below.

- 1) How could you use a prop in a dance to tell a story in 5 words?

- 2) What other props (besides chairs) do you think would be fun to dance with? Why?

Activity: Choreography with Chairs

Objective

What are we learning more about?

Learn about body bases, spatial formations, and relationships with objects and space as a dance partner.

Materials

What do we need for our activity?

- ✓ One chair per student
- ✓ Music with a steady, expressive beat
- ✓ Open space for group movement



Instructions

How do we complete the activity?

- 1) **Warm-Up & Exploration:** Start with a 5-minute warm-up. Then, guide students through simple movements using a chair (e.g., sit and stand, lean, circle around, slide under). Let them discover how a chair can be used in different ways.
- 2) **Group Formation:** Divide the class into small groups. Each group will brainstorm ideas for creating a short dance sequence that features a chair as a dance partner.
- 3) **Choreography Challenge:** Groups will select a chair and create a short chair dance. The chair should be more than a prop—it should be a part of the dance. Students may use the "Helpful Dance Ideas" section to spark creativity.
- 4) **Rehearsal:** Groups will practise their sequence. The teacher will provide feedback to help them improve creativity, transitions, and safety.
- 5) **Performance:** Each group performs their dance for the class. The audience watches closely and gives positive feedback based on use of chair, movement choices, and group coordination.
- 6) **Reflection:** After all the performances, students reflect on what they created, what surprised them, and how they used space, relationship, and body creatively with the chair.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Interaction with the Chair	The dancer uses the chair as a partner, showing clear relationship and purpose.
Use of Space	Movements explore different directions and levels around the chair.
Variety of Poses and Bases	Stage geography includes balanced and stable positions using different body parts.
Group Coordination	Dancers move in sync and form clear group patterns or formations.
Creativity and Expression	Dance is imaginative and expressive, showing emotion and intention.

Common Mistakes

Avoid these mistakes for a better performance.

Common Mistake	Why Avoid It
Ignoring the Chair	Treating the chair as a background object misses the goal of showing relationship.
Staying in One Spot	Using only one area makes the dance static and not dynamic. Explore space: levels, directions, and formations.
Repeating the Same Movements	Too much repetition shows a lack of creativity. Add variety in shape, energy, and movement.
Lack of Transitions	Moving between ideas or shapes without clear transitions makes the dance feel choppy or unclear.
Unclear Story or Emotion	If your dance has no emotion or story, it's hard for the audience to connect. Use movement to tell a story!
Not Using Group Formations	Dancing as individuals without group shape or timing weakens the impact. Use formations and unison.
Unsafe Movements	Movements that are unstable or risky (e.g., jumping on chairs) can cause injuries and interrupt flow.

Planning

Answer the questions below.

1) How does your body language help show a connection or relationship to the chair?

2) What story and emotion do you want your audience to feel during our performance?

3) What kind of relationship do you want to have with the chair?

4) Where should you place stillness in your dance to have the most impact?

5) What would make your dance stand out or feel original?

Helpful Ideas

Use these movement ideas in your choreography.

Movement Idea	What Your Group Can Do
Slide off the chair	One group member slides off while others react—e.g., reach, mirror, or catch the moment.
Hide behind the chair	Use the chair as a shared shield or safe space. Others can surround, guard, or peek around.
Circle around the chair	Group members take turns or move together in a circle around the chair to show energy flow.
Reach over the chair	One or more dancers stretch over the chair while others support or reflect the motion.
Crawl under the chair	While one dancer moves beneath, others create shapes or respond to the movement.
Lean or fall onto the chair	Use the chair as emotional or physical support while others show contrast.
Dance with the chair as a partner	Take turns using the chair, while others frame or echo the movement.
Sit and twist or reach	Some members seated on the chair while others dance around or respond to the motion.
Push or pull the chair	Show teamwork or conflict—two dancers move the chair while others respond or resist.
Balance beside or behind	Group members create a series of angles and levels using the chair for support.
Step over or weave around legs	Dancers pass through or over the chair in a coordinated pattern or sequence.
Freeze using the chair	End with a strong group shape—e.g., sitting, standing, or leaning—connected through the chair.
Take turns using the chair	Share the chair in a sequence, like a story relay, each adding new energy or movement.
Create formations around it	Build shapes or pathways that highlight the chair in the centre, side, or as a moving piece.
Use the chair to show emotion	Together, show a story using the chair to express joy, struggle, power, or connection.

Group Assessment

Rate other group's performance.

What is your name? _____

Which group's performance are you assessing? _____

Criterion	Rating Description	Rate (Color the stars)
Chair Interaction	The group used the chair creatively and connected with it as a partner in the performance.	☆☆☆☆☆
Use of Space	Movements explored directions and levels and showed awareness of the space.	☆☆☆☆☆
Body Bases & Balance	Dancers showed a variety of stable body bases using the chair for control and safety.	☆☆☆☆☆
Creativity and Expression	Movements were original and expressive, showing energy and intention in the performance.	☆☆☆☆☆
Group Formation & Timing	The group moved with coordination and used formations to support their choreography.	☆☆☆☆☆
Transitions & Flow	Transitions between movements were smooth and helped the performance feel complete.	☆☆☆☆☆
Teamwork & Collaboration	All members contributed actively and worked together to create a cohesive performance.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Interaction with Chair	Chair is barely used or not used at all.	Some purposeful interaction is shown.	Chair is used as a clear dance partner.	Chair is fully integrated with strong relationship.
Use of Space	Little to no exploration of space.	Some variety in direction or level.	Good use of levels and directions around chair.	Excellent spatial exploration around the chair.
Variety of Body Bases	Movements lack body bases or variety.	Some variety in body shapes and bases.	Stable and varied body bases are used.	Creative and safe body bases are consistently shown.
Group Coordination	Little to no coordination.	Some coordination and patterns.	Group moves mostly in sync with clear patterns.	Group is fully coordinated with strong formations.
Creativity & Expression	Movements are repetitive or unclear.	Some creative or expressive moments.	Movements are expressive and clear.	Dance is highly expressive with strong artistic choices.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Exploring Reversed Choreography

What Is Reversed Choreography?

Reversed choreography is when dancers perform movements backward instead of forward. It's like rewinding a video, but with your body. This creative technique was explored by famous dancers like Pina Bausch, who wanted to surprise the audience with unexpected and unusual movements. By changing the usual order of steps, dancers can make a simple movement look strange, magical, or dreamlike.



How Time Is Used in Reversed Choreography

In dance, time is not just about how long a move takes—it's about rhythm, speed (tempo), and pauses. When choreography is reversed, the tempo may change too. Movements that were fast forward now look slow and careful when danced in reverse. Dancers must also know when to pause so the audience notice something interesting. Using time this way helps create suspense and surprise.

The Role of Energy

Dancers need to control how much effort they use when reversing a move. For example, jumping backward doesn't mean actually leaping backward. It might mean starting in the air and slowly lowering to the floor with control. The quality of the movement—whether it's sharp, smooth, light, or heavy—makes the reversal look believable and expressive.

Why It Matters

Reversed choreography helps dancers think differently. It challenges the way we understand time and energy in movement. It also lets dancers be more creative by changing the way a story is told through dance.

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Reversed choreography helps dancers explore time and _____ in new ways.
- 2) The _____ of movement can be smooth, sharp, heavy, or light.
- 3) _____ is the amount of effort a dancer puts into a movement.
- 4) Famous choreographer _____ explored reversed movement in dance.

Question

Answer the question below.

Explain how reversed choreography helps dancers understand the elements of time and energy?

Word Scramble

Unscramble the words from

WORD BANK

REVERSED
ELEMENTS
UNEXPECTED

FORWARD
BACKWARD
SUSPENSE

AKRBCDWA

DECTXUENEP

NREDWI

SEEUSSNP

SREESXPVIE

RSEDVERE

Activity: Reversed Dance Challenge

Objective What are we learning more about?

Work in groups to explore how changing tempo, using pauses, and controlling energy and movement—by choreographing and performing a reversed dance phrase.

Materials What do we need for our activity?

- ✓ Open space
- ✓ Music player (optional) and music



Instructions How do we complete the activity?

- 1) **Warm-Up & Movement Review:** Perform a warm-up that includes slow, fast, sharp, and soft movements. Introduce students to the idea of reversing actions (e.g., walking backward, undoing a gesture).
- 2) **Group Forming:** Divide the class into small groups. Give students some ideas to inspire their dance phrase.
- 3) **Dance Phrase Creation:** Each group creates a short dance phrase. Their phrase should include:
 - Changes in tempo (slow vs. fast)
 - At least one pause to create impact
 - A mix of energy qualities (light, heavy, sharp, smooth)
- 4) **Reverse Rehearsal:** Once the phrase is created, the group practices the reversed version—meaning the movements are performed in reverse order and direction. Encourage them to think about how this change affects the meaning or feel.
- 5) **Performance:** Groups perform their reversed dance phrase for the class. The audience watches for how well the group used tempo, pause, and energy.
- 6) **Reflection & Feedback:** After each performance, the class reflects on how the group used reversed movement, tempo, pause, and energy. Students share what was interesting or challenging about performing in reverse.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Reverse Sequence	The dance phrase is performed in reverse order with control and accuracy.
Use of Emphasis	Movements show changes in speed (fast and slow) to create interest.
Effective Use of Pauses	Pauses are placed intentionally and add emphasis to the choreography.
Controlled Energy Use	Movements show a clear use of different energy types (sharp and smooth).
Group Coordination	All group members move together with focus and timing in the dance phrase.

Tips

Apply these tips to make your dance better.

Performance Tip	Why It Helps
Practice your moves slowly before speeding them up.	When you can do each movement and sequence it more accurately.
Think about where to pause for dramatic effect.	Pauses highlight important moments and add meaning to your performance.
Use different types of energy for different movements.	Changing effort (both) makes your dance more interesting.
Focus on smooth transitions between reversed moves.	Keeps the dance connected and easier for the audience to follow.
Work as a team and support each other while rehearsing.	Good teamwork leads to better timing and more creative group movement.

Planning

Answer the questions below.

1) Which parts of our original phrase will look most interesting when performed in reverse?

2) In what order will we perform our dance moves in reverse?

3) What kind of energy (strong, soft, sharp, flowing) fits best with each movement?

4) What body levels (low, medium, high) should we use? How will they look in reverse?

5) Which movements are the trickiest to reverse, and how can we perform them safely?

Dance Ideas

Choose any idea from the list to inspire your dance phrase creation.

Dance Phrase Idea	Description
Rewind and Replay	Act out waking up, brushing teeth, eating breakfast, packing a bag—then reverse it. Use slow motion for waking up and sharp energy for rushing to get ready. Include a long pause when "staring into space" while waking up.
Time Traveller	Start in the present, go back to the past (e.g., dinosaurs, prehistoric times), and return. Use slow, heavy movements in the past and quick, light movements in the present. Pause when "traveling through time."
Robot and Human	One dancer shows stiff, mechanical movements (robot) and the other shows fluid movements (human). Reverse the roles. Vary tempo and dynamics for contrast. Use a pause to "power down" the robot.
Weather Journey	Show the transition from calm weather to a wild storm and back. Use fluid, light movements for calm and sharp, heavy movements for the storm. Include a dramatic still pause in the "eye of the storm."
Lost in a Maze	Use turning, ducking, weaving, and backing. Start lost, find a path, and exit the maze. Use quick, sharp steps for panic and slow, steady steps when figuring things out. Pause to "listen" for clues around.
Mirror Reflection	Two dancers mirror each other. One leads, the other follows. They switch roles. Use both fast/slow tempo and dynamics. Include a freeze (pause) where both dancers freeze.
Invisible Tug of War	Group creates tension with pulling, resisting, and releasing motions. Use heavy energy when pulling, sharp energy for letting go. Add a pause mid-pull to heighten suspense.
Video Game Adventure	Act out jumping levels, avoiding traps, collecting items. Use dynamic energy shifts (smooth glide, quick dodge, heavy landings). Add a pause before each "boss level."

**Performance
Review Chart**

Write a short review of your own experience about the performance.

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Reversal Sequence is clear and control	Sequence is clear and control	Some parts reversed correctly, but not consistent	Reversed phrase is mostly accurate and controlled	Movements are fully reversed with precision and clarity
Use of Tempo Tempo is used creatively to enhance interest and contrast	Tempo is used creatively to enhance interest and contrast	Some awareness of tempo, but not consistent	Tempo changes are used effectively	Tempo is used creatively to enhance interest and contrast
Effective Use of Pauses Pauses are placed purposefully and enhance dramatic effect	Pauses are placed purposefully and enhance dramatic effect	Pauses support the choreography	Pauses support the choreography	Pauses are placed purposefully and enhance dramatic effect
Controlled Energy Use Energy is clearly varied and adds depth to performance	Energy is flat or inappropriate	Energy levels match the movement needs	Energy levels match the movement needs	Energy is clearly varied and adds depth to performance
Group Coordination Group is well coordinated, focused, and moves as a unit	Group is out of sync or not connected	Some coordination, but lacks focus	Group is well coordinated, focused, and moves as a unit	Group is well coordinated, focused, and moves as a unit

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Activity: Movement Telephone

Objective What are we learning more about?

Exploring rhythm, effort, force, and the use of space. How a dance phrase is interpreted, communicated, and transformed through movement.



Materials What do we need for our activity?

✓ Open space for movement

Instructions How do we complete the activity?

- 1) Warm-Up:** Begin with a short warm-up focusing on rhythm, energy, and movement through space. Include moving in different tempos, gentle stretches, and exploring positive/negative space with a partner.
- 2) Game Setup:** Arrange students in lines (e.g., if there are 30 students in the class, there will be 2 lines with 7 students and 1 line with 8 students each). Each line will play its own version of Movement Telephone.
- 3) Start the Phrase:** The first person in line creates a movement phrase using different levels, tempo, and energy. They perform it slowly for the second person (no words, only movement).
- 4) Whisper Through Movement:** The second student interprets the first and performs their version for the third person, making small changes in timing, energy, or space use. This continues until the last person interprets and performs the final version. Then the first person shares the original phrase.
- 5) Reflection:** After all the students in the lines participated in the movement, gather the students and reflect:
 - What the students noticed about how movement ideas are passed on?
 - Was the final movement phrase still connected to the original?

Reflection

Answer the questions below.

1) Was it easy or difficult to understand someone else's movement? Why?

2) What surprised you about how your movement was interpreted by others?

3) How can this activity help you communicate better as dancers?

Word Search

Find the words in the word search.

Setup	Phrase	Reflection
Perform	Explore	Telephone
Stretch	Interpret	Movement
Notice	Rhythm	Whisper
Person	Gentle	Student

D E E N P L E R W E Z
 P M F A U I M H O V P
 E N P G R Z U O O O U
 R O Y H M O V I B T
 F T F X R C Q N Q E
 O I E F X A P E M H N S
 R C G F U Q S T R I C H A P G
 M E M J Y I R E F L E C T I O N
 S T J S U Z T D E W Z B V Y D U
 T E L E P H O N E G E N T L E M
 W H I S P E R I N T E R P R E T
 S T U D E N T Q N M U N F H S I

Moving As One: Group Movement in Dance

What is Group Movement?

Group movement in dance means dancers move together in a planned way. Instead of dancing alone, dancers work as a team to create something bigger. One exciting way to see movement in choreography is through flocking.



Understanding Flocking

Flocking is when a group of dancers move like a flock of birds. One dancer becomes the leader, and the rest of the group follows their movements. The leader can change at any time, and when they do, the group must be ready to shift and follow someone new. This teaches about the concept of relationship—especially how to lead and follow in a respectful, focused way.

Formations and Space

Flocking also helps dancers understand how to use space. Dancers move in different group formations, like lines, circles, and more. They shift across the stage. Each dancer must pay attention to how they use the space and where they are in relation to others. This makes the dance look more organized and exciting to watch.

Why It Matters in Choreography

Flocking is not just about moving together—it's about working as one unit. Dancers must stay aware of each other and move at the same tempo, using the same energy, while also showing contrast when needed. It helps build teamwork, trust, and strong performance skills.

Questions

Answer the questions below.

1) What is flocking, and why do dancers use it in group choreography?

2) Explain why it matters when the leader changes and why that matters.

True or False

Is the statement

1) Flocking helps dancers practice leading and following.	T	F
2) Dancers in flocking should ignore the leader and the group.	T	F
3) Flocking helps dancers move together as one cohesive group.	T	F
4) Group formations like lines or circles are important in flocking.	T	F
5) In flocking, the leader stays the same from beginning to end.	T	F

Make a Connection

How is playing a team sport that requires teamwork and awareness of space similar to flocking in dance?

Activity: Flocking Dance Performance

Objective

What are we learning more about?

Students will learn how to work as a group to create a short flocking dance performance that includes leadership, unison, and creative use of space.

Materials

What do we need for our activity?

- ✓ Open space
- ✓ Music player with a variety of music



Instructions

How do we complete the activity?

- 1) **Form Groups:** Form small groups of 4-6 students. Explain to the groups that they will be creating a flocking dance performance that must include:
 - At least 3 leader changes
 - Clear unison movements (flocking)
 - Changes in direction, speed, and energy
 - At least one formation change (e.g., line to circle)
- 2) **Plan Your Dance:** Groups will discuss how they will create their dance sequence. They should develop clear plans for leader changes, changing movement directions, and adjusting formation. Groups will also select the music they want to use for their performance.
- 3) **Rehearsal:** Groups will rehearse their choreography with their chosen music. The teacher will offer supportive feedback on how to improve. Each group must ensure that all members understand their roles and that the choreography is performance-ready.
- 4) **Perform:** One by one, groups will perform their choreography for the class. After each performance, the audience will offer supportive feedback and share their thoughts about the dance.
- 5) **Reflection:** After all groups have performed, hold a class discussion about what students learned from the activity—especially about flocking, leading, and following.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Leader Changes	Includes at least three smooth and clear leader changes during the performance.
Unison Movement	Group moves in sync, following the leader's movements with focus and control.
Use of Space	Formations and spacing effectively to show group dynamics and movement.
Formation Changes	Includes at least one clear change in group formation (e.g., line, circle, etc.).
Teamwork and Focus	Group members show cooperation, focus, and awareness of each other's roles.

Tips

Use these tips to fulfill the dance performance.

What You Need to Do	Tip
Include 3 leader changes	Plan how and when your group will switch leaders during the dance.
Dance in unison (move together)	Focus on moving together as a group, watching and staying connected.
Change direction, speed, energy	Use a variety of movements to keep the dance interesting and make the dance more dynamic.
Change group formation	Think about how your group will shift formations as you move through the dance.
Work as a team	Make sure everyone in your group shares ideas and knows what they are doing.

Planning

Answer the questions below.

1) Who will be the first leader in your group, and how will you decide when to switch?

2) How will your group moves in unison while following the leader?

3) What will your group's routine sequence be from the beginning to the end of your performance?

4) How will you make sure your transitions (leader changes and formation shifts) are smooth?

5) What will help you stay focused and work together as a team while creating and rehearsing?

Performance Assessment

Rate your group's performance.

Criteria	Rating Description	Rate (Color the stars)
Leader Changes	Our group had clear and smooth changes, and everyone had a chance to lead.	☆☆☆☆☆
Unison Movement	We followed the leader closely and moved together as one group.	☆☆☆☆☆
Formation and Space	We used our formations well and moved through the space clearly and safely.	☆☆☆☆☆
Creativity in Movement	Our group used a variety of movement styles and showed creativity in our choreography.	☆☆☆☆☆
Timing and Focus	We stayed focused and on timing together, especially during leader switches.	☆☆☆☆☆
Team Collaboration	Everyone helped plan and perform the dance, and we supported each other as a team.	☆☆☆☆☆
Overall Performance	Our performance was organized, expressive, and showed strong group connection.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Leader Change	Leader changes are missing or awkward.	1-2 changes included but may be awkward.	3 changes included and mostly smooth.	3+ changes with clear and smooth transitions.
Unison Movement	Group is out of sync.	Sometimes in sync, timing is off at times.	Mostly in sync; good timing.	Always in sync with excellent timing and awareness.
Use of Space	Movement is limited and not used well.	Space is used but not fully.	Space used well with clear direction.	Space used creatively with varied levels and directions.
Formation Change	No formation change shown.	One change included.	One clear, planned change is included.	One or more smooth and creative changes enhance the dance.
Teamwork and Focus	Group is unfocused with little collaboration.	Some teamwork, all involved.	Good cooperation and teamwork.	Strong teamwork, focus, and equal participation.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Activity: Dance Charades – Movement Showdown!

Objective

What are we learning more about?

Students will understand and apply the dance concepts of energy (effort, force), space (direction, level), and relationship (follow/lead) through an engaging charades-style movement game that builds creativity, cooperation, and expressive movement.

Materials

What do we need for our activity?

- ✓ Stack of Dance Charade Word Cards
- ✓ Music player (optional background rhythm)
- ✓ Scoreboard or whiteboard to keep track of points
- ✓ Timer or stopwatch



Instructions

How do we complete the activity?

- 1) **Introduction:** Review the concepts of energy, space, and relationship in dance. Explain how these can be used to express ideas or feelings without using words.
- 2) **Setting Up:** Divide students into small teams of 4-6. Place the dance charade word cards on a table near the performance area.
- 3) **Game Time!** One player from a team draws the top card and has 30 seconds to act it out using only movement—no words or sound. The other team members try to guess the word. If they guess correctly, the next team member draws a card.
- 4) **Scoring and Winning:** Each correct guess earns the team 1 point. Keep track of the scores on a scoreboard. After all rounds are complete, add the points and announce the winning team with a fun celebration moment (e.g., a cheer, a small prize, or a victory pose round).
- 5) **Peer Feedback:** After the performances, discuss as a class on how the students applied the concepts of energy, space, and relationship in their act.

Dance Charades Cards

Cut out these cards for the students to pick from.

Brushing your teeth

Jumping into a puddle

Flying like a bird

Riding a bike

Walking through snow

Paddling a canoe

Skating on ice

Climbing a ladder

Catching a butterfly

Acting like a robot

Playing basketball

Waking up someone

Falling asleep

Trying to catch

Doing jumping jacks

Getting up and

Riding a rollercoaster

Baking cookies

Tiptoeing past a monster

Playing an air guitar

Reflection

Answer the questions below.

1) Which character was the most fun to perform or watch? Why?

2) How well did your group work together when guessing?

3) How does movement help to express your emotions without using words?

Word Scramble

Unscramble the words from the

WORD BANK

CHARADES

SCORE

DANCE

POINTS

ANNOUNCE

STOPWATCH

MOMENT

NENAOCUN

IACNTO

TSDNTUE

EMOTMN

SNPTIO

DREAACSH

The Rise of Social Media Dance Trends

Introduction

Have you ever seen a TikTok dance? If so, you've been part of a trend! Social media has changed the way we learn and share dance. From hip-hop and K-pop to freestyle, dancers from all over the world can now join in just by filming short videos on their phones.



Dance Meets Media

Before apps like TikTok, you had to go to a dance class or see a live performance. Now, anyone can film their dance and post it online. This creates a new relationship between dancers and media. You don't need a stage to perform, just a phone and an idea!

Everyone's a Dancer

The cool thing is, you don't need to be a professional. People of all ages copy, remix, or invent their own dance moves. Dancers are inspired by each other, helping styles grow and spread fast.

Short but Powerful

Most social media dances are quick—just 15 to 30 seconds. Because the concept of time comes in. Dancers need to think fast and move quickly to the rhythm. Every second counts!

Dancing in the Now

Social media helps dance stay fun, creative, and connected. Whether you're learning, performing, or just watching, you're part of a global dance community.

Questions

Answer the questions below.

1) How has social media changed the way people share and learn dance?

2) Why do you think dance videos are so popular on platforms like TikTok?

True or False

Is the statement true or false?

1) TikTok and other apps have made it harder for people to learn dance.

T

F

2) Social media lets dancers and audiences connect in new ways.

T

F

3) Anyone can take part in dance trends, not just professionals.

T

F

4) Timing isn't important when performing dances on social media.

T

F

5) Most social media dance videos are longer than five minutes.

T

F

Writing

Do you feel more confident dancing in class or on social media? Why?

Activity: Dance Goes Viral!

Objective

What are we learning more about?

Students will learn how dance is shared through media platforms like TikTok and how they will learn how camera angles and time (duration) affect choreography by creating short, repeatable dance routines designed for video.

Materials

What do we need for our activity?

- ✓ Open space for movement
- ✓ Music player or speakers
- ✓ Device(s) for viewing clips
- ✓ Open space for movement



Instructions

How do we complete the activity?

- 1) **Introduction to Concepts:** Discuss how social media has changed the way people share and learn dance, with a focus on camera angles and repeated dance moves are used to make videos more engaging and easier to follow.
- 2) **Watch and Analyse:** As a class, watch some dance videos on TikTok or music videos. Ask the students what made the video engaging. What camera angle was used, and if they noticed any repetition.
- 3) **Group Formation and Planning:** Divide the class into small groups and they will assign one student as their cameraman. Tell them to create a dance video. Groups will discuss ideas for their video and assign roles to each member.
- 4) **Rehearsal:** Groups rehearse their dance. Encourage them to use different movements, and different camera angles.
- 5) **Perform:** Groups perform their dance in front of the class as their designated cameraman pretends to record them.
- 6) **Reflection:** After all groups have performed, lead a class discussion about what they learned. Ask students how using camera angles changed the way their dance looked.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Effective	Use repeated movements in your routine to make the dance easier to follow and more memorable.
Timing and Duration	Plan your routine within the 30–60 second range and ensure your movements match the rhythm.
Media Awareness	Consider how your dance will look on camera, including direction, angles, and spacing.
Group Collaboration	Share ideas within your group, including creating and “filming” the routine.
Performance Clarity	Perform clearly and confidently so your moves are easy to see on video.

Tips

Use these tips to create a dance video.

Tip	How Your Dance Go Viral
Keep it Short and Snappy	Short dances (30–60 seconds) are easy to remember and share online.
Repeat Your Best Moves	Repeating fun or catchy moves helps people learn your dance more quickly.
Use Levels and Directions	Moving up/down or turning directions makes your dance more interesting to watch.
Think Like a Camera	Imagine how your dance will look on video—face forward, stay in frame, and use clear movements.
Add a Fun Ending Pose	A strong finish makes your dance more memorable and gives viewers a reason to copy it.

Planning

Answer the questions below.

1) What kind of mood or energy do we want our dance to have? (Happy, silly, powerful, calm)

2) What camera angle would make our dance look best? (Straight-on? From the side? From above?)

3) How can we make sure our routine is short and snappy? (15–30 seconds?)

4) What will each group member do? (Who's dancing, who's helping, who's timing, who's helping plan?)

Checklist

Read each statement below and check off the ones you feel your group included in the performance.

Statements	✓ or X
Our group created a short routine that stayed within the 30–60 second time limit.	
Our routine included repeat movements that made the dance easy to follow.	
We planned how the routine would look on video, including spacing, direction, and camera angles.	
Each group member contributed to planning, dancing, or “filming” the routine.	
Our group stayed mostly on beat and followed the music throughout the performance.	
Our movements were clear and easy to see, and someone was watching on a screen.	
We worked respectfully together, listened to each other’s ideas, and solved problems as a team.	
We reflected as a group on what we liked about our performance and what we could improve.	

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Repetition	No clear repetition; dance feels scattered.	Some repetition, but inconsistent.	Repetition supports the routine.	Strong, creative repetition that stands out.
Timing and Duration	Timing issues; does not fit within 30-60 seconds.	Some timing issues; nearly fits time.	Good timing and fits within 30-60 seconds.	Excellent rhythm and time use throughout.
Media Awareness	Lack of awareness of how to use video; poor use of direction and spacing.	Some awareness of direction and spacing.	Good use of direction and spacing for video.	Creative, well-planned angles and positioning.
Group Collaboration	Poor teamwork; roles unclear.	Group shares roles and works well.	Group shares roles and works well.	Strong teamwork with full group involvement.
Performance Clarity	Movements hard to follow.	Some moves are clear, but most moves are not clear.	Most moves are clear and well-performed.	All moves are sharp, visible, and well-performed.

Teacher Comments - What Did They Do Well?

_____ _____ _____	Mark _____
-------------------------	----------------------

Student Comments - What Could You Do Better?

_____ _____ _____

Weight-Sharing in Dance

What Is Weight-Sharing in Dance?

In many styles like contemporary and contact improvisation, dancers use each other's weight to create movement. Instead of moving alone, they lean, balance, and support each other. Dancers do this too in partner work and group dances. This kind of movement helps dancers build trust and perform as a connected team.



Weight-Sharing and Relationships

When dancers share weight, they need to know who is leading and who is following. Sometimes, both dancers share weight equally. In group dances, dancers form groupings—like pairs or trios—to share weight and support each other. These relationships shape how the dancers move.

Weight-Sharing and Space

To share weight safely and clearly, dancers must be close to each other. This is called proximity. Dancers need to know exactly where they are standing so they can support and balance each other. Using space well helps the dancers see the connection between the dancers.

Weight-Sharing and the Body

Different body parts, called body bases, help dancers support each other—like feet, backs, or shoulders. Choosing the right body base makes the movement feel smooth, safe, and strong.

True or False

Is the statement true or false?

1) Only ballet dancers use weight-sharing in their performances.	True	False
2) Dancers use weight without using any body contact.	True	False
3) Choreography can include pairs or small clusters of dancers.	True	False
4) Dancers use weight-sharing to support each other and move as a team.	True	False

Multiple Choice

One letter contains the correct answer.

1) Which dance style uses weight-sharing? A. Tap dance B. Jazz dance C. Contemporary dance D. Ballroom dancing
2) What does the term proximity mean? A. Moving in circles B. Staying close to your partner C. Dancing with loud music D. Jumping high off the ground

Questions

Answer the questions below.

1) Explain how trust helps dancers move safely and smoothly.

2) Describe how choosing the right base helps with balance and movement.

Activity: Balanced Partners

Objective What are we learning more about?

Students explore the concepts of relationship, space, and body by working in pairs to discover weight-sharing and counterbalance in dance. They will learn to follow and lead, stay connected through proximity, and safely support each other using body bases.

Materials What do we need for our activity?

- ✓ A playlist of calm and steady music
- ✓ Open space for movement

Instructions How do we create the activity?



- 1) **Warm-Up & Trust-Building:** Students practice basic mirror work in pairs to practise focus and awareness. Play balance games (e.g., leaning side to side while holding hands) to build trust and attention.
- 2) **Partner Exploration:** Pair up students to explore weight-sharing by trying simple movements like leaning, pushing, and supporting each other using different body bases. Encourage them to practise counterbalancing, staying close (proximity), and taking turns to experience leading and following.
- 3) **Mini Duet Creation:** Each pair creates a short (30–30 seconds) that includes at least one moment of counterbalance, weight-sharing movement using a body base, and a clear transition from leading to following.
- 4) **Practice and Refine:** Pairs practise their duet, adjusting to improve control and clarity. Encourage gentle music in the background to support timing and mood.
- 5) **Performance:** Pairs and groups perform their mini duets for the class. Ask the audience to observe how the dancers used connection, balance, and group shape.
- 6) **Reflection and Discussion:** After performing, students share what felt challenging and what worked well.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Use of Counterbalance	Students should include at least one movement where they use each other's weight to stay balanced.
Awareness	Students should support each other using safe and effective parts (e.g., feet, backs, shoulders).
Proximity and Positioning	Students should stay close enough to maintain balance and connection during the dance.
Leading and Following	Students should clearly take turns leading and following in their movement sequence.
Partner Collaboration	Students should listen respectfully, listen to one another, and work together during rehearsals.

Tips

Use these weight-bearing tips in your act.

Type	Tip for Dance
Partnering (Ballet/Contemporary)	Try holding hands, waist, or shoulders to support each other in a lift or lean.
Contact Improvisation	Stay in contact (e.g., back-to-back or shoulder-to-shoulder) and move together.
Contemporary Partner Work	Combine balance, levels, and shape with flowing movement between both dancers.
Counterbalance Duets	Lean away from each other while staying connected—use equal force to stay balanced.
Mirror and Match Movement	Copy each other's moves or switch who is leading. Use this to build trust and timing.

Checklist

Read each statement below and check off the ones you feel your group included in the performance.

Statements	✓ or X
We created a duet that included weight-sharing and counterbalance.	
We used solid body bases (e.g., backs, shoulders, feet) to support each other.	
We stayed close enough to keep our movements connected.	
We took turns leading and following the performance.	
Our movements were controlled, smooth, and clearly showed how we supported each other.	
We practised respectfully and helped each other improve during rehearsal.	
We stayed focused and moved with good timing through our duet.	
We reflected as a pair on what worked well and what could improve for next time.	
We included at least one creative or interesting shape in our dance.	
We made sure both dancers had an equal role in the creation and performance of the duet.	

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Use of Counterbalance	No counterbalance shown.	Attempted but unsteady.	Clear use of counterbalance.	Strong, smooth counterbalance adds to the performance.
Body Base Awareness	Body bases are not used.	Used, but not always effective.	Safe and effective use of body bases.	Excellent, creative use of body bases for support and balance.
Proximity & Positioning	Dancers are too poorly positioned.	Some proximity, but few connections.	Mostly close and connected.	Consistently well-positioned and balanced throughout.
Leading & Following	No visible role shifting.	Role shifting is not clear.	Clear turn-taking in lead and follow roles.	Smooth, expressive shifts between roles enhance the performance.
Partner Collaboration	Little teamwork; dancers seem disconnected.	Some cooperation but uneven contribution.	Worked well together.	Strong teamwork, equal input, and respectful collaboration.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Stillness and Transitions in Dance

What Is Stillness in Dance?

Stillness in dance means freezing your body in one position, like posing or holding a pose. It can be used to show emotion, highlight an important moment, or give the audience time to take in what is happening. These frozen pictures are called tableaux and are often used in styles like musical theatre and contemporary dance.



Why Stillness Matters

Even when dancers aren't moving, their bodies are still communicating. A strong still pose shows control and focus. It helps tell a story without words. Stillness is also a chance for the audience to really feel the emotion—whether it's joy, surprise, or sadness.

The Power of Transitions

Transitions are how dancers move from one shape, level, or position to another. A good transition is smooth and clear. For example:

- A dancer may go from low on the floor to jumping high.
- A group may move from a circle to a straight line. These changes make the performance more exciting and easier to follow.

Using Stillness and Transitions in Dance

- **Still Shapes:** Think about what emotion or story your frozen pose is showing. Is it bold, calm, surprised, or powerful?
- **Smooth Transitions:** Move clearly and with control from one shape or level to the next. Avoid rushing or stumbling between movements.

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Stillness _____ the audience time to feel the _____ of the moment.
- 2) A frozen _____ dance that shows emotion or tells a story is called a _____.
- 3) A _____ with and clear movement from one shape to another is called a _____.

True or False

Write the statement true or false?

1) Stillness in dance _____ the rest between movements.	True	False
2) Tableaux are frozen poses that help tell a story or show emotion in dance.	True	False
3) Stillness is only used at the end of a performance.	True	False
4) Smooth transitions help make the dance easier for the audience to follow.	True	False

Questions

Answer the questions below.

- 1) How can using stillness make your dance more intentional?

- 2) How do stillness and transitions work together to help dance without words?

Activity: Story in Stillness

Objective What are we learning more about?

To explore how stillness and transitions can be used to tell a story in dance through shapes, space, and movement.

Materials What do we need for our activity?

- ✓ Open space in the classroom
- ✓ Optional: instrumental music
- ✓ Printed list of story prompts



Instructions How do we complete the activity?

- 1) **Introduction:** Introduce tableaux as frozen poses that capture important story moments. Show how dynamic transitions between tableaux help the audience follow the story.
- 2) **Story Selection and Planning:** Divide students into groups. Each group picks a story prompt and builds on it by adding details. They choose key moments for the beginning, middle, and end of the story to represent with frozen poses.
- 3) **Tableaux and Transitions:** Groups create 3–4 frozen tableaux to represent the important parts of their story. They choreograph dynamic transitions to move between each tableau using movement (no walking, staying still to reset). Focus on how they can use space, energy and emotion to tell their story.
- 4) **Performance:** Each group performs their story sequence in the class. The audience gives positive feedback on use of stillness, creativity in transitions, and storytelling through movement.
- 5) **Reflection:** Students reflect on how their group developed the story, how they used movement and stillness to communicate it, and what worked well in their performance.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Clear Storyline	The beginning, middle, and end of the story are easy to understand.
Strong Poses	Each tableau shows emotion, character, or action with strong body shapes.
Creative Transitions	Transitions between tableaux are smooth, expressive, and creative.
Use of Space and Levels	Groups use different heights and formations to make the scene interesting.
Teamwork and Focus	Each group stays focused, and works well with their partners.

Tips

Use these tips to make your performance better.

Area	Tips
Story Development	<ul style="list-style-type: none"> Keep the story simple and clear. Choose moments with strong emotion or action. Make sure each group has a role to play.
Tableau (Poses)	<ul style="list-style-type: none"> Use strong, clear body shapes. Show emotion with facial expressions. Use different levels (low, medium, high).
Transitions	<ul style="list-style-type: none"> Move smoothly between poses without stopping. Use creative movement (turns, crawls, jumps). Think about how characters meet or part.

Planning

Answer the questions below.

1) What is the main idea or message of your story?

2) What are the events you want to show in your beginning, middle, and end?

3) How can you show emotion or action on your face without speaking?

4) How will you use space and levels to make your story more exciting to watch?

5) What should you practise to make sure your transitions are smooth and clear?

Prompts

Develop these story prompts to use in your tableau performance.

Story Prompt	Brief Description
The School Cover	A group of students discovers something unexpected during a school overnight event.
The Lost Treasure	Friends find an old map and set off on an adventurous search for hidden treasure.
The Space Rescue Mission	A team of students works together to save a teammate on a distant planet.
The Haunted Library Mystery	Students investigate strange happenings after school in the school library.
The Big Game Comeback	A team faces a tough challenge and works together to win the final moments of a game.
Stuck in a Video Game	Friends get trapped in a video game world and must complete a quest to escape.
The Invention Contest	A group enters a science invention in a school contest—but something goes wrong!
Drama Club Disaster	During a school play, everything goes off-script—but the team saves the day.
The Missing Pet Adventure	A group works together to find a lost pet that's wandered across the neighbourhood.
The Classroom Time Machine	A science project accidentally sends a group of students back in time.

Reflection Chart

Fill in the chart about your group's experience.

Category	Your Thoughts
Strength	What we did well:
Challenge	What was hard for
Improvements	How we can do better next

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Story	Story is unclear or hard to follow	Some story parts are clear, others confusing	Clear beginning, middle, and end	Story is easy to follow and well developed
Frozen Poses	Weak or poorly defined poses	Some clear shapes, but lacks expression	Strong shapes with some emotion or action	Clear, expressive poses that show strong character
Transitions	Transitions are awkward or missing	Some effort to transition, but awkward	Smooth transitions with basic movement	Creative and expressive transitions throughout
Use of Space & Levels	Little variety in formations or height	Some use of levels or formations	Good use of space and levels	Excellent use of height and group shapes
Teamwork & Focus	Group is unfocused and disconnected	Some cooperation but needs improvement	Teamwork and focus	Strong focus, teamwork, and full group participation

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

The Tango: A Dance of Passion and Connection

A Dance with History

The Tango is a passionate and emotional dance that began in Buenos Aires, Argentina in the late 1800s. It is a great example of cultural fusion, blending ideas and movements from European and indigenous traditions. This makes the Tango not just a dance, but a reflection of how people and cultures come together through art.



Expressing Emotion Through Movement

Tango is known for its close embrace, strong eye contact, and powerful movement. Dancers move with purpose, using sharp steps, smooth glides, and detailed footwork to tell a story. The dance often expresses feelings like passion, longing, or sadness, without using any words.

Lead and Follow in Tango

One important part of the Tango is the lead-and-follow system. One dancer leads with strong, clear movements, while the other follows by sensing and responding. This silent communication takes trust, focus, and teamwork.

Dancing to the Music

The music in Tango is also full of emotion. It often includes instruments like the bandoneón, violins, and piano. The music tells the dancers when to move quickly or slowly, and the emotions in the music help shape the dancers' energy and expressions.

Multiple Choice

Circle the letter that contains the correct answer.

1) Where did the Tango first begin?

A. Spain

C. Brazil

D. Mexico

2) What is the Bando?

A. A style of dance

C. A kind of accordion used in Tango music

B. A type of food

D. A popular Tango snack

Question

Briefly answer the following questions.

1) What was your favourite part of the video and what did it teach you about dance?

2) If you had to describe the feeling of the Tango in three words, what would they be and why?

True or False

Is the statement true or false?

1) The Tango began in Argentina in the late 1800s.

True False

2) Tango dancers usually perform alone without a partner.

True False

3) The Tango is known for showing strong emotions through movement.

True False

4) In the Tango, both dancers lead at the same time.

True False

Activity: Discovering the Tango

Objective What are we learning more about?

Students will learn about the history and how different musical styles influence the movements, energy, and the overall expression of a dance routine.



Materials What do we need for our activity?

- ✓ Short video clips of traditional and modern Tango performances
- ✓ Open space in the classroom for movement
- ✓ Tango Video Checklist (Student Handout)

Instructions How do we complete the activity?

- 1) **Introduction:** Introduce the Tango dance style and mention that it began in Buenos Aires, Argentina, and combines European, African, and Indigenous influences. It is known for dramatic expression, close connection, and sharp, smooth movement patterns.
- 2) **Watch the Video:** Play one or more short clips of Tango performances. Ask students to observe the dancers carefully and think about how they move and express emotion through their bodies.
- 3) **Complete the Checklist:** While watching, students will fill out a checklist that helps them focus on energy changes, lead-and-follow, use of space, emotional connection, and how the music guides the dance.
- 4) **Group Discussion:** After the video, guide a class discussion where students share their observations. Talk about what the dancers were expressing and how the different elements worked together.
- 5) **Reflection:** Students reflect on what they learned by writing a few sentences. They should think about how Tango uses movement to show feeling, tell a story, and connect dancers without using words.

Checklist

Check off the elements you observe in the Tango dance video.

Dance Element Description	✓	X
The dancers are physically close and move as one, showing trust, and awareness of each other.		
One dancer clearly leads with confident movement while the other follows, reacting smoothly and in rhythm.		
The dancers show contrast between strong, sharp steps and smooth flowing movements to match the emotion of the music.		
Their facial expressions and body language show strong feelings like passion, tenderness, and storytelling.		
The dancers move in patterns, using different directions, levels, and timing between partners.		
Movements match the rhythm, tempo, and mood of the music, showing clear connection to the music.		
The dancers use precise, quick, and controlled movements as part of their choreography.		
The dancers maintain focused eye contact to build connection and emotion between partners.		
Movements are clean, steady, and well-balanced, even during turns, dips, or quick changes in direction.		
The dancers add personality and flair to their movements, showing the dramatic and stylish character of Tango.		

The Cumbia: A Dance of Culture and Rhythm

A Dance with Many Roots

The Cumbia is a traditional dance from Colombia that reflects its diverse culture and history. It began as a courtship dance and was influenced by African rhythms, Indigenous movements, and Spanish traditions. This cultural blend makes it a powerful example of how dance can bring people and cultures together.



Partner Dance and Movement

In traditional Cumbia, dancers perform in pairs. The woman wears a long, flowing skirt and moves with small, graceful steps. The man may carry a candle or hat while dancing around her. Movements are fluid and circular, with swaying in the hips and upper body. Footwork is gentle and rhythmic, staying close to the ground to match the beat.

The Music of Cumbia

The music is just as important as the movement. It features drums, flutes, maracas, and the accordion. The beat is steady and rhythmic, helping dancers keep their timing and energy. The dancers move as if they are floating across the floor, always connected to the music and to each other.

What to Look For

In a Cumbia performance, students can observe how dancers move together, follow the rhythm, and use smooth footwork. Cumbia is danced in both traditional and modern styles across Latin America. It teaches us about culture and storytelling through music and movement.

Multiple Choice

Circle the letter that contains the correct answer.

1) What type of movements are used in Cumbia?

A. Fast and sharp

C. Smooth and circular

B. Roll and lift

D. Quick and jumpy

2) What instrument is commonly used in Cumbia music?

A.ordion

C. Guitar

B. Violin

D. Trumpet

3) What is one role of the dancer in traditional Cumbia?

A. To lead a chant

C. To carry a candle or hat

B. To play the trumpet

D. To stand still and watch

Fill In The Blanks

Fill in the blanks with the correct answer.

1) The Cumbia blends African, _____, and Spanish influences.

2) The footwork in Cumbia is _____ and stays close to the ground.

3) The movements in Cumbia are usually _____ and circular.

4) Dancers often perform in _____ during a Cumbia.

5) Cumbia began as a _____ dance that tells a story between partners.

Make a Connection

Have you ever seen or performed a partner dance? How was it similar or different from the Cumbia?

Activity: Discovering the Cumbia

Objective What are we learning more about?

To explore how Cumbia expresses cultural traditions, rhythm, and partner coordination through movement and music.

Materials What do we need for our activity?

- ✓ Short video clips of Cumbia performances
- ✓ Projector or smartboard
- ✓ Cumbia Dance Checklist



Instructions How do we complete the activity?

- 1) **Introduction to the Cumbia:** Introduce students to the traditional Colombian dance, the Cumbia. Discuss the traditional partner roles, and flowing, rhythmic movement style.
- 2) **Watch the Performance:** Play a short Cumbia video and ask students to observe how the dancers move in pairs, how the rhythm, and how their footwork and upper body sway create a unique connection.
- 3) **Complete the Checklist:** As students watch, they will use the Cumbia Dance Checklist to track elements of the dance such as partner connection, body movement, timing, and cultural style.
- 4) **Group Discussion:** After viewing, students will share observations in small groups or as a class. Guide discussion with prompts like:
 - What part of the movement stood out?
 - How did the music guide the dancers?
- 5) **Reflection:** Students will complete a short reflection where they describe what they learned about the Cumbia, including how movement and music worked together to express culture and connection.

Checklist

Check off the elements you observe in the Cumbia dance video.

Dance Element Description	✓	X
Notice how the dancers move in smooth, circular patterns around each other.		
Look for small, rhythmic foot shuffles that stay close to the ground.		
Observe if the dancers are moving as partners, showing coordination and balance.		
Check how the dancers use their arms and upper bodies to add flow to the movement.		
Listen to the rhythm of the music. Does it match the dancers' steps?		
Watch for traditional costumes, jewelry, or hats used during the dance.		
Look for a swaying motion in the dance steps that matches the music.		
Notice if the dancers show emotion or expression, such as joy, calmness, or energy.		
See if the dancers maintain clear timing with each other and stay in sync with the music.		
Observe how the music's instruments (like accordions or drums) influence the speed or feel of the movement.		
Notice how the dancers move in smooth, circular patterns around each other.		
Look for small, rhythmic foot shuffles that stay close to the ground.		

Reflection

Answer the questions below.

1) What do you notice about the way the dancers move together as partners in the Cumbia Dance?

2) What instruments do you hear in the music? How does the music match the dance?

3) What are the dancers wearing? Do their costumes show a style or tradition of Cumbia?



Workbook Preview



Ontario – Arts Curriculum

Grade 6 – Music

	Learning Experiences	Pages
C1.1	Sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods	35-39
C1.2	Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect	20-23, 27-32, 43-46, 50-51, 54-56, 93-96, 106-109
C1.3	Create musical compositions for specific purposes and audiences	20-23, 43-46
C1.4		39, 8
C1.5		29
C2.1		69, 87-89, 100-103
	performances in a variety of ways	
C2.2	Identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used	18-19, 25-34, 41-46, 48-62, 64-65, 71-76, 78-83, 85-89, 91-96, 98-99, 104-109, 111-118
C2.3	Identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members	24, 35-40, 47, 63, 70, 77, 84, 90, 97, 100-103, 110, 119
C3.1	Identify and describe ways in which awareness or appreciation of music is affected by culture and the media	59-62, 66-69
C3.2	Compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period	73-76, 113-118

Preview of 90 pages from
this product that contains
152 pages total.

MUSIC

PREVIEW

How to Read Music – Treble Clef

What is a Staff?

Music is written on something called a staff. A staff has five straight lines and four spaces. Each line and each space represents a different musical pitch, or note. By placing notes on the staff, musicians know exactly which sound to play or sing, and how high or low that sound should be. The staff is like a map that helps guide musicians through a piece of music.

Meet the Treble Clef

At the beginning of a staff, you will often see a curly symbol called the treble clef (also called a G clef). This symbol shows us that the notes will be higher in pitch. You'll find these notes on instruments such as the recorder, flute, violin, trumpet, guitar, and the human voice. The treble clef curls around the line that represents the G note, which is sometimes called the G clef.

Remember the Lines: E G B D F

The five lines of the treble clef represent these notes from bottom to top:

E – G – B – D – F.

To help remember them, musicians use sayings such as

Every Good Boy Deserves Fudge

Each word in the sentence matches one of the notes on the lines. For example, the bottom line is E, the next is G, then B, then D, and the top line is F.

Remember the Spaces: F A C E

The spaces between the lines also represent notes. From bottom to top, the spaces spell out a word: F – A – C – E.

This makes it easy to remember: the spaces spell the word FACE. The bottom space is F, the next is A, then C, and the top space is E.

Why Learn This?

Learning how to read the notes on the treble clef is like learning a new language. Once you understand how the lines and spaces work, you can read music for many instruments and begin to play more complex songs. Musicians around the world all use this same system, so reading music is a skill you can share anywhere. It also helps when you start writing your own music because you'll be able to clearly show others the exact notes you want them to play.

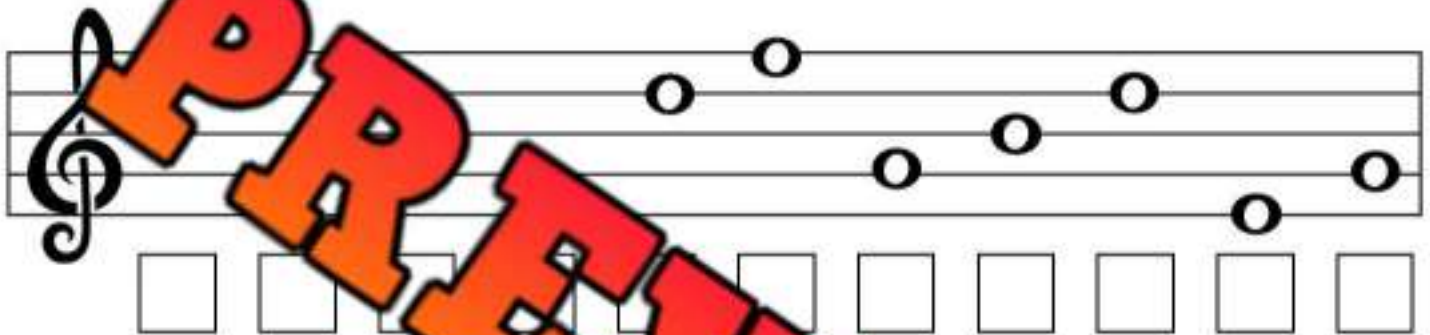
Part 1

Connect the lines to draw the staff below. Then draw the treble clef symbol at the beginning of the staff.



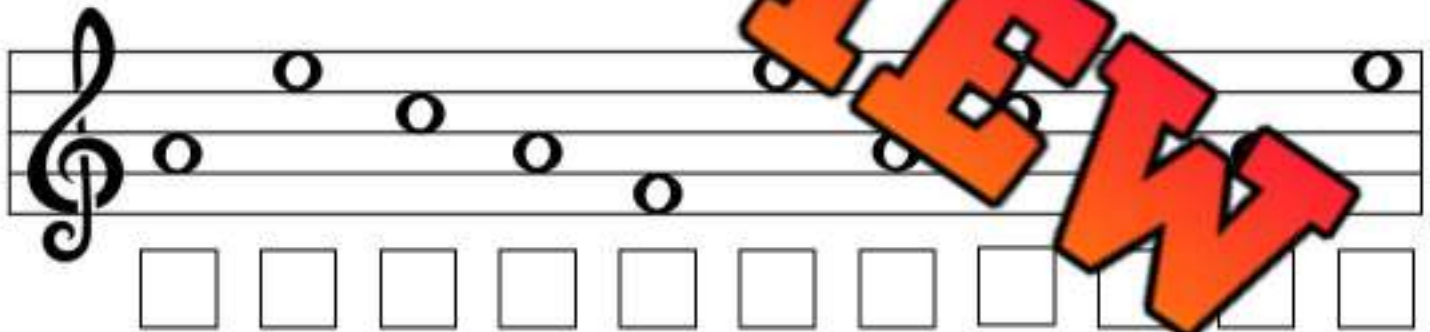
Part 2

Write each line note's name underneath the notes shown on the staff.
Remember: Every Good Boy Deserves Fudge



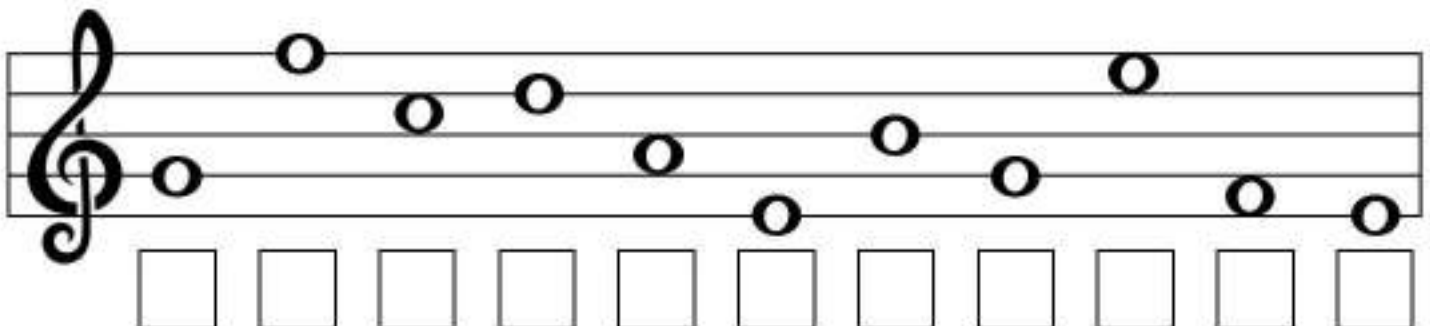
Part 3

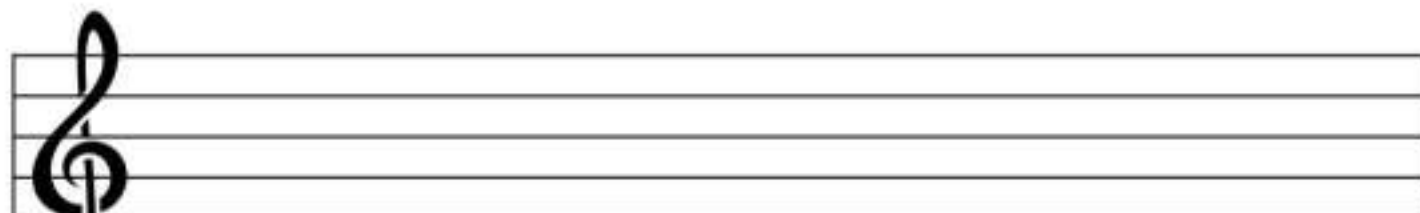
Write each space note's name underneath the notes shown on the staff.
Remember: Every Good Boy Deserves Fudge



Part 4

Write each note's name underneath the notes shown on the staff.

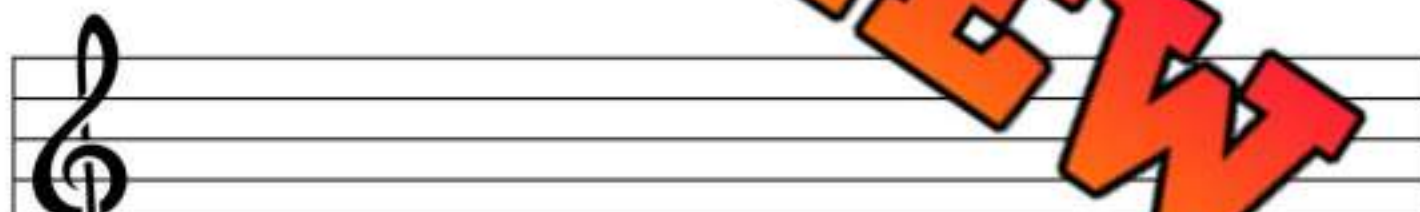


Part 5 Draw each line note on the staff

F G E B D F B G E D G

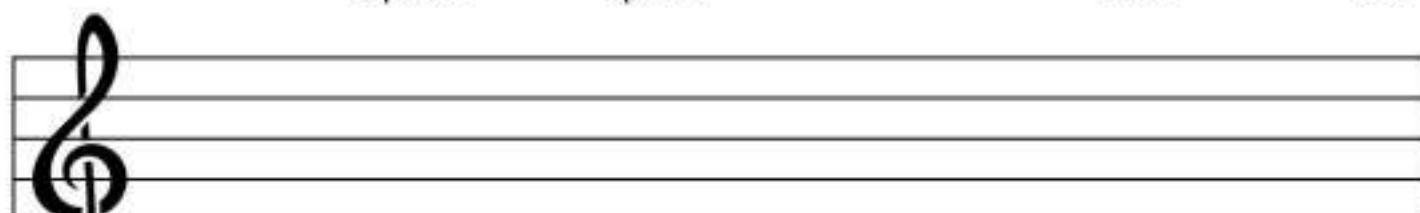
Part 6 Draw each space note on the staff

F C A G E C F A

Part 7 Draw each note on the staff

G B F C E A D G E A F

space space line line



D G C E D F B A E F G

line space space line

How to Read Music – Bass Clef

Meet the Bass Clef

At the beginning of some music, you may see a symbol called the bass clef (also called the F clef). The two dots of the bass clef surround the line for the note F, which is how it gets its name. The bass clef is used for lower-pitched sounds, such as those played on the left hand of the piano or instruments like the tuba, trombone, bassoon, cello, or double bass.

Remember the Lines: G B D F A

The five lines of the bass staff (from bottom to top) are G – B – D – F – A.

A common way to remember these notes is by saying:

Great Big Dragons Fly Away

Each word matches one of the lines, starting from the bottom line (G) up to the top line (A).



Remember the Spaces: A C E G

The spaces between the lines also represent notes. From bottom to top, they are: A – C – E – G. To help remember them, try the saying:

All Cows Eat Grass.

This makes it easier to quickly recall the spaces while reading music.



Why Do We Need Both Clefs?

Most music includes both high and low sounds happening at the same time. The treble clef shows the higher notes, while the bass clef shows the lower notes. For example, on the piano, the right hand usually plays notes in the treble clef, while the left hand plays notes in the bass clef. By using both clefs together, musicians can read and perform a wide range of notes—from the very lowest sounds to the very highest.

Why Learn This?

Learning to read the bass clef is just as important as learning the treble clef. Once you know the lines and spaces, you can play or sing music written for lower-pitched instruments and even begin to compose your own pieces that include deeper, richer sounds. Understanding both clefs gives you the skills to read almost any kind of written music.

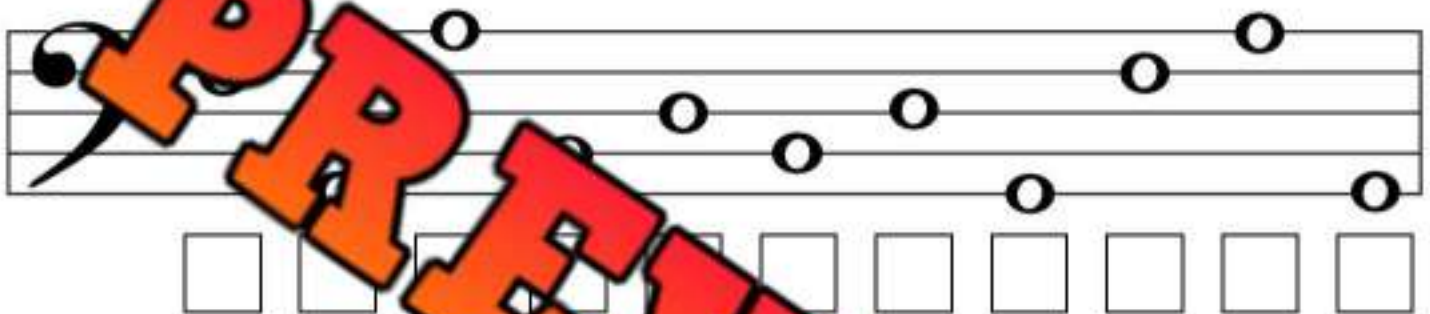
Part 1

Connect the lines to draw the staff below. Then draw the bass clef symbol at the beginning of the staff.



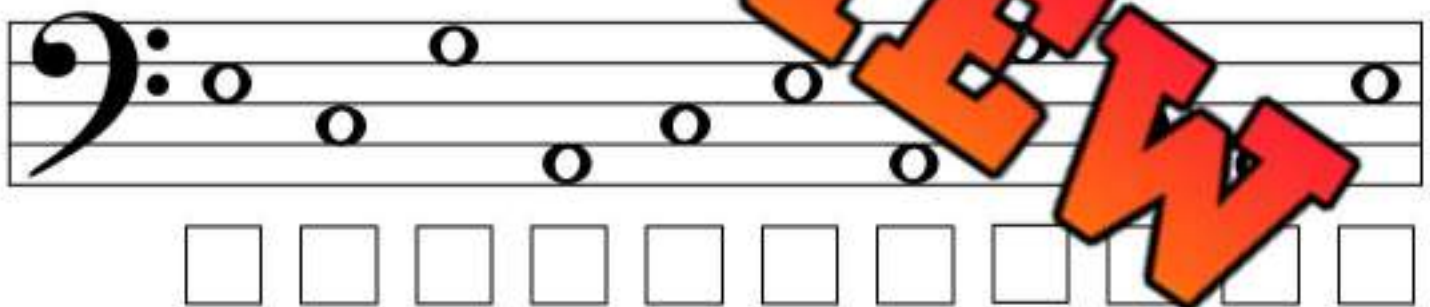
Part 2

Write each line note's name underneath the notes shown on the bass staff.
Remember: Great Big Dragons Fly Around



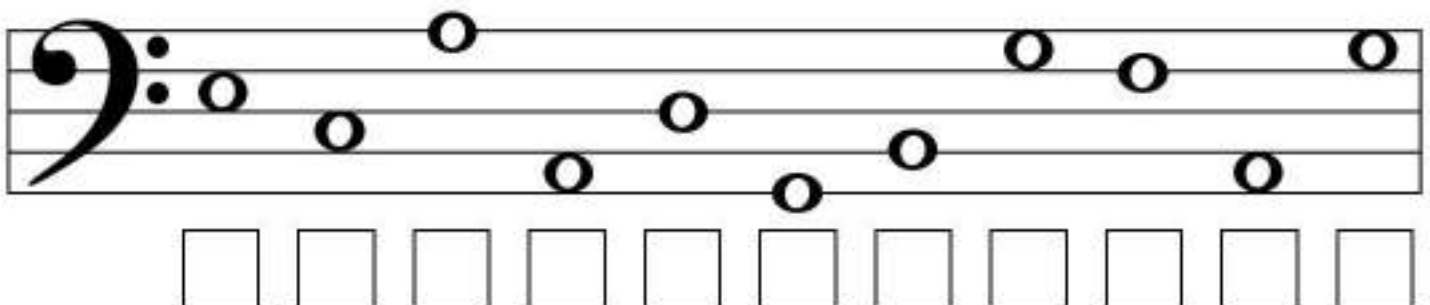
Part 3

Write each space note's name underneath the notes shown on the bass staff.
Remember: All Cows Have Spots



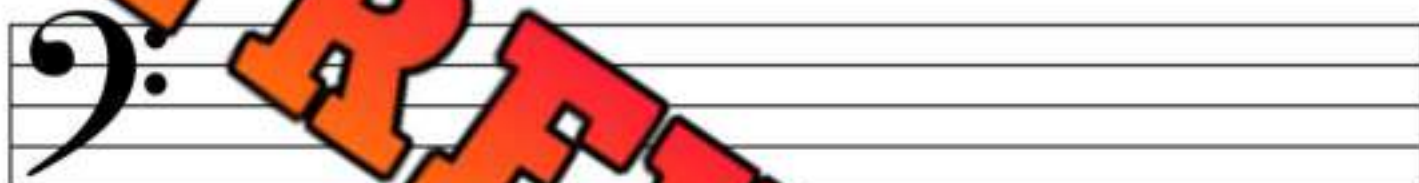
Part 4

Write each note's name underneath the notes shown on the bass staff.

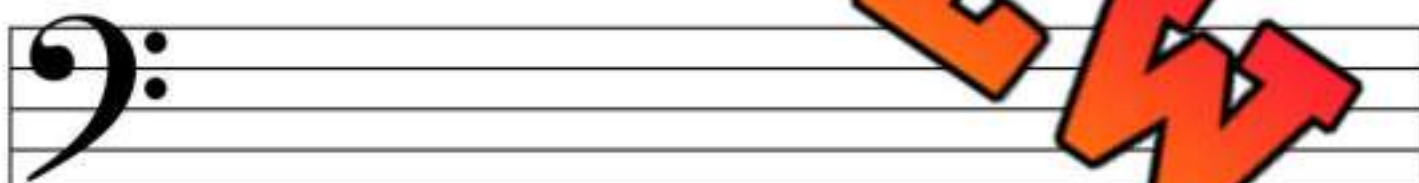


Part 5 Draw each line note on the bass staff

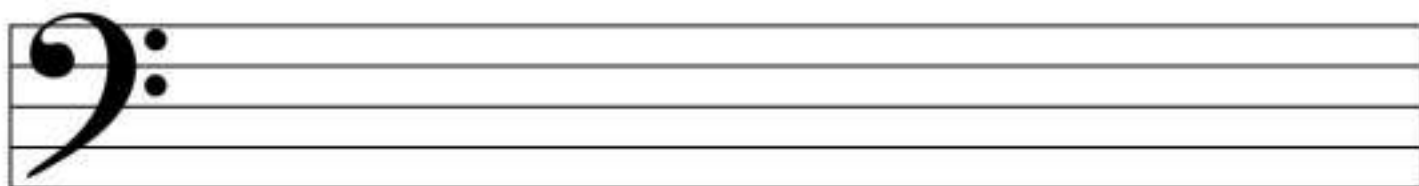
G	D	G	B	A	B	A	F	D	B	D
---	---	---	---	---	---	---	---	---	---	---

Part 6 Draw each space note on the bass staff

E	C	G	A	E	A	C	G	E
---	---	---	---	---	---	---	---	---

Part 7 Draw each note on the bass staff

G	B	G	E	A	B	F	D	E	F	A
space		line		space						line



A	C	E	A	D	G	C	D	G	B	F
line			space		line		space			

Reading Ledger Lines

Ledger lines are short extra lines we add above or below the staff when a note is too high or too low to fit on the regular five lines. They work just like the lines and spaces you already know — the pattern of notes continues in order. By counting up or down from the nearest note on the staff, we can figure out the name of any ledger line note. This lets us write and play every note we need.

Instruction Label the notes below.

PREVIEW

The image shows three musical staves with notes on ledger lines. Each staff has eight notes with empty boxes below them for labeling.

- Staff 1 (Treble Clef):** Notes are on the first line above the staff (F), the first space above (G), the first line below (C), the first space below (B), the first line below (B), the first space below (A), the first line below (G), and the first space below (F).
- Staff 2 (Treble Clef):** Notes are on the first space above (G), the first line above (A), the first space above (B), the first line above (C), the first space above (D), the first line above (E), the first space above (F), and the first line above (G).
- Staff 3 (Bass Clef):** Notes are on the first line below (C), the first space below (B), the first line below (B), the first space below (A), the first line below (G), the first space below (F), the first line below (E), and the first space below (D).

Name: _____

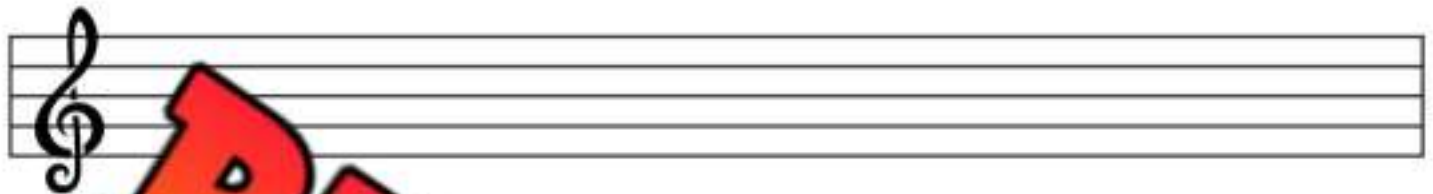
12

Curriculum Connection
C1.5, C1.4

Using Ledger Lines

Instructions

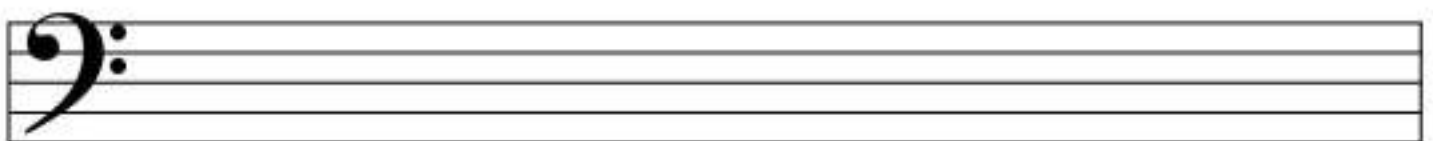
Draw the notes on the staff. Use ledger lines so you can draw the notes without repeating any.



C C C D D A A A



E E E A A A G G



B B B D D D F F F F

What Are Eighth Notes?

An **eighth note** is a note that lasts for half a beat in 4/4 time. This means you need two eighth notes to make one full beat.



Eighth notes can be written with a **single flag** if they stand alone, or they can be connected together with a **beam** when there are two or more in a row.

Instruction: Draw single eighth notes and connected eighth notes below

Single Eighth Notes	Connected Eighth Notes
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>

Instructions

With a 4/4 time signature, eighth notes are half a beat. Count the number of beats below. Draw eighth notes in the boxes.

Handwriting practice lines for eighth notes in 4/4 time. Each line shows a musical staff with a sequence of eighth notes and rests, followed by empty boxes for drawing.

Line 1: Treble clef, 4/4 time. Notes: quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter. Boxes: 12 empty boxes.

Line 2: Treble clef, 4/4 time. Notes: quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter. Boxes: 12 empty boxes.

Line 3: Bass clef, 4/4 time. Notes: quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter. Boxes: 12 empty boxes.

Playing Music – Mary Had A Little Lamb

The sheet music below is written for recorder in the key of G. If you follow the notes in order, it will play the song Mary Had a Little Lamb.

Instructions

Label the notes below.

PREVIEW

Instructions

Write the note name (E, D, C, G) below.

Ma -	ry	had	a	lit-	tle	lamb
lit -	tle	lamb	lit -	tle	lamb	
Ma -	ry	had	a	lit-	tle	lamb
his	fleece	was	white	as	snow	

Playing Music – Twinkle, Twinkle, Little Star

The sheet music below is written for recorder in the key of D major. It will play the tune of Twinkle, Twinkle, Little Star when followed carefully.

Instructions

Label the notes below.

PREVIEW

Instructions

Write the note name below the lyrics

Twin -	kle	twin -	kle	lit -	tle	star,
How	I	won -	der	what	you	are.
Up	a -	bove	the	world	so	high,
Like	a	dia -	mond	in	the	sky!
Twin -	kle	twin -	kle	lit -	tle	star,
How	I	won -	der	what	you	are.

Rhythm in Music

What Is Rhythm?

Rhythm is the pattern of long and short sounds in music. It is what makes music feel like it's moving. Without rhythm, music would not have structure or flow. Just like a heart keeps your body in rhythm, a beat keeps music alive. We can clap it, tap it, say it, and even see it in music notation.



Creating Rhythm with Syllables

One fun way to create rhythm is by using the syllables in our names. For example, the name Mia has three syllables (Mi-a) and the name Alexander has four (A-lex-an-der). If you say these names in a steady beat, you're already making music! You can also combine different names to build more complex rhythms.

Why Rhythm Matters

Understanding rhythm helps us read and write music. It helps us play instruments, sing in time, and move to the beat when we dance. Rhythm gives music energy, shape, and feeling. When we learn to create and perform rhythms, we become stronger musicians and better listeners.

Let's Build Our Own Rhythms!

In class, we'll create rhythms using names, words, or short phrases. You can clap, snap, or use instruments like drums to bring your rhythm to life. Working in pairs or small groups will also help you practise keeping a steady beat and listening closely to each other.

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Rhythm is the pattern of _____ and _____ sounds in music.
- 2) One way to create rhythms is by using the _____ in our names.
- 3) The name Alexander has _____ syllables.
- 4) Rhythm helps us read and _____ music more easily.
- 5) We use body sounds like clap, snap, or tap to bring our _____ to

Short Answer

Answer questions below.

Have you ever clapped, snapped, or sung a beat in a song you enjoy? How did it help you feel more connected to the music?

True or False

Is the statement true or false?

1) The beat in music works like a heartbeat; it keeps things steady.	True	False
2) Rhythm helps give music energy and shape.	True	False
3) Saying names like "Mia" or "Alexander" can help us practise rhythm.	True	False
4) Understanding rhythm makes it harder to read and play music.	True	False
5) Rhythm is not important in music unless you are dancing.	True	False

Activity: Speak-Clap-Play!

Objective What are we learning more about?

We are learning how to create, perform, and notate rhythm patterns using the syllables in our names and personal phrases. Through this activity, we will explore how words become music using body percussion or instruments. We will also practise using rhythm notation, timbre choices, and expressive dynamics.

Materials What do we need for our activity?

- ✓ Pen and ruler
- ✓ Body percussion (clap, snap, stomp, pat)
- ✓ Optional: notation paper and percussion instruments (e.g., xylophone, maracas)
- ✓ Eraser, music folder, and a festive hat!



Instructions How do we complete the activity?

- 1) **Say Your Name Rhythm:** Clap the rhythm of your full name. Count the syllables and say them to a steady beat. Example: A-l-e-x-a-n-d-r-a = rhythm pattern ♩ ♩ ♩
- 2) **Write It Down:** Students use rhythm notation to write their rhythm pattern. Try adding dynamics (loud/soft) and choose a timbre (e.g., snap, stomp, claps).
- 3) **Add a Phrase:** Students come up with a short phrase about themselves like "I love to play soccer" or "Reading is my hobby." They clap the syllables and create a rhythm pattern.
- 4) **Compose with Style:** They write their full rhythm composition (name + phrase) using music notation. Try using:
 - Triplets (♩♩♩), dotted rhythms (♩. ♩), or patterns in simple metre (2/4, 4/4).
 - Mark the dynamics (f = forte, p = piano) and timbre (e.g., snap, stomp) for each part.
- 5) **Perform and Reflect:** Students practise performing their rhythm composition using body percussion or percussion instruments. At last, they share their performance with the whole class!

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Created a Rhythm Pattern	Used the syllables in their name and phrase to make a clear and musical rhythm.
Wrote Rhythm Accurately	Notated the rhythm using correct symbols, with mostly accurate timing and values.
Used Different Sounds	Chose different sounds (clap, stomp, etc.) and loud/soft levels to add expression.
Performed with Control	Performed the rhythm steadily with good focus and body movement control.
Showed Effort and Creativity	Used different sounds and levels, revised when needed, and showed creativity in the final performance.

Tips

Apply the tips below for better performance.

Tip	How It Helps You
Clap and Speak Together	Saying the words while clapping helps you stay in control and to rhythm more accurately.
Keep a Steady Beat	A steady beat makes your rhythm clear and easier for others to follow.
Start Slow, Then Speed Up	Practising slowly helps you stay in control before performing at a faster tempo.
Use Different Timbres	Mixing claps, stomps, and snaps adds variety and makes your rhythm more interesting.
Mark Dynamics in Your Score	Planning soft and loud parts makes your performance expressive and musical.

Planning

Answer the questions below.

1) What is your full name and how many syllables does it have? Can you clap it in a steady rhythm?

2) Think of a short sentence that describes something you enjoy (e.g., a hobby, sport, or other activity). How many syllables does it have?

3) Which body percussion sounds (clap, pat, snap) will you use for different parts of your rhythm? Write them down.

4) What is your strategy to stay in rhythm when you perform? How will you keep the tempo steady?

5) How will you show dynamics in your rhythm? Which parts will be loud, and which will be soft?

Performance-Assessment

Rate your classmate's performance.

My name is _____.

Which classmate's performance are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Create Rhythm	They clapped or performed a rhythm that matched the syllables of their name and phrase.	☆☆☆☆☆
Used Body, Instrument or Sounds Well	They used a mix of claps, stomps, or other instruments in a creative and interesting way.	☆☆☆☆☆
Added Dynamics	Their rhythm had loud and soft parts to make the performance expressive.	☆☆☆☆☆
Stayed in Steady Beat	They performed with a steady tempo and kept the rhythm accurate.	☆☆☆☆☆
Showed Creativity and Effort	They added original ideas and worked hard on making their composition thoughtful and musical.	☆☆☆☆☆
Accurately Notated Rhythm	They wrote down the rhythm using proper note values and matched it to their performance.	☆☆☆☆☆
Used Interesting Timbres	They selected and combined different sounds (e.g., clap, snap, stomp) that fit their rhythm creatively.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Created a Rhythm Pattern	Rhythm doesn't match syllables and lacks structure.	Rhythm is basic and partly matches syllables.	Rhythm is mostly clear and fits the syllables.	Rhythm is creative, clear, and matches syllables well.
Wrote Rhythm Accurately	Rhythm is written incorrectly or has errors.	Some notes or values are incorrect.	Mostly correct note values and symbols.	Rhythm is written accurately with correct symbols.
Used Timbre and Dynamics	Timbre or dynamics are not used or used incorrectly.	Some changes in timbre or dynamics are used.	Timbre and dynamics are used with intention.	Timbre and dynamics are expressive and effective.
Performed with Control	Rhythm is unsteady or rushed.	Some control, but not always steady.	Performed with mostly steady beat and control.	Performed confidently with excellent control.
Showed Effort and Creativity	Little effort or originality shown.	Some effort and simple ideas.	Good effort and some creative choices.	Strong effort and original, thoughtful choices.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Activity: Rhythm Echo Challenge

Objective What are we learning more about?

Students will develop stronger rhythmic listening and performance skills by identifying and echoing increasingly complex rhythm patterns. Through this game-like activity, they will improve their understanding of rhythm, duration, and metre by using focused listening and quick response techniques.

Materials What do we need for our activity?

- ✓ classroom objects (optional: rhythm sticks, hand drums)
- ✓ A quiet and focused environment
- ✓ Whiteboard or rhythm board for optional visual support



Instructions How do we complete the activity?

- 1) **Echo the Rhythm:** The teacher claps a short rhythm (using quarter notes, dotted rhythms, or triplets) while saying, "Rhythm echo!" Students must listen carefully and immediately clap the rhythm back. No talking or clapping!
- 2) **Repeat and Vary:** After each echo, the teacher changes the rhythm slightly. Use simple patterns at first (e.g., quarter-eighth-quarter) and increase complexity gradually, including dotted rhythms, rests, or triplets.
- 3) **Challenge Mode:** Once students are confident, invite a few of them to take the lead and become the rhythm callers. They create a pattern, and the class claps it back. Encourage use of different rhythm durations to make it tricky and fun.
- 4) **Memory Twist (Optional):** Instead of immediate echoing, wait for 3–4 patterns to be heard, then ask students to recall and clap a specific one (e.g., "Clap the second rhythm I played!").
- 5) **Group Reflection:** Ask students, Which rhythms were easy? Which were tricky? How did you stay focused and remember what you heard?

Instructions

Use the optional rhythm patterns below

#	Rhythm Pattern (Written)	Teacher Clapping Example
1	Four quarter notes (♩ ♩ ♩ ♩)	Even steady claps: Clap – Clap – Clap – Clap
2	Two half notes (♩ ♩)	Long claps: Clap (hold 2 beats) – Clap (hold 2 beats)
3	Quarter + 2 eighth notes + quarter (♩ ♩ ♩ ♩)	Clap – Clap-Clap – Clap
4	Dotted quarter + eighth (♩. ♩)	Clap (long) – Quick Clap – Clap
5	Triplet of eighths + quarter (♩ ♩ ♩ ♩)	Clap – Clap-Clap (evenly in 1 beat) – Clap
6	Quarter rest + 3 quarters (♩ ♩ ♩ ♩)	(Silence) – Clap – Clap – Clap
7	Eighth + quarter + eighth (♩ ♩ ♩)	Quick Clap – Hold – Quick Clap
8	Whole note (♩)	One clap held 4 beats
9	Pickup eighth + 3 quarters (♩ ♩ ♩ ♩)	Quick Clap – Clap – Clap – Clap
10	Syncopation: quarter + eighth + quarter + eighth (♩ ♩ ♩ ♩)	Clap – Quick Clap – Clap – Quick Clap

**Performance Review
Chart**

Write a short review of your own experience about the challenge.

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

PREVIEW

The Speed of Music

What Is Tempo?

Tempo is the speed at which music is played. Just like a runner can go fast or slow, music can move at many different speeds. We measure tempo in beats per minute (BPM), which tells us how many beats happen in one minute. For example, 60 BPM means one beat every second, while 120 BPM means two beats every second. Tempo keeps musicians together so their sounds smooth and coordinated.



Italian Words for Tempo

Many tempo markings use Italian words. This tradition started hundreds of years ago when many famous composers were Italian. Some common tempo markings include allegro (fast and lively), adagio (slow and graceful), and andante (walking pace). These words tell musicians not just the speed but also the mood of the music.

Why Tempo Matters

Tempo changes the way music feels. A slow tempo can make a piece feel calm or serious, while a fast tempo can make it feel exciting. Even the same piece can sound different when played at different speeds. This is why musicians need to pay attention to tempo markings.

Learning to Follow Tempo

Musicians often use a metronome, a device that makes a steady click, to practise keeping tempo. In group performances, a conductor may help keep everyone in time using hand movements. By learning to follow tempo markings, musicians can bring the composer's ideas to life and make the music expressive.

True or False

Is the statement true or false?

1) Tempo is the speed at which music is played.	True	False
2) BPM stands for "Beats Per Music."	True	False
3) Allegro is an Italian word meaning slow and calm.	True	False
4) Adagio is a tempo marking that means slow and calm.	True	False
5) A metronome is used to help musicians keep a steady tempo.	True	False

Fill In

the blanks

with the correct answer.

- 1) Tempo is the _____ at which music is played.
- 2) We measure tempo in _____ per minute (BPM).
- 3) A _____ is a device that can be used to help keep time.
- 4) _____ means slow and calm in Italian.
- 5) Changing the tempo can change the _____ of the music.

Word Scramble

Unscramble the words from the word bank.

WORD BANK

ALLEGRO

GROUP

METRONOME

TEMPO

STEADY

ANDANTE

TIMING

ADAGIO

SPEED

LALREOG		IAOADG	
ETPMO		DSPEE	
DYSETA		ETANNAD	

Activity: Tempo Moves

Objective What are we learning more about?

Students will learn to identify and respond to different tempo markings (allegro, adagio, moderato, and andante) by listening to music clips and matching them to the correct tempo category.



Materials What do we need for our activity?

- ✓ Four cones or markers labelled "Allegro," "Adagio," "Moderato," and "Andante"
- ✓ Device to play music (computer)
- ✓ A playlist of music with clear tempo changes (variety of genres)
- ✓ Open space in the music room

Instructions How do we complete the activity?

- 1) **Set the Stage:** Place the four labelled cones at the corners or sides of the music room. Make sure there is space for students to move safely between them.
- 2) **Learn the Tempos:** Review what each term means:
 - *Allegro* = fast and lively
 - *Adagio* = slow and calm
 - *Moderato* = moderate speed
 - *Andante* = walking pace
- 3) **Form Groups:** Divide the class into small groups. The teacher plays a music clip. The groups listen, discuss, and move to the cone that matches the tempo.
- 4) **Add the Challenge:**
 - Make clips shorter to test quick reactions.
 - Use pieces where the tempo changes mid-song. Groups must quickly switch cones when they hear the change.
- 5) **Reflect Together:** Ask the students which tempos were easiest to recognize? Which were trickiest?

Reflection

Answer the questions below.

1) Which tempo (allegro, adagio, moderato, andante) was the easiest and hardest for you to recognize? Why?

2) Did the tempo change the mood or feeling of the music? Give an example.

3) If you could play the activity again, what would you do differently to improve your performance?

Word Search

Find the words in the wordsearch.

Energy	Slow	Tempo
Beat	Mood	Listen
Focus	React	Station
Adagio	Time	Focus

L	W	G	N	I	T	C	K	Z	R	J	J	Q	N	S	F	Y
Y	S	L	W	P	I	Q	G	R	E	L	G	Z	P	J	O	E
M	W	H	H	K	M	N	W	J	A	X	A	P	H	F	C	J
M	U	X	I	S	E	M	G	O	C	S	O	M	S	O	U	B
A	D	A	G	I	O	S	I	A	T	T	S	O	Z	S	T	
T	K	Z	H	R	T	I	L	V	I	E	F	A	L	H	U	H
V	F	M	U	Z	J	R	I	N	E	M	M	H	T	O	W	G
Z	Z	J	F	O	C	U	S	W	D	P	A	O	N	I	W	A
E	N	E	R	G	Y	A	K	I	D	O	M	O	O	D	O	M
C	R	V	B	E	A	T	L	I	S	T	E	N	Q	H	S	N

Dynamics in Music

What Are Dynamics?

Dynamics are the instructions in music that tell us how loud or soft to play. They make music more interesting by adding variety and emotion. Without dynamics, music might sound flat or boring. By changing the volume, we can make a piece feel exciting, calm, or energetic. Dynamics are shown in the music with special symbols. Musicians know exactly what to do.



Common Dynamic Markings

In music, many dynamic markings use letters. The letter p stands for piano, which means soft. The letter f stands for forte, which means loud. You might also see mp (mezzo-piano), which means medium soft, or mf (mezzo-forte), which means medium loud. These markings help musicians play the music so that each part of the music is heard clearly.

Changing the Volume

Sometimes the music changes from loud to soft or soft to loud. This is called a crescendo when the sound gets louder and a decrescendo or diminuendo when the sound gets softer. These changes can happen slowly over many notes or suddenly in one beat. Composers use these changes to create tension, surprise, or smooth transitions between sections.

Why Dynamics Matter

Dynamics tell the story of the music. They give each piece emotion and character. Soft sections can feel calm, while loud sections can feel exciting. Following dynamics brings the composer's ideas to life and makes the music memorable.

Question

Answer the questions below.

1) In your own words, explain what dynamics are and why they are important in music.

2) How might using forte (loud) or piano (soft) help tell a story in music?

3) What is a crescendo and how can it change the feeling of a piece of music?

4) Label the Italian terms as either soft, loud, medium soft, medium loud, very loud, or very soft.

p		mp	
mf		f	
pp		ff	

True or False

Is the statement true or false?

1) Dynamics tell musicians how loud or soft to play.	True	False
2) The letter p in music stands for piano, which means loud.	True	False
3) A decrescendo means the music gradually gets softer.	True	False
4) Changing dynamics can make music more expressive.	True	False
5) Without dynamics, music might sound less interesting.	True	False
6) Mezzo-piano means medium loud.	True	False

Activity: Dynamic Echoes

Objective

What are we learning more about?

Students will learn to identify and perform different dynamic markings (pp, p, mp, mf, f, ff) by echoing rhythms at the correct volume level. They will practise listening carefully, controlling their playing to match the given dynamic, and performing with expression.

Material

What do we need for our activity?

- ✓ Hand drums or sticks (one per student)
- ✓ Whiteboard or chart showing dynamic markings (pp, p, mp, mf, f, ff) and their meanings
- ✓ Teacher's drum or instrument for call and response
- ✓ Colour markers, crayons, or oil pastels



Instructions

How do we complete the activity?

- 1) **Introduction:** Write all the dynamic markings with their meaning on a whiteboard or chart and hang it on a wall where the students can easily see it. Review each one with the class.
- 2) **Teacher's Call:** The teacher calls out a dynamic marking and plays a rhythm on their drum or instrument.
- 3) **Student Response:** All students echo the rhythm exactly, matching both the pattern and the correct dynamic level.
- 4) **Small Group Challenge:** Divide the class into small groups. Each group takes turns responding to the teacher's call while others listen and check if the dynamic is correct.
- 5) **Add the Twist:** Call out two different dynamics in a row. Students must change volume quickly when echoing each rhythm.
- 6) **Reflect Together:** Ask the class Which dynamic was easiest to control? Which was hardest? How did changing the volume affect the feeling of the rhythm?

Instructions

Use the rhythms and dynamic markings below

#	Rhythm Pattern (Written)	Dynamic Marking	How the Teacher Plays It
1	♪ ♪ ♪ ♪ (four quarter notes)	p (piano = soft)	Clap/tap gently, steady pulse
2	♪ ♪ ♪ (two eighths + eighth repeated)	mf (mezzo-forte = medium loud)	Medium volume, clear articulation
3	♪ ♪ ♪ ♪ (quarter, eighth, quarter, eighth)	ff (fortissimo = very loud)	Strong, powerful claps/drum hits
4	♪ ♪ ♪ ♪ (quarter, eighth, quarter, eighth)	pp (pianissimo = very soft)	Whisper-soft claps, barely audible
5	♪ . ♪ ♪ (dotted quarter + eighth + quarter)	f (forte = loud)	Big and confident rhythm
6	♪ ♪ ♪ ♪ (triplet + quarter)	mp (mezzo-piano = medium soft)	Light but steady playing
7	♩ ♪ ♪ ♪ (quarter rest + 3 quarters)	mf (medium loud)	Silent pause, then medium volume claps
8	♪ ♪ ♩ (two quarters + half note)	p (soft)	Gentle steady rhythm, holding last note softly
9	♪ ♪ ♪ (eighth + quarter + eighth)	ff (very loud)	Sharp, accented rhythm at full power
10	♪ ♪ ♪ (half note + 2 quarters)	f (loud)	Strong, long first beat, then

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Recognized the Dynamic	Correctly identified the dynamic marking (<i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i>) when called out.
Matched the Volume	Played at the correct loudness level to match the dynamic marking.
Echoed the Rhythm	Repeated the teacher's rhythm exactly as played.
Changed Volume Quickly	Switched between different dynamics smoothly and without hesitation.
Listened Carefully	Followed the teacher's call and other players without distraction.

Tips

Use the tips below to perfect the dynamics of the sound the teacher makes.

Tip	Description
Listen First, Play Second	Focus on hearing both the rhythm and the dynamics before you start playing.
Watch the Leader	Pay attention to the teacher's or leader's cues for when to start and how loud to play.
Control Your Volume	Use gentle taps for <i>pp</i> and <i>p</i> , and stronger but controlled hits for <i>f</i> and <i>ff</i> .
Breathe and Relax	Staying calm helps you control your sound better, especially for soft dynamics.
Practise Quick Changes	Be ready to switch from soft to loud or loud to soft without losing the beat.

Timbre in Music

What Is Timbre?

Timbre (pronounced tam-ber) is the special quality of sound that makes one instrument or voice sound different from another, even if they are playing the same note. For example, a piano and a guitar can both play the note C, but they will sound different because of their timbre. Timbre is sometimes called the "colour" of music. It is one of the most important qualities that helps us recognize instruments and voices.



Electronic vs. Acoustic Timbre

Acoustic instruments, like a flute or piano, produce sound naturally through vibration. This vibration can come from air or surfaces being struck.

Electronic instruments, like keyboard synthesizers, produce sound using electricity. They can imitate many acoustic instruments or create completely new sounds. Each type has its own timbre, which gives it a unique presence in music.

How Timbre Creates Mood

Timbre plays a big role in creating the mood or feeling of music. A soft piano can make a piece feel calm and gentle, while a loud electric guitar can make it feel energetic and exciting. Composers and musicians choose certain timbres to match the emotions they want the audience to feel. This is why movie soundtracks often use different instruments for different scenes.

Why Timbre Matters

Understanding timbre helps musicians make creative choices when performing or composing music. By blending different timbres, they can make music more colourful and interesting.

True or False

Is the statement true or false?

1) Acoustic instruments make sound using electricity.	True	False
2) A flute and a guitar will have the same timbre if they play the same note.	True	False
3) Timbre has no effect on the mood or feeling of music.	True	False
4) Paying attention to timbre can help musicians express ideas more clearly.	True	False

Fill In _____ in the blanks with the correct answer.

- 1) Timbre is the "color" or "quality" of music.
- 2) A piano and a guitar playing the same note will sound different because of their _____.
- 3) Acoustic instruments produce sound through _____.
- 4) Blending different timbres can create music that is _____ and interesting.

Question

Answer the questions below.

- 1) Describe the difference between acoustic and electronic instruments. Give an example of each.

- 2) How can timbre change the mood or feeling of a piece of music? Give an example.

Activity: Spot the Sound

Objective What are we learning more about?

Students will learn to recognize different timbres by identifying whether a sound is produced by an electronic source or an acoustic instrument. They will practise careful listening, comparing tone qualities, and making quick, accurate decisions.

Materials What do we need for our activity?

- ✓ Playlist of sound clips
- ✓ Device and software to play the clips
- ✓ Tracking sheet with two columns: "Electronic" and "Acoustic"
- ✓ Pencils or pens



Instructions How do we complete the activity?

- 1) **Review Timbre Basics:** Briefly remind students what timbre means and explain the difference between acoustic (sound made through vibration) and electronic (sound made using a speaker or technology).
- 2) **Listen and Identify:** Play a sound clip. Students listen carefully and answer ("Electronic" or "Acoustic") in the correct column on the tracking sheet.
- 3) **Add the Challenge:** Add some twist on to it by:
 - Play two sounds back-to-back and have students identify both in order.
 - Play a short melody where electronic and acoustic instruments are mixed. Students must identify each instrument they hear.
- 4) **Group Discussion:** After all the clips are played, go over the answers together. Have students share how they recognized each sound. What qualities or clues helped them decide?
- 5) **Reflection Discussion:** Ask the students to think back to all the sounds they heard. Which ones were the easiest for them to identify, and why? Were there any that they guessed wrong or found tricky.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Listened Carefully	Paid close attention to each sound clip from start to finish without distractions.
Identified Sound Type	Correctly guessed whether the sound was electronic or acoustic.
Used Sound Clues	Noted features like tone, texture, or instrument type to help make decisions.
Recorded Answers Clearly	Wrote guesses and notes neatly and in the correct column on the tracking sheet.
Reflected on Performance	Noted which sounds were easier or harder to identify and why.

Tips

Use the tips to correctly identify the sound in the audio you heard.

Tips	Description
Stay Quiet and Focused	Keep the room silent so you can hear everything of the sound clip.
Listen for Tone	Notice if the sound is warm, bright, smooth or sharp. It can be a clue to the type.
Think About the Source	Imagine how the sound might be made, by a real instrument or by a machine.
Trust Your First Impression	Often your first reaction is correct, so don't overthink your guess.
Write Quickly and Clearly	Record your answer right after hearing the sound so you don't forget.

**Tracking
Sheet**

Guess the timber of the sound clip you hear and write your answer on the tracking sheet below.

Clip Number	Clues You Heard	Your Guess		Correct Answer	
		Electronic	Acoustic	Right	Wrong
1					
3					
4					
5					
6					
7					
8					
9					
10					

**Performance Review
Chart**

Write a short review of your own experience about the activity.

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Listened Carefully	Often distracted; missed parts of the sound clips.	Listened some of the time but lost focus.	Listened most of the time with few distractions.	Fully focused for all sound clips without distractions.
Identified Sound	Rarely identified the correct type of sound.	Sometimes guessed correctly.	Correctly identified most sounds.	Correctly identified all or almost all sounds.
Used Clues in Sound	Did not use any clues to make a guess.	Used some basic clues.	Often used tone, texture, or instrument clues.	Always used clear and accurate clues to identify sounds.
Recorded Answers Clearly	Did not record answers or handwriting was unclear.	Recorded some answers but details were missing.	Recorded most answers neatly with the right details.	All answers neatly written and clearly organized.
Reflected on Performance	Gave little or no reflection.	Reflection was brief and lacked detail.	Reflection was thoughtful and included some details.	Reflection was thoughtful, detailed, and included specific examples of success and areas for improvement.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Music in Advertising and Media

How Music Shapes What We See

Music is an important tool in advertising and media. It adds emotion and helps tell a story without using words. In commercials, music can make a product seem exciting, trustworthy, or fun. In video games, it can create tension, signal danger, or make a victory feel more rewarding. By choosing the right music, advertisers and game designers can make us feel about what we are watching or playing.



Different Styles, Different Feelings

The style of music changes the way we feel about what we see. Fast, energetic music can make us feel excited and ready to take action. Slow, gentle music can help us feel calm or even emotional. Bright, cheerful tunes are often used for children's products, while strong, powerful music might be used for sports or action scenes. The tempo, instruments, and volume all work together to shape our feelings.

Music's Hidden Messages

Sometimes, we don't even notice how much the music is affecting us. A catchy jingle in a commercial can stay in our heads for days, making us remember a product without even trying. In movies and games, background music can make a scene feel more intense or magical. Even if we aren't paying attention, the music is working in the background to influence how we feel and remember what we experienced.

Why Learning About Music in Media Matters

By studying music in advertising and media, we understand how it influences our thoughts and feelings. This helps us become aware of how music shapes our choices and experiences every day.

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Music in commercials can make a product seem _____, trustworthy, or fun.
- 2) A catchy _____ in a commercial can stay in our heads for days.
- 3) Slow, gentle music can help us feel _____ or emotional.
- 4) The _____, instruments, and _____ all work together to shape the _____ music.

Multiple Choice

Choose the letter that contains the correct answer.

- 1) Which type of music would be used to make a product feel exciting?
A. Slow, soft music B. Fast, energetic music
C. Slow music D. Background music
- 2) Which of these is NOT mentioned as a feeling music can create in media?
A. Calm B. Exciting C. Confused

Question

Answer the questions below.

- 1) Why is it important to understand how music is used in advertising in media?

- 2) How can background music in a video game make the game more exciting or enjoyable?

Activity: Music Detectives – Media Edition

Objective What are we learning more about?

Students will learn to identify how music is used in commercials and video game trailers to influence mood and message. They will practise critical listening, connect music styles to emotions, and share insights with peers.

Materials What do we need for our activity?

- ✓ Collection of commercials and video game trailers (on a computer or tablet)
- ✓ Device and projector or large screen for viewing
- ✓ Chart Paper with columns for Type of Music, Product, and Mood



Instructions How do we complete the activity?

- 1) **Introduction:** Review with students how music can change the way we feel about a product or scene.
- 2) **Set the stage:** Give each student the chart paper and pen to carefully fill the chart as per instructions. They should focus on the instruments used in the video.
- 3) **Watch and Listen:** Play the first commercial or game trailer. Students fill in the Type of Music (e.g., upbeat pop, dramatic orchestral, slow acoustic), the Product being advertised, and the Mood Created (e.g., exciting, relaxing, suspenseful) on their chart. Continue with multiple commercials that have different style, pace, and mood.
- 4) **Challenge Twist:** Play a clip with the sound muted. Have students write what type of music would work best and why, then play the real version to compare ideas.
- 5) **Whole-Class Wrap-Up:** Bring everyone together to share interesting patterns noticed, such as certain music styles often being used for certain types of products or scenes.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Watched Attentively	Focused on the full video clip without getting distracted.
Identified Music Style	Recognized the type or genre of music used in the ad or trailer.
Described Mood	Explained how the music made the scene feel (e.g., exciting, sad, calm).
Connected the Product to the Mood	Connected the music's mood to the product being advertised.
Completed the Graphic Organizer	Filled in the graphic organizer with accurate and complete information.

Tips Use the tips to enhance your analysis.

Tips	How It Helps
Listen for Instruments	Different styles use different instruments (e.g., electric guitar = rock, violin = classical).
Notice the Beat and Tempo	Fast beats often feel exciting, slow beats feel calm or serious.
Pay Attention to Voices	Pop music often has catchy singing, while commercials may use dramatic voice-overs.
Think About the Product	A fun, bouncy tune might suit a toy ad, while a strong beat could match sports gear.
Watch for Emotion in the Scene	Music helps show if the scene is happy, sad, exciting, or peaceful.
Look for Repetition	Catchy jingles or repeating tunes are common in commercials.
Trust Your Feelings	Ask yourself: "How does this music make me feel?" That's usually the right answer!

Chart

Use the chart to record the elements of the commercial video you watched.

Clip #	Type of Music (e.g., pop, classical, electronic)	Product Shown (e.g., toy, car, snack)	Mood Created (e.g., fun, serious, exciting)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Reflection

Answer the questions below.

1) How do you think music helps a product look more exciting or interesting?

2) Which music that matched the product best? Explain your choice.

3) How do you think music helps a product look more exciting or interesting?

4) What did you learn about how music affects what people think?

5) What part of the activity did you enjoy the most, and what would you change next time?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Watched Attentively	Got distracted during the clips.	Watched part of the clips but missed some moments.	Watched most of the clips with focus.	Watched all clips with full focus and no distractions.
Identified Music Styles	Did not recognise any music style.	Recognized one or two music styles with help.	Identified most styles correctly.	Accurately identified all music styles on their own.
Described the Mood	Did not describe the mood for any clips.	Gave a basic mood description for some clips.	Described the mood for most clips clearly.	Clearly described the mood for every clip using specific words.
Made Product Connection	Could not connect the music to the product.	Made a connection for some clips.	Explained the link between music and product for most clips.	Gave strong, thoughtful connections between music and product for all clips.
Completed the Chart	Chart is incomplete or unclear.	Chart is mostly filled but missing some info.	Chart is mostly complete and clear with some relevant info.	Chart is fully complete, neat, and shows deep understanding.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Tune Comparison

Objective What are we learning more about?

Students will compare a traditional cultural song and a modern pop song using musical elements such as instruments, tempo, rhythm, and mood. They will reflect on similarities and differences to build cultural awareness and listening skills.

Materials What do we need for our activity?

- ✓ Audio clips of a traditional cultural song and a popular modern song (2-3 songs in each category)
- ✓ Venn diagram worksheet
- ✓ Speakers



Instructions How do we complete the activity?

- 1) **Introduction:** Begin by letting students know they will be comparing songs from different cultural backgrounds. Encourage them to listen closely to the instruments, rhythm, and overall mood of each piece. Give each student with printed Venn diagram sheets, one for each round of listening, to record their observations.
- 2) **Listen Attentively:** In the first round, play one song each from the two categories for the class. Ask students to quietly listen to the instruments, the tempo (speed), the rhythm (beat pattern), and the overall mood of each song.
- 3) **Compare with a Venn Diagram:** Fill in the Venn diagram to show what is unique to each song and what they share in common.
 - Left circle: features of the traditional song
 - Right circle: features of the pop song
 - Middle: what both songs have in common
- 4) **Partner Share:** Turn to a student sitting next to you and take turns sharing one similarity and one difference you discovered. Repeat the whole process again for the next round.
- 5) **Cultural Reflection Challenge:** As a challenge, write one sentence about what this activity taught you about the role of music in different cultures.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Listened Closely	Focused on both songs and noticed important details like instruments and rhythm.
Identified Elements	Recognized differences and similarities in lyrics, instruments, and mood.
Used the Venn Diagram Well	Filled in both sides and the middle with clear and accurate descriptions.
Shared with a Partner	Explained one similarity and difference clearly during the partner share.
Showed Respect and Curiosity	Listened respectfully and showed interest in learning about different cultures.

Venn Diagram

Write the similarities and differences of the songs in the Venn diagram.

PREVIEW

Traditional Song

Reflection

Answer the questions below.

1) What did this activity teach you about how music reflects a culture's traditions and values?

2) Did the tempo change the mood or feeling of the music? Give an example.

3) Which part of the activity did you like most and why?

Word Search

Find the words in the wordsearch.

Similar	Mood	Culture
Tune	String	Melody
Beat	Song	Rhythm
Sound	Venn	Genre

F	U	E	B	R	K	G	M	H	V	V	S	E	O	F	E	M
M	E	L	O	D	Y	F	O	X	P	Z	I	C	M	X	M	G
W	E	Y	D	F	R	B	O	M	D	N	M	B	G	B	W	S
B	Q	E	N	W	V	B	D	I	G	B	I	S	E	Q	Z	O
W	G	P	H	K	I	S	T	W	V	B	L	T	T	A	O	U
F	O	Q	V	C	W	Q	O	U	V	J	A	R	V	S	T	N
T	O	A	B	I	X	L	P	W	N	Q	R	I	G	E	H	D
Q	Y	C	U	L	T	U	R	E	Q	E	U	N	S	O	N	G
R	H	Y	T	H	M	Y	T	W	U	U	L	G	P	G	G	N
X	C	O	N	T	R	A	S	T	V	R	J	N	J	R	J	M

Conducting in Music

What Is Conducting?

Conducting is the art of leading musicians during a performance. A conductor uses hand movements, called gestures, to show the beat, speed, and style of the music. These gestures help musicians play together and follow the rhythm. Conducting is used in bands, choirs, and orchestras to keep everyone in time.



Different Metres and Patterns

Music can be written in different metres. The metre tells us how many beats are in each bar of music. For example, in 2/4 time, there are two beats in every bar, and the conductor's pattern goes down for the first beat and up for the second beat. In 3/4 time, which has three beats in a bar, the pattern goes down for beat one, out to the side for beat two, and up for beat three. Each metre has its own pattern so that musicians know exactly where they are in the music.

Understanding Tempo and Rhythm

Conducting also helps musicians follow the tempo, which is how fast the music is played. A faster conducting motion tells the group to speed up, while a slower motion tells them to slow down. It also shows the rhythm, which is the way the beats are organized into patterns of long and short sounds. By watching the conductor, musicians can match both the tempo and the rhythm.

Why Learning to Conduct Matters

Even if you are not a conductor, learning the basic patterns can make you a better musician. It helps you feel the beat, understand how different metres work, and keep time when playing in a group.

Question

Answer the questions below.

1) Describe the difference between the conducting pattern in 2/4 time and 3/4 time.

2) How do conducting help musicians follow the tempo and rhythm of a song?

Multiple Choice

Circle the letter that is the correct answer.

1) What do conductors use to show the tempo, style of music?

A. Musical scores

C. Hand movements and gestures

B. Foot taps

D. Drum beats

2) What does a faster conducting motion tell the group?

A. To speed up

C. To stop playing

B. To slow down

D. To change the song

True or False

Is the statement true or false?

1) Conducting is the art of leading musicians during a performance.

True

False

2) In 2/4 time, the conductor's pattern goes down for the first beat and up for the second beat.

True

False

3) A slower conducting motion tells the group to slow down.

True

False

4) Tempo means how many beats are in each bar of music.

True

False

Activity: Conduct and Play

Objective What are we learning more about?

Students will learn and practise basic conducting patterns for duple (2/4) and triple (3/4) metre. They will focus on keeping a steady tempo, giving clear beat signals, and leading others with confidence.

Materials What do we need for our activity?

- ✓ Drum track or melody recording in both 2/4 and 3/4 metre
- ✓ Audio player and speakers
- ✓ Optional: Small percussion instruments (e.g., tambourines, rhythm sticks)



Instructions How do we complete the activity?

- 1) **Introduction:** Begin by telling the class that they will be "lead the music" just like a conductor. Explain how conducting works: up for beat 1, down for beat 2, follow the beat, and understand the metre.
- 2) **Learn the Patterns:** Demonstrate the basic 2/4 conducting pattern (up for beat 1, down for beat 2) and the 3/4 pattern (down for beat 1, up for beat 2, down for beat 3). Practise both patterns slowly without music.
- 3) **Group Formation:** Form small groups of 6–8 students and have them discuss and choose a volunteer to serve as the conductor. If more than one volunteer is available, allow two conductors, one for each track.
- 4) **Practise with Music:** Play a short 2/4 drum track or melody for all groups to practise conducting and playing together. For round 2, use a short 3/4 track. The chosen conductor/conductors of each group practise leading while the other members play instruments or clap along.
- 5) **Performance:** After practise, groups will perform their tracks for the class. Each group will perform 2 separate tracks (2/4 and 3/4 tracks).
- 6) **Reflect Together:** After all the performances, discuss what made it easy or hard to keep everyone together and how leadership plays a role in music-making.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Clear Beat Signals	Conductor uses clear and consistent hand movements for each beat pattern, making it easy for the group to follow.
Accurate Tempo	Both conductor and followers maintain a steady tempo throughout the activity, adjusting if necessary to stay together.
Confident Lead	Conductor leads with confidence, making eye contact and guiding the group without hesitation.
Attentive Followers	Followers watch the conductor closely, responding immediately to changes in tempo or beat pattern.
Group Synchronization	Followers stay in time with the conductor, showing a clear connection between conducting signals and musical response.

Tips Use the tips below to enhance your performance.

Tip	Description
Keep Gestures Steady	Move your hands at a consistent speed and rhythm, even for the group.
Watch the Conductor Closely	Keep your eyes on the conductor to match timing and changes.
Show Clear Beat Patterns	Make conducting shapes big, clear, and easy to follow.
Listen and Adjust	Pay attention to the music and adjust your playing or clapping if you fall behind or speed up.
Communicate with Body Language	Use confident posture and small cues (like nods or smiles) to stay connected and encourage each other.

Planning

Answer the questions below.

1) How can your group keep a steady tempo during the performance?

2) What can a conductor do to make sure their beat signals are clear for everyone?

3) How can the followers know when they are paying attention to the conductor?

4) What strategies can help both conductors and followers stay in sync with each other?

5) What role does eye contact play between the conductor and the group?

**Performance Review
Chart**

Write a short review of your own experience about the performance.

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Beat Signals	Movements are unclear or inconsistent, making it hard to follow.	Movements are sometimes clear but not consistent.	Movements are mostly clear and consistent.	Movements are always clear, consistent, and easy to follow.
Accurate Tempo	Tempo is often off and not adjusted.	Tempo is sometimes steady but often drifts.	Tempo is mostly steady with minor adjustments.	Tempo is steady and well-adjusted throughout.
Confident Leadership	Leads with hesitation and uncertainty, often looking to the conductor for guidance.	Leads with some confidence but still looks at the conductor for cues.	Leads confidently most of the time.	Leads confidently throughout, guiding without hesitation.
Attentive Following	Rarely watches or responds to the conductor.	Sometimes watches but does not respond to changes.	Watches and responds to most changes.	Always watches and responds immediately to changes.
Group Synchronisation	Group is often out of sync with the conductor.	Group is sometimes in sync but with noticeable lapses.	Group is mostly in sync with the conductor.	Group is fully in sync, showing unity between members.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Activity: Paint the Music – Show the Mood!

Objective What are we learning more about?

Students will explore how music can express different moods and dynamics. They will interpret multiple pieces of music through visual art using colours, shapes, and patterns to reflect what they hear and feel.



Materials What do we need for our activity?

- ✓ Audio player, speakers and headphones
- ✓ Three contrasting music excerpts (e.g., happy/fast, calm/soft, dramatic/loud)
- ✓ Watercolours, markers, and pencils
- ✓ Paper (A4 or larger sheet paper)
- ✓ Tape or clips for displaying artwork

Instructions How do we complete the activity?

- 1) **Introduction:** Explain that music can create feelings such as calmness, or excitement, and that these moods can be shown through art. Show how tempo, dynamics, and instruments affect the mood of a song.
- 2) **Listen and Draw:** Distribute the drawing papers for the class. Play the first song or excerpt. Students close their eyes briefly to imagine shapes and colours, then draw a visual representation of the mood and dynamics they hear. Repeat the same process for the second and third excerpts.
- 3) **Select a Favourite:** Each student chooses their favourite of the three drawings to display to be displayed for the class.
- 4) **Gallery Walk:** Display the selected artworks around the room. Students walk around, view each piece, and write down guesses about the type of music and mood each artwork represents.
- 5) **Reflect Together:** Discuss the guesses as a class. Students share their choice of colours and shapes, explaining how they connected them to the music's mood and dynamics.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Matched Colours and Shapes to Mood	Selected colours and shapes that clearly reflected the emotions and dynamics in the music.
Represented Three Songs	Created a separate drawing for each of the three music pieces, showing differences in mood and expression.
Used Creative Visual Elements	Found interesting or unique ways to represent music feelings through art.
Selected and Displayed a Favourite	Chose one drawing that best expressed the music's mood and prepared it for display.
Explained Artwork Choices	Provided clear reasons for colour, shape, and pattern choices during class discussion.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Matched Colours and Shapes to Mood	Colours, shapes do not reflect the music.	Some match the mood but unclear or inconsistent.	Mostly match mood and dynamics.	Strong, clear match to mood and dynamics.
Represented All Three Songs	Only one song shown.	Two songs shown with little mood difference.	All three shown with some mood variation.	All three shown with clear, distinct moods.
Used Creative Visual Elements	Visual elements lack creativity or clarity.	Some creative elements, limited variety.	Creative elements suit the music.	Highly creative and enhance mood strongly.
Selected and Displayed a Favourite	No favourite chosen or displayed.	Favourite chosen but weak link to mood.	Favourite fits mood and is clearly displayed.	Favourite strongly reflects mood and well presented.
Explained Artwork Choices	No or unclear reasoning.	Simple reasoning, weak link to mood.	Reasoning provided, link to mood/dynamics.	Detailed reasoning, strong link.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Pickup Notes in Music

What Are Pickup Notes?

Pickup notes are special notes that come before the first strong beat of a song. Instead of starting on beat one, the music begins just a little earlier. These notes lead into the song and give it a smooth start. Pickup notes can be just one note or a few, depending on the song. They are sometimes called "lead-in" notes.



Why Do Composers Use Pickup Notes?

Composers often use pickup notes to create a sense of motion and to guide listeners into the music. Just like a lead-in in a story, a musical phrase that sets the mood, pickup notes help set the musical tone. They also help provide a clue about the style and feel of the piece right from the very beginning.

How to Count Pickup Notes

Even though pickup notes come before the first full bar, they still need to be counted carefully. The beats in the final bar of the song are often shortened to "complete" the pickup. For example, if the pickup has one beat in a 4/4 time song, the final bar will only have three beats. This keeps the total number of beats balanced and correct.

Why Pickup Notes Are Important

Understanding pickup notes helps us become better musicians. They show us how to start a piece of music at the right time and with the right feeling. When we learn to listen for pickup notes and perform them correctly, our music sounds smoother and more connected. This skill is useful whether we are playing alone or in a group.

True or False

Is the statement true or false?

1) Pickup notes always start on the first strong beat of the song.	True	False
2) Counting pickup notes correctly is not important when performing.	True	False
3) Pickup notes help give a song a smooth and flowing beginning.	True	False
4) The first part of a song with pickup notes may have fewer beats.	True	False
5) Another name for pickup notes is "anacrusis."	True	False

Fill In The Blank

Fill in the blanks with the correct answer.

- 1) Composers use pickup notes to create a sense of _____.
- 2) Pickup notes must be _____ to keep the beats correct.
- 3) These notes help performers start the music with right _____.
- 4) In a 4/4 song with a 1-beat pickup, the first measure has _____ beats.
- 5) Pickup notes come before the first _____ beat.

Multiple Choice

Circle the letter that contains the correct answer.

1) What is another name for pickup notes?

- A. Chorus C. Dynamics
B. Harmony D. Anacrusis

2) Why do composers use pickup notes?

- A. To make the music louder C. To guide listeners into the music
B. To confuse the performer D. To skip the first beat

Activity: Start with the Beat!

Objective What are we learning more about?

Students will learn to identify, clap, and play pickup notes in rhythm exercises and simple melodies. This will help them understand how to start music before the downbeat and improve group playing accuracy.

Materials What do we need for our activity?

- ✓ Rhythm cards
- ✓ Short printed melodies that include pickup notes
- ✓ Xylophones or other beat instruments
- ✓ Metronome or steady beat



Instructions How do we complete the activity?

- 1) **Warm-Up & Review:** Begin by reviewing pickup notes and how they lead into the first strong beat of a piece. Use rhythm cards or the board or rhythm cards.
- 2) **Clap It Out:** Hand out rhythm cards to each student. Have them clap the rhythm, paying special attention to starting on the downbeat. Use a steady beat (clapping or metronome) to guide timing.
- 3) **Form Groups:** Divide the class into small groups and give them the printed melodies to practice playing.
- 4) **Xylophone Practice:** First, students count and clap the rhythm, then practise playing it on xylophones. Make sure they begin before beat one and land the downbeat correctly.
- 5) **Mini Performance:** Groups perform their short melody with pickup notes for the class. Peers listen and give feedbacks about timing or rhythm.
- 6) **Wrap-Up:** Discuss how pickup notes help create flow in music and why they are important for playing in time with others.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Started on Time for Pickup Notes	Began clapping or playing exactly before the downbeat as indicated by the pickup notes.
Counted Accurately	Correctly counted the beats leading into the downbeat to keep timing precise.
Maintained Steady Tempo	Kept a consistent speed while clapping or playing the rhythms.
Played or Clapped Clearly	Produced clean and accurate rhythms without unnecessary pauses or errors.
Worked Cooperatively in Group	Coordinated with group members and adjusted playing to stay in sync.

Planning

Answer the questions below.

1) What steps will you take to make sure you start your melody exactly on the pickup notes?

2) How will you keep a steady tempo while playing or clapping the rhythms?

3) What strategies will you use to make sure you take during practice or performance?

4) How can you work with your group to make sure everyone stays on track together?

5) What can you do to make your performance clear, confident, and enjoyable for the audience?

Cards

Give each group a card that has the notes, sample clap rhythm, and letter notes they can play if they are able to.

Card	Notes (with Pickup)	Clap Rhythm (syllables)	Letter Notes to Play
1		ti - ta - ta - ta	G - C - D - E
2		ti - ti-ti - ta - ta	D - E F - G
3		ti - ta - ti-ti - ta	F - C D - E
4		ti - ta - ta - ta	E F - G - C - D
5		ti - ta - ti - ta -	G - C D - E - F
6		ti - ta - ta - ti-ti -	F - G - C D - E
7		ti - ta - ta - ta - ta	C - E - F - G
8		ti - ti-ti - ti-ti - ta - ta	G - A B - C D
9		ti - ta - ta - ti-ti - ti-ti	E - F - G - A B
10		ti - ta - ti-ti - ti-ti - ta	G - C - D E - F

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Started on Time for Pickup Notes	Often missed starting before the downbeat	Sometimes started before the downbeat	Usually started before the downbeat	Always started exactly before the downbeat
Counted Beats Accurately	Rarely counted beats correctly	Sometimes counted beats correctly	Usually counted beats correctly	Always counted beats correctly
Maintained Steady Tempo	Tempo often changed	Tempo sometimes steady	Tempo mostly steady	Tempo always steady
Played or Clapped Clearly	Many pauses or errors	Sometimes clear with few errors	Mostly clear with few errors	Clear and accurate throughout
Worked Cooperatively in Group	Rarely cooperated	Sometimes cooperated	Usually cooperated	Fully cooperated to help others

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Listen, Think, Share!

Objective What are we learning more about?

To develop the ability to reflect on music by identifying emotions, recognizing musical elements, and expressing ideas clearly through writing and discussion.

Materials What do we need for our activity?

- ✓ Recording of a chosen music piece (2-3 minutes)
- ✓ Classroom speakers or a music player
- ✓ Reflection worksheets (one per student)
- ✓ Metronome or steady beat



Instructions How do we complete the activity?

- 1) **Feel the Music:** Students listen to the chosen music piece the way through without writing anything. Their goal is to focus on several things, mood, and flow of the music.
- 2) **Listen and Record:** Students listen again, this time filling in their worksheets. They write about the emotions the music created for them, what they hear, and dynamics or rhythms that stand out.
- 3) **Use Descriptive Language:** Encourage students to go beyond words like "happy" or "sad" by using more specific, vivid descriptions (e.g., "peaceful and flowing" or "fast and playful").
- 4) **Compare and Discuss:** Pair the students and let them share their written reflections. Each pair finds at least two observations they have in common and one way their responses are different.
- 5) **Share Insights:** Selected pairs share their findings with the whole class. The discussion highlights how different people can experience and interpret the same music in unique ways.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Active Listening	Focuses closely on the music, paying attention to instruments, rhythms, and dynamics without distraction.
Emotional Awareness	Identifies and describes the feelings or moods the music creates.
Musical Detail Recognition	Notes specific musical elements such as changes in volume, tempo, or rhythm patterns.
Clear Reflection Writing	Writes a short, clear reflection that explains personal responses and observations about the music.
Effective Partner Sharing	Shares reflections with a partner using respectful listening and clear communication.

Worksheet

Record your reflection of the music you heard by answering the questions below.

1) How did the music make you feel?

2) What did you hear in the piece?

3) Describe the music's dynamics (loud or soft changes in volume.).

4) Describe the music's dynamics (steady, changing, etc.).

5) Which part of the music stood out to you the most and why?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Active Listening	Did not focus on the music; easily distracted.	Listened but missed many details.	Listened well with few distractions.	Focused fully, noticing key details.
Emotionally Aware	Gave no feeling or mood description.	Gave a vague or unclear description.	Gave a clear description of the mood.	Gave a clear and detailed mood description.
Musical Detail Recognition	Did not mention musical elements.	Mentioned musical elements but with errors.	Noted elements correctly with some detail.	Noted and described elements accurately in detail.
Clear Reflection Writing	Reflection incomplete or unclear.	Reflection partially clear but missing details.	Reflection mostly clear and complete.	Reflection very clear, detailed, and well-organized.
Effective Partner Sharing	Did not share or listen to partner.	Shared briefly but without detail.	Shared ideas with some detail.	Shared detailed ideas clearly and thoroughly.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Practising Rhythm Patterns

What Are Rhythm Patterns?

Rhythms are not just in music. They are all around us. We can hear them in footsteps, speech, the ticking of a clock, or even the sound of rain. Recognising these patterns in daily life can improve our listening.

By linking rhythm to everyday sounds, we strengthen our listening skills. Listen carefully, stay in time, and enjoy music more deeply.



Why Practise Rhythm Patterns?

Practising rhythm patterns helps us keep a steady beat and play in time with others. Without steady timing, music can sound messy. When we practise, we train our ears, eyes, and hands to work together. This makes it easier to read rhythms from sheet music and follow along when playing in a band. Rhythm practice also helps us respond to changes in tempo, or speed, and stay in sync during performances.

Making Practice Creative

Rhythm practice does not have to be repetitive or boring. Students can make it more creative by adding body percussion, such as clapping, stomping, or tapping on desks. Playing along with favourite songs is another fun way to practise, as it connects rhythms to real music. Changing instruments or playing rhythms in different dynamics (loud and soft) can also keep practice exciting.

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Practising rhythm patterns helps us keep a steady _____ and play in time with others.
- 2) Rhythm practice trains our _____, eyes, and hands to work together.
- 3) Changing instruments or playing rhythms in different _____ (loud and _____) can keep practice exciting.
- 4) Adding _____ percussion such as _____, stomping, or tapping on _____ can make rhythm practice more creative.

Questions

Answer the questions below.

- 1) Explain how recognizing rhythm patterns in daily life can help improve a musician's timing. Give examples from your life.

- 2) Describe what happens when music is played without a steady beat. How does practising rhythm patterns help prevent this?

- 3) Explain why rhythm practice is important for group performances.

Activity: Beat Bouncers

Objective What are we learning more about?

Students will improve their timing, coordination, and focus by bouncing basketballs or soft balls to rhythm patterns, including triplets and dotted rhythms, while speaking the rhythms aloud. This activity strengthens their ability to internalize rhythmic patterns and connect movement to sound.

Material What do we need for our activity?

- ✓ Basketballs or soft balls (one per student)
- ✓ Open space for movement (a gym or clear classroom area)
- ✓ Rhythm pattern cards (triplets and dotted rhythms)
- ✓ Metronome or rhythm band



Instructions How do we complete the activity?







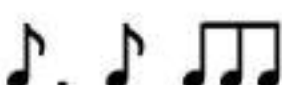
- 1) **Warm-Up Bounce:** Students practise bouncing the ball to each beat of a slow metronome to get used to controlling the ball.
- 2) **Learn the Rhythm:** Show a simple triplet or dotted rhythm to the class. Students clap and say the rhythm aloud without the ball to ensure they understand it.
- 3) **Bounce and Say:** Students bounce the ball while speaking the rhythm aloud, making sure the bounces match the pattern exactly.
- 4) **Switch and Challenge:** After mastering one rhythm, students switch to a new card with a slightly more complex triplet or dotted rhythm. They try it first slowly, then at a faster tempo.
- 5) **Group Performance:** Form multiple small groups to perform a rhythm pattern together, bouncing in unison while saying the rhythm aloud. One by one, groups will perform for the class. Audiences will give feedback on timing and coordination.

Criteria Use the criteria below to complete the assignment.

Criterion	Description
Accurate Rhythm Execution	Bounces match the rhythm pattern exactly, including correct timing for triplets and dotted notes.
Clear Rhythm	Speaks the rhythm aloud with clear articulation and steady pace while bouncing the ball.
Steady Coordination	Maintains smooth coordination between bouncing and speaking without pauses or hesitation.
Tempo Control	Keeps a consistent tempo from start to finish, adjusting appropriately for faster or slower patterns.
Group Synchronization	Works with group members to stay in time and perform rhythms together with unified bounces and voices.

Cards

Try clapping and bouncing your basketball/soft ball to the rhythm patterns on the cards.

Rhythm Pattern	Rhythm Pattern
	(Quarter – Dotted Eighth – Quarter)
	(Quarter – Triplet Quarter Notes)
	(Dotted Eighth – Quarter – Eighth)
	(Triplet Quarter Notes – Dotted Sixteenth – Pair)
	(Quarter – Dotted Eighth – Triplet Quarter Notes)
	(Dotted Eighth – Triplet Quarter Notes – Eighth)
	(Triplet Quarter Notes – Dotted Eighth – Quarter)
	(Dotted Eighth – Eighth – Triplet Quarter Notes)

Performance-Assessment

Rate your classmate's performance.

Whose performance are you assessing: _____

Criterion	Rating Description	Rate (Colour the stars)
Accurate Rhythm	Bounces matched the rhythm pattern exactly, including correct timing for triplets and dotted notes.	☆☆☆☆☆
Clear Vocal Rhythm	Spoke rhythm aloud clearly and in the correct pace while keeping the rhythm.	☆☆☆☆☆
Steady Coordination	Maintained a steady coordination between bouncing and speaking without pauses or mistakes.	☆☆☆☆☆
Tempo Control	Kept a consistent tempo from start to finish, adjusting well for faster or slower patterns.	☆☆☆☆☆
Group Synchronization	Stayed in time with group members, performing rhythms together with unified bounces and voices.	☆☆☆☆☆
Focus and Effort	Stayed focused on the task, avoided distractions, and gave best effort throughout.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Accurate Rhythm Execution	Missed most rhythms; triplets/dotted notes incorrect.	Matched some rhythms; several timing errors.	Mostly accurate with minor mistakes.	Perfectly matched rhythms and timing.
Clear Verbal Rhythm	Not spoken or unclear.	Spoken but uneven or unclear.	Clear with steady pace most of the time.	Very clear with consistent pace.
Steady Coordination	Often lost coordination.	Sometimes coordinated; sometimes not.	Mostly smooth with minor hesitation.	Smooth coordination throughout.
Tempo Control	Tempo inconsistent.	Sometimes steady; sometimes not.	Mostly steady with small changes.	Perfectly steady; smooth adjustments.
Group Synchronisation	Out of sync most of the time.	Sometimes in sync; often off-beat.	Mostly in sync; minor errors.	Perfectly in sync; no errors.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Musical Periods in History

Musical Periods in History

Music has been part of human life for thousands of years, and it has changed a lot over time. To help us understand these changes, music history is divided into periods, each with its own styles, instruments, and famous composers. The main periods are Medieval, Renaissance, Baroque, Classical, Romantic, and Modern.



The Medieval and Renaissance Periods

The Medieval period featured simple, religious music, often sung without instruments, using simple melodies and lyrics. In the Renaissance, music became more complex, with harmonies, varied instruments, and more secular songs. Printed music helped people share and enjoy music more widely.

The Baroque and Classical Periods (1600–1820)

Baroque music was full of ornamentation and dramatic effects. Composers like Bach and Handel. Orchestras grew in size, and new forms such as operas became popular. The Classical period followed, focusing on clarity, balance, and elegant melodies. Composers such as Mozart and Haydn created works that are still widely performed today.

The Romantic and Modern Periods (1800s–Today)

The Romantic period celebrated emotion, imagination, and individuality. Composers like Beethoven and Tchaikovsky wrote powerful, expressive pieces. In the Modern period, music became even more diverse, using new instruments, technology, and styles from around the world. This variety makes music today exciting, creative, and connected to many cultures.

True or False

Is the statement true or false?

1) In the Renaissance period, music became simpler and used fewer instruments.	True	False
2) Concertos and operas became popular during the Baroque period.	True	False
3) The Romantic period celebrated emotion, imagination, and individuality.	True	False
4) Baroque music was known for dramatic contrasts and ornamentation.	True	False
5) Mozart and Beethoven were famous composers from the Romantic period.	True	False

Questions

Answer the questions in your own words.

1) Explain how music changed from the Middle Ages period to the Renaissance period.

2) Describe one way Modern music is more diverse than music from previous periods.

3) How did Romantic composers like Beethoven and Tchaikovsky express emotion in their music?

Activity: Music Through Time

Objective What are we learning more about?

Students will explore six key musical periods, identify important historical and musical details, summarize them in their own words, and visually arrange them in chronological order. This will help them understand how music evolved and connect past styles to music today.

Material What do we need for our activity?

- ✓ Fact sheets on six musical periods
- ✓ Highlighters or colored pencils
- ✓ Timeline template with blank dates and summaries
- ✓ Clipboards or hard work surface (optional)



Instructions How do we complete the activity?

- 1) **Read and Highlight:** Form multiple pairs and have each pair read fact sheets, taking turns to highlight important details about each period.
- 2) **Summarize:** Once all six periods are read, pairs write a one-sentence summary for each in their own words, focusing on key styles, instruments, and important facts.
- 3) **Timeline Order:** Next, they place each musical period in the correct chronological order on their provided timeline template, filling in the dates and their summaries neatly.
- 4) **Add Creativity:** To make their timeline visually appealing, they may add small, simple illustrations of an instrument or composer from each period.
- 5) **Gallery Walk:** students take part in a gallery walk, where they move around the classroom to view each other's work. They must record at least two interesting facts they learn from their classmates' work and share them with their partner.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Accurate Period Order	Places all six musical periods in the correct chronological order on the timeline.
Clear Summaries	Writes one-sentence summaries for each period using their own words and includes key facts.
Highlighting Key Details	Highlights important notes, instruments, and facts from the facts for each period.
Creative Additions	Adds simple, relevant illustrations that match each period's style, instrument, or composer.
Gallery Walk Engagement	Actively participates in the gallery walk, recording at least two interesting facts from classmates' work.

**Fact
Sheet**

Read the information about the music periods and summarize each period with a sentence.

Period & Dates	Key Characteristics	Key Facts
Medieval (500–1400)	Mostly religious music, simple melodies, little to no instruments.	<ol style="list-style-type: none">1. Used simple melodies called chants.2. Often sung without instruments.3. Early instruments included harps and recorders.
Renaissance (1400–1600)	More complex music with harmonies, varied instruments, sacred and secular songs.	<ol style="list-style-type: none">1. Printing music became available.2. New range of instruments.3. Music enjoyed by people.
Baroque (1600–1750)	Ornate, dramatic contrasts, rise of opera and concertos.	<ol style="list-style-type: none">1. Composers included Bach and Handel.2. Orchestras grew larger.3. New forms like concertos and operas became popular.

**Fact
Sheet**

Read the information about the music periods and summarize each period with a sentence

Period & Dates	Key Characteristics	Key Facts
Classical (1750–1825)	Focus on clarity, balance, and elegant melodies.	<ol style="list-style-type: none">1. Composers included Mozart and Haydn.2. Smaller, balanced orchestras.3. Works still widely performed today.
Romantic (1800–1900)	Celebrated emotion, imagination, and individuality.	<ol style="list-style-type: none">1. Composers included Beethoven and Brahms.2. Music was more expressive and dramatic.3. Large orchestras and powerful pieces.
Modern (1900–Today)	Diverse styles, new instruments and technology, global influences.	<ol style="list-style-type: none">1. Music draws from many cultures.2. Styles vary widely.3. Creative use of technology and new sounds.

PREVIEW

Reflection

Answer the questions below.

1) What was the most interesting thing you learned about a musical period during this activity?

2) How did using the timeline help you understand how music has changed over time?

3) Which musical period did you enjoy the most, and why?

Word Search

Find the words in the wordsearch.

Modern	Style	Baroque
Classical	Period	Medieval
Romantic	Music	Melody
Timeline	Order	Gallery

H	W	D	S	O	B	H	E	O	X	B	V	Q	U	F	M
A	T	V	G	J	B	C	L	A	S	S	I	C	A	L	X
M	Z	I	S	S	M	N	G	A	E	P	E	R	I	O	D
E	S	O	M	M	E	E	H	G	A	T	Y	V	B	N	R
L	K	T	V	E	O	Y	D	Z	U	Q	U	A	A	G	E
O	M	S	Y	A	L	D	D	I	J	X	V	W	R	O	V
D	D	E	M	L	F	I	E	T	E	X	W	F	O	R	X
Y	F	T	R	C	E	G	N	R	J	V	P	E	Q	D	G
R	O	M	A	N	T	I	C	E	N	S	A	E	U	E	H
G	A	L	L	E	R	Y	I	K	P	R	X	L	E	R	L

Rubric How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Accurate Period Order	Few or no periods in correct order.	Some periods in correct order.	Most periods in correct order.	All periods in correct order.
Clear Summaries	Summaries missing or unclear.	Some summaries in own words with limited key facts.	Most summaries in own words with key facts.	All summaries in own words with clear key facts.
Highlighting Key Details	Some or no details highlighted.	Some important details highlighted.	Most important details highlighted.	All key styles, instruments, and facts clearly highlighted.
Creative Additions	No illustrations or unrelated ones.	Some relevant illustrations added.	Several relevant illustrations added.	Creative, relevant illustrations for each period.
Gallery Walk Engagement	Does not participate.	Participates with minimal effort.	Creates and adds some facts.	Actively participates and records at least some facts.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?
