



# Preview – Information



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# Workbook Preview



# Ontario – Arts Curriculum

## Grade 3 – Dance

	Learning Experiences	Pages
A1.1	Imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase	18-21, 25-28, 30-33
A1.2	Use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy	7-11, 15-17, 34-35, 38-44, 48-62, 66-68
A1.3	Describe, with teacher guidance, a variety of dances from communities in Canada and around the world that they have seen in the media, at live performances and social gatherings, or in the classroom	69-74
A2.1	Identify and give examples of their strengths and areas for growth as dance creators and audience members	75-78, 81-82, 88-89, 103-104, 110-111, 116-117, 121-122
A2.2	Identify and describe the role of dance in the community	118-120, 123-125
A2.3	Identify and describe the role of dance in the community	118-120, 123-125
A3.1	Identify and describe the role of dance in the community	118-120, 123-125
A3.2	Identify and describe the role of dance in the community	118-120, 123-125

**Preview of 15 activities  
from this unit that  
contains 33 activities in  
total.**

## Dancing Through the Seasons

### Did you know?

Energy changes through the seasons just like the weather. Let's find out how we can dance to show these changes!



When spring everything wakes up. Flowers bloom and little animals are hopping around. When we dance to show spring, we use light, bouncy movements. It's like softly tiptoeing and gentle swaying.

### Summer

Summer is full of sunshine and long days. We can use strong, fast movements to dance like we are playing a game in the park. It's like running and jumping because we are so happy it's warm!



### Autumn

When it's autumn, leaves fall slowly from trees and the wind swirls them around. Our autumn dance can mix light and slow, strong steps. It's like being a leaf floating in the air.



### Winter

In winter, everything is quiet and the snow gently covers everything. We can move slowly and with strong, smooth motions to show how heavy snow falls and covers the earth. It's like being a big, fluffy snowflake drifting through the sky.



**True or False**

Is the statement true or false?

1) Strong dance moves can be small and gentle.	True	False
2) When we do light moves are slow like a butterfly.	True	False
3) Light moves are like jumping high in the air.	True	False
4) Summer dance moves are slow and calm to show the heat.	True	False
5) Bear-like moves are used to show light energy in dance.	True	False

**Matching**

Match each season to the dance movements that best represent it.

**Spring**☐ Long, fast movements**Summer**☐ Long, smooth movements**Autumn**☐ Mix of light, quick and slow, strong steps**Winter**☐ Gentle movements.**Writing**

Which season do you like the most?

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## Activity: Seasons of Dance

### Objective

What are we learning more about?

Explore how shapes dance movements by imitating nature through the four seasons to express the unique characteristics of spring, summer, autumn, and winter through dance.

### Materials

What do we need for our activity?

- ✓ Open space
- ✓ Music player
- ✓ Seasonal music (optional)
- ✓ Visual aids of each season (optional videos)



### Instructions

How do we complete the activity?

- 1) **Warm-Up:** Begin with stretching movements to warm up the body. Discuss the different types of energy (like slow, fast, sudden, and sustained) and how they can be used in dance.
- 2) **Exploration:**
  - **Spring:** Start with gentle, rising movements like a flower blooming.
  - **Summer:** Use fast, expansive movements like the energy of the sun.
  - **Autumn:** Introduce swirling motions like falling leaves.
  - **Winter:** Move slowly and steadily, like snow drifting down.
- 3) **Group Dances:** In small groups, have students create a sequence that represents each season using the discussed movements. Start with spring, then summer, autumn and finally winter.
- 4) **Rehearsal:** Practice the sequences, ensuring each transition captures the essence of moving from one season to the next.
- 5) **Performance:** Perform the choreographed dance in front of the class. Use seasonal music to enhance the atmosphere.
- 6) **Discussion:** After the performance, discuss how the movements represented each season and what energy was most effective.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Season Movements</b>	Students should accurately imitate the movements associated with each season as discussed during the lesson.
<b>Dynamics</b>	Students are encouraged to expressively use energy to reflect the distinct feel of each season, such as high energy for summer and subdued for winter.
<b>Smooth Transitions</b>	Movements should flow seamlessly from one season to the next, reflecting the natural progression of the year.
<b>Use of Music</b>	Students should effectively use the music to enhance their movements to the music's changes.
<b>Teamwork and Collaboration</b>	Students should cooperatively in their groups, sharing ideas and supporting each other's performances.

**How-To-Guide**

Practice these steps for your performance.

Step	Description
<b>1. Learn the Seasons</b>	Talk about what makes spring, summer, autumn, and winter special. What do you feel, or do, for each season?
<b>2. Pick Your Moves</b>	Choose dance moves for each season. Bouncy and fun for spring, fast and fun for summer, slow and gentle for autumn, and slow and gentle for winter.
<b>3. Find the Right Music</b>	Use music that sounds like it belongs with the seasons. Listen for parts of the music that sound like summer or calm for winter.
<b>4. Smooth Changes</b>	Work on making your moves flow nicely into the next. Practice going from one season's dance to the next without stopping.
<b>5. Show the Seasons</b>	Use your face and body to show how each season feels. Can you smile big for summer or look cozy for winter?
<b>6. Dance and Talk</b>	Perform your dance and then talk about it. Did it feel like you moved through a whole year? What was the best part?

**Planning**

Answer the questions below.

1) What does each season look like? Describe the things you see during each season.

Spring

Summer

Autumn

Winter

2) What are your favourite activities for each season?

Spring

Summer

Autumn

Winter

3) What moves could you do to show each season?

Spring

Summer

Autumn

Winter

Name: \_\_\_\_\_

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Curriculum Connection  
A1.1

Drawing

Draw yourself in each of the four seasons.

**PREVIEW**

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Season Movements</b> Accurate depiction of seasons.	Some movements reflect seasons.	Some movements match seasons.	Accurate depiction of seasons.	Perfectly capture each season creatively.
<b>Energy and Dynamics</b>	Some energy changes, not consistent.	Some energy changes, not consistent.	Clear energy changes with seasons.	Dynamic, perfectly matched to seasons.
<b>Smooth Transitions</b>	Some abrupt transitions, unclear.	Some smooth transitions.	Smooth, natural transitions.	Seamless, artistic transitions between seasons.
<b>Use of Music</b>	Little connection to music.	Some use of music.	Good use of music for dance.	Excellent music synchronization.
<b>Teamwork and Collaboration</b>	Minimal cooperation.	Some cooperation, uneven participation.	Effective teamwork, balanced participation.	Excellent teamwork, supportive and collaborative.

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

## Activity: Exploring Weather Through Movement

**Objective** What are we learning more about?

Learn different weather patterns through dance by changing tempo, force, body shape.

**Materials** What do we need for our activity?

- ✓ Story Excerpt (short story incorporates all the weather patterns)
- ✓ Flashlights (optional to create lighting effect)
- ✓ Simple props (scarves to freeze in for thunder sound)



**Instructions** How do we complete the activity?

- 1) **Introduction:** Start with a brief discussion about different weather patterns: thunderstorms, breezes, and hurricanes. Ask students to describe how they think these weather phenomena move and feel.
- 2) **Group Formation:** Divide students into small groups and assign them the three weather phenomena. Give the groups a task that incorporates all these weather patterns.
- 3) **Practice Session:** Groups practice the movements of the weather patterns and try to integrate their dance move into the story. Encourage creative dance moves.
- 4) **Performance:** Teacher reads the story, this time with the groups performing the movements as part of a continuous dance phrase. Encourage expression and variation in their movements.
- 5) **Reflection:** After the performance, students sit down and discuss what they enjoyed about expressing weather through dance.

**Tips**

Use the tips properly for better performance.

Weather Pattern	Tip	Description
Thunderstorm	Stomping and Clapping	Use strong, heavy stomps to mimic thunder and sharp claps to represent lightning. Make your movements sudden and powerful.
Breeze	Gentle Swaying	Move slowly and fluidly, like leaves fluttering in the wind. Let your arms rise and fall softly, and turn your face up as if feeling a cool breeze.
Hurricane	Spinning and Fast Movements	Spin around to show the hurricane's swirl. Use fast, sweeping movements to demonstrate the hurricane's reach and intensity.

## The Adventure of Wendy the Weather Fairy

In a small, lovely village, Wendy the Weather Fairy loved to play with the weather to make any day exciting with a flick of her magic wand. One sunny morning, Wendy decided to create a fun day for the village children.



She started with a gentle breeze that made the children sway so happily as they danced. They laughed and pretended to be carried away by the wind.

But Wendy wanted to add a little more excitement. She clapped her hands, and suddenly a storm roared to life. The children jumped and stomped, mimicking the loud thunder as lightning flashed overhead. Their fear turned to excitement as they danced away the storm.

Feeling adventurous, Wendy then twirled her wand, and a strong hurricane whirled around. The children spun with the wind, feeling the force of the hurricane. They raced across the field, enjoying the storm's powerful energy.

As the day ended, the gentle breeze returned. The children, tired but thrilled, thanked Wendy. They had loved their weather dance and couldn't wait for their next adventure.

**Drawing**

Draw a picture of what you pictured while listening to the story.

**PREVALENT**

## Activity: Emotion Walks

**Objective** What are we learning more about?

Students use body language, energy, and expression to communicate different emotions through movement.

**Materials** What do we need for our activity?

- ✓ Open space
- ✓ Music player (optional for background music)

**Instructions** How do we complete the activity?



- 1) **Introduction:** Explain what emotions are and how they can be expressed through movements and facial expressions.
- 2) **Emotion Demonstration:** The teacher will call out different emotions such as happy, sad, excited, or nervous. Each student will walk across the room expressing the called emotion through their movement.
- 3) **Practice Walks:** Students practice walking across the room using each emotion multiple times to get comfortable with each expression.
- 4) **Group Walks:** Divide the class into small groups and let them perform their emotion walks one by one. Groups will practice their emotion walks together.
- 5) **Performance:** Groups will perform their emotion walk in front of the class. Optionally, background music that matches the emotion can be played to enhance the performance.
- 6) **Discussion and Reflection:** Discuss with the class how the emotion was represented and what they noticed about their own and others' performances.

## Peer-Assessment

Rate your friend's performance.

Your Name		
Who are you assessing?		
Criterion	Rating Description	Rate (colour the stars)
Clarity of Emotion	The student easily tell what the emotion is by watching the walk.	☆ ☆ ☆ ☆ ☆
Use of Facial Expressions	The student's face shows the emotion clearly, like smiling or frowning for sad.	☆ ☆ ☆ ☆ ☆
Body Language	The student's body helps show the emotion, like slumping or jumping for excited.	☆ ☆ ☆ ☆ ☆
Creativity	The movement is fun and different in showing the emotion.	☆ ☆ ☆ ☆ ☆
Consistency	The emotion looked the same from start to finish during the walk.	☆ ☆ ☆ ☆ ☆
Confidence	The student looked sure and happy while performing.	☆ ☆ ☆ ☆ ☆
Engagement	It was fun to watch, and you wanted to keep looking.	☆ ☆ ☆ ☆ ☆
Use of Space	The student used all the room they had well, moving around as they walked.	☆ ☆ ☆ ☆ ☆
Timing and Pace	The speed of the walk matched the emotion, like walking slowly for sad or quickly for happy.	☆ ☆ ☆ ☆ ☆
Peer Interaction	The student listened to advice from friends and tried to use it in their walk.	☆ ☆ ☆ ☆ ☆

## How Can Dance Tell a Story or Show Feelings?

### What is Dance?

Dance is like a story that lets you move your body to music, or even without music, to show how you feel or tell a story without using words.

### Telling a Story Through Dance

Imagine you're reading your favourite book, but instead of using words, you use your arms, legs, and face to show what's happening.

That's what dancers do. They tell a whole story — like a fairy tale or an adventure — just by dancing.

### Showing Feelings with Dance

Have you ever felt so happy that you wanted to jump around? Or maybe you felt sad and just wanted to move slowly? Dancers use their bodies to show all their feelings. They choose movements that match their feelings, like jumping high when they are happy or moving slowly when they are sad.



### Why is Dance Special?

Dance is special because it is a way to share stories and feelings without talking. Watching dancers can make you feel something deep. They bring emotions and stories to life with their movements.

### Can Everyone Dance?

Yes! Everyone can dance in their own way. It doesn't matter if you are not perfect. What matters is that you are having fun and expressing yourself. So next time you feel a strong emotion, try to show it through your dancing!

**True or False**

Is the statement true or false?

1) Dancers use words to tell stories.	True	False
2) Dance can express different emotions.	True	False
3) Only professional dancers can perform dances that tell stories.	True	False
4) Dancers use their bodies to share stories and feelings with others.	True	False
5) Dance can only be performed with music.	True	False

**Fill In The Blanks** Fill the blanks with the correct answer.

- 1) Dance is a way to move \_\_\_\_\_ or to tell a story without using words.
- 2) When dancers are sad, they might \_\_\_\_\_.
- 3) Everyone can dance in their own way. It doesn't need to be \_\_\_\_\_.
- 4) Dancers use their \_\_\_\_\_ to show what's happening in a story.
- 5) Dance lets us share stories and feelings with \_\_\_\_\_.

**Question**

Answer the questions below.

- 1) What are two ways dancers can use their bodies to express different emotions?

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- 2) Why is dancing special?

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## Activity: Dance Activity: Poetry in Motion

**Objective** What are we learning more about?

Students will read a short poem through dance, using movement to represent punctuation and other elements in the text.

**Materials** What do we need for our activity?

- ✓ Selection of short poems with symbols and themes
- ✓ Open space for movement
- ✓ Optional: music that matches the mood of the poem

**Instructions** How do we complete the activity?



- 1) **Introduction:** Begin with a discussion about how we can use our bodies to express feelings and tell stories. Explain how the situation in a poem can guide the intensity and pace of movements.
- 2) **Warm-Up:** Lead the students through a warm-up to prepare their bodies for movement. It could include stretching, jumping, and moving in different directions.
- 3) **Reading and Exploring the Poem:** Divide the class into small groups and assign each group a short poem. Have them read their poem while imagining the images and feelings evoked by the words. Optionally, different groups could work with similar poems separately.
- 4) **Discussing the Poem:** Discuss what the poem is about, focusing on words and punctuation marks. Ask the students how these might be expressed through dance moves.
- 5) **Practice the Dance:** Give groups time to practice their idea of the dance, making sure each student contributes to the choreography. One person in the group should be the narrator, or the teacher can read it.
- 6) **Performance:** Have each group perform their dance in front of the class. Other groups should watch attentively.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Understand Main Idea</b>	Students should be able to explain the main idea of the poem in their own words.
<b>Connect Words to Movement</b>	Movements chosen should clearly relate to specific words or phrases in the poem.
<b>Express Emotions Through Movement</b>	Dance movements should reflect the emotions conveyed in the poem.
<b>Use of Space and Time</b>	Students should effectively use the available space and time for their movements with others.
<b>Collaborate with Peers</b>	Work cooperatively with group members to create and perform a dance.

**Warm-Up**

Do these exercises to prepare for better performance.

Exercise/Stretch	Duration/Reps	Description
<b>Shoulder Rolls</b>	10 forward, 10 backward	Roll shoulders forward, then backward in a controlled motion to release tension.
<b>Arm Swings</b>	10 swings	Swing arms across the chest and then outward to loosen shoulders and increase mobility.
<b>Side Stretches</b>	Hold for 10 seconds each side	Reach one arm over the head and lean to the opposite side, stretching the side of the torso. Switch sides.
<b>Torso Twists</b>	10 twists per side	Stand with feet shoulder-width apart. Twist the upper body side to side, keeping arms up.
<b>Lunges</b>	8 per leg	Step forward into a deep lunge, hold for 10 seconds, then switch legs to strengthen the legs.
<b>Jumping Jacks</b>	20 reps	Perform jumping jacks to increase heart rate and warm up the full body.
<b>High Knees</b>	20 reps (10 per leg)	Run in place, bringing knees up to waist height for cardio activation.
<b>Light Dance Movements</b>	1 minute	Move freely to music, incorporating basic dance movements such as arm waves, twirls, and small jumps to transition into the activity.

**Planning**

Answer the questions below.

1) What is the poem about?

2) What are the main ideas expressed in the poem?

3) Write your favourite line from the poem and explain why do you like it?

4) What movements can you use to show the emotions in the poem?

5) Can you think of a movement that would match the punctuation in the poem? (like a pause for a comma)

**PREVIEW**

## Poems

Show the poem in dance moves.

**The Land of Counterpane**

When I was sick and lay a-bed,  
With two pillows at my head,  
And all my toys beside me lay  
To keep me happy all the day.  
At bedtime, an hour or so  
I watched my play soldiers go,  
With different bands and drills,  
Among the bed-clothes, through the hills;  
And sometimes sent my ships in quest  
All up and down among the sheets,  
Or brought my trees and flowers out,  
And planted cities all about.  
I was the giant great and still  
That sits upon the pillow-hill,  
And sees before him, dale and plain,  
The pleasant land of counterpane.

## Poems

Show the poem in dance moves.

**My Shadow**

There is a shadow that goes in and out with me,  
And what the use of him is more than I can see.  
He never like me from the heels up to the head;  
And I sometimes jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—  
Not at all like proper children which is always very slow;  
For he sometimes shoots up like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in some odd way.  
He stays so close beside me, he's almost and you'd see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepy-head,  
Had stayed at home behind me and was fast asleep in bed.

## Poems

Show the poem in dance moves.

**Bed in Summer**

In winter I get up at night  
Lying in bed by yellow candle-light.  
In summer quite the other way,  
I have to go to bed by day.  
I have time to see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.  
And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?

**Self-Assessment**

Assess your performance.

Criteria	✓	X
Understood the idea of the poem		
Used movements that matched the words		
Expressed the emotion of the poem		
Used facial expressions to enhance the dance		
Movements matched the pace of the poem		
Used space well with no collisions		
Movements matched the punctuation in the poem		
Worked well with group members		
Made the dance clear and understandable		
Had fun performing the dance		

## Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Understand</b>	Unable to explain the main idea.	Shows partial understanding.	Explains the main idea with minor errors.	Fully explains the main idea with deep understanding.
<b>Connect Movements to Words</b>	Movements do not align with the words.	Movements sometimes align with the words.	Movements generally align with the words.	Movements perfectly aligned with the words.
<b>Express Emotions Through Movement</b>	Attempts to express emotions but is unclear.	Limited expression of emotions.	Expressions reflect emotions but not consistently.	Expressions vividly reflect the poem's emotions.
<b>Use of Space and Timing</b>	Poor use of space and frequent mistiming.	Occasional use of space and timing.	Uses space well and times most movements correctly.	Uses space effectively and times movements perfectly.
<b>Collaborate with Peers</b>	Minimal cooperation and contribution.	Limited cooperation and contribution.	Works with peers and contributes.	Shows excellent cooperation and contributes significantly.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

## Activity: Fairy Tale Dance Transformation

**Objective** What are we learning more about?

Students will explore how dance can be used as a language to express character transformation in fairy tales. They will create and perform dance sequences that show the changes a character undergoes.

**Materials** What do we need for our activity?

- ✓ Character transformation fairy tales
- ✓ Open space
- ✓ Music player for background music

**Instructions** How do we complete the activity?



- 1) **Group Formation:** Form small groups and randomly assign them stories of fairy tale characters' transformation to share.
- 2) **Movement Exploration:** Students brainstorm and create movements that show their character's transformation. For example, how should Cinderella move before and after the ball?
- 3) **Choreography Planning:** Students plan a short sequence that represents the story on their script cards. Encourage them to think about how the movements can express the character's emotions and transformation.
- 4) **Rehearsal:** Give groups time to rehearse their sequences, ensuring a smooth transition between the 'before' and 'after' states of the character.
- 5) **Performance:** Each group performs their dance sequence for the class. Discuss how well they used dance to show their character's transformation.
- 6) **Reflection:** After all performances, discuss what movements were effective in telling the story. Ask students how it felt to express a story through dance.

**Criteria**

Use the criteria below to complete the assignment.

Criterion	Description
<b>Character Representation</b>	Students should accurately portray their chosen fairy tale character's personality and story through dance.
<b>Transformation Accuracy</b>	Students are encouraged to clearly depict the character's transformation, focusing on before and after states.
<b>Expression of Emotions</b>	Students should express the emotions related to the character's transformation, capturing the essence of the story.
<b>Use of Space and Props</b>	Students should effectively use the available space and any props to enhance their storytelling.
<b>Teamwork in Choreography</b>	Students should work cooperatively in their groups, sharing ideas and supporting each other's performances, ensuring a cohesive presentation.

**How-To Guide**

Practice these steps for performance.

Step	Description
<b>Understand the Story</b>	Discuss the story together. What happens? How does the main character change? What do the supporting characters do?
<b>Plan Your Dance</b>	Create a dance sequence that tells the story. The main character should show transformation, while supporting characters act out the environment or other characters.
<b>Assign Roles</b>	Decide who will be the main character and who will be support. Think about what each supporting role does in the story and how to dance.
<b>Practice Together</b>	Rehearse your dance moves as a group. Everyone should know their parts well to help tell the story clearly.
<b>Perform as a Team</b>	When performing, remember that each of you plays an important part in telling the story. Support each other!
<b>Have Fun and Reflect</b>	Enjoy performing and afterwards, talk about what went well and what you could do differently next time.

**Planning**

Answer the questions below.

1) Who is the main character in your group's fairy tale story?

2) What are the changes that happen to our main character?

3) How will your group show the character's transformation through dance?

4) How will you as a group make sure everyone is involved?

5) What does your group need to practice the most?

**DRAFT**

**Cards**

Show the stories in the cards through dance moves.

Story Title	Cinderella
Character	Script for Transformation
<b>Cinderella</b>	<p>Cinderella begins tired and slow, sweeping with small, heavy movements, showing her sadness. She reaches out longingly, longing for a better life. When the fairy godmother appears, she is in surprise and starts to twirl and spin with excitement as magic happens. Her movements become graceful and flowing, like a ballerina dancing on a ball. But when the clock strikes midnight, she freezes in place. She runs away, her movements turning fast and frantic as the clock strikes.</p>

Story Title	Pinocchio
Character	Script for Transformation
<b>Pinocchio</b>	<p>Pinocchio starts with stiff, jerky movements, like a wooden puppet on strings. As he explores the world, he bounces and tumbles, moving in a playful but clumsy way. When he is alone, he hesitates, stepping carefully, showing his uncertainty. As he grows, his movements become smoother and more confident, as he learns and grows. In the end, when he becomes a real boy, he leaps joyfully, his movements light and free, full of life and happiness.</p>

## Cards

Show the stories in the cards through dance moves.

Story Title	The Beast (Beauty and the Beast)
Character	Script for Transformation
The Beast	<p>The Beast begins as a fierce and wild creature, moving angrily and aggressively, trying to show his frustration. His steps are heavy and clumsy, reflecting his loneliness. As he spends time with Belle, his movements slow down and soften, becoming more graceful and fluid. He dances more gracefully, showing his heart is changing. In the final moment, as he transforms into a prince, his movements become regal and smooth, ending in a pose of celebration.</p>

Story Title	Elsa (Frozen)
Character	Script for Transformation
Elsa	<p>Elsa starts off timid and afraid, hunched over and hiding her hands, afraid of her own powers. She moves hesitantly, almost shrinking into herself. As she spends time with her sister, she starts to feel free, and her movements become more confident and bolder. She spins, reaches out, and moves with confidence, showing she is no longer afraid. By the end, she expands her arms wide, embracing her power in a strong, victorious pose.</p>

## Cards

Show the stories in the cards through dance moves.

**Story Title** Ariel (The Little Mermaid)**Character** Script for Transformation**Ariel**

Ariel, a curious mermaid, starts by swimming smoothly with graceful movements to show she belongs to the sea. When she gets her legs, her steps are shaky and uncertain, and she shows her struggle to walk. As she gains confidence, her movements become bouncier and more joyful, with twirls and dances, excited to be in the human world. By the end, she moves with confidence and happiness, fully embracing her new life.

**Story Title** Alice (Alice in Wonderland)**Character** Script for Transformation**Alice**

Alice falls into Wonderland with unprecise movements, spinning and reaching out as if falling. As she shrinks and grows, she changes her movements to be sometimes small and crouched, sometimes tall and reaching. Her movements are playful and curious, mirroring the whimsical nature of Wonderland. As she dances through this strange world, she moves in surprising, unexpected ways, capturing the feeling of adventure and discovery.

**Group Assessment**

Rate your group's performance.

Name		
	Rating Description	Rate (colour the stars)
Character Portrayal Accuracy	Our group accurately showed the fairy tale character's transformation in the dance.	☆ ☆ ☆ ☆ ☆
Storytelling Clarity	Our performance clearly told the story of the character's journey and the story's message.	☆ ☆ ☆ ☆ ☆
Creativity in Choreography	Our dance moves were creative and effectively represented a fairy tale's theme.	☆ ☆ ☆ ☆ ☆
Expression and Emotion	Our expressions and movements effectively conveyed the emotions of our character.	☆ ☆ ☆ ☆ ☆
Use of Props and Costumes	We effectively used props and costumes to enhance the story.	☆ ☆ ☆ ☆ ☆
Musicality and Timing	Our dance moves were in sync with the music and matched the story's mood.	☆ ☆ ☆ ☆ ☆
Team Collaboration	All group members worked well together, supporting each other's roles in the dance.	☆ ☆ ☆ ☆ ☆
<b>My Group's Score</b>		☆ ☆ ☆ ☆ ☆

## Activity: Story Moves

### Objective

What are we learning more about?

Students will identify and express verbs from a story through dance, creating a sequence of movements that tell the story.

### Materials

What do we need for our activity?

- ✓ A chosen story with vivid verbs
  - ✓ Open space
  - ✓ Music player (optional) and music
- during performance



### Instructions

How do we complete the activity?

- 1) **Introduction:** Explain verbs as actions that describe what is happening. Read excerpts from a story, focusing on the verbs.
- 2) **Verb Demonstration:** Place verbs on slips of paper under a hat. Have student volunteers pick a verb and demonstrate the action, discussing how small changes in movement can convey different emotions or intensities.
- 3) **Dance Sequence Creation:** Divide the class into groups and assign each group a series of verbs from the story. Each group creates a dance sequence using their verbs, thinking about how to transition smoothly from one action to another.
- 4) **Rehearsal:** Allow time for each group to practice their sequence. Encourage them to use expressive body movements and facial expressions to enhance their storytelling through dance.
- 5) **Performance:** Have groups perform their dance phrases in front of the class. Optionally, play background music that matches the mood of the story to enhance their performances.
- 6) **Discussion and Reflection:** After all performances, discuss with the class how dance can be used to represent different actions and emotions from the story. Encourage students to share what they felt while performing and watching their classmates' dances.

**Criteria**

Use the criteria below to complete the assignment.

Criterion	Description
<b>Understanding of Verbs</b>	Demonstrates a clear understanding of the verbs used in the story.
<b>Movements</b>	Performs the movements that accurately reflect the chosen verbs.
<b>Creativity in Sequences</b>	Effectively combines movements into a coherent dance sequence.
<b>Expression and Enthusiasm</b>	Expresses the emotions and actions of the story through dance with enthusiasm.
<b>Collaboration with Peers</b>	Works cooperatively with group members during the creation and performance phases.

**Tips**

Follow the tips below to complete your assignment.

Step	How to Perform	Tips for Better Performance
1. Understand Verbs	Learn what each verb means and how it is used in the story context.	Listen carefully to the story read aloud and ask questions if unsure.
2. Experiment with Movements	Try different ways to express each verb through movement.	Use a hand mirror or a small group to see what works best.
3. Create Sequences	Link the movements for each verb together to form a smooth flow.	Plan transitions carefully to ensure they are smooth and make sense.
4. Rehearse	Practice the complete dance sequence multiple times.	Use music to practice to maintain rhythm and engagement.
5. Perform	Show your dance to the class, using expressive body language.	Perform with confidence and focus on expressing the story through your dance.

**Planning**

Answer the questions below.

1) What verbs has your group been assigned?

2) How can you easily use verbs with your bodies?

3) In what order should you use verbs to tell a part of the story effectively?

4) How can your group transition smoothly from one verb to another to keep your dance flowing?

5) How can you use facial expressions and eye contact to enhance your dance?

## The Adventure of Sammy the Squirrel

One sunny morning, Sammy the squirrel decided to explore the forest. He climbed the tall trees and jumped from branch to branch. He climbed down and walked to a nearby stream. Sammy splashed in the cool water, feeling refreshed.

Suddenly, he heard a rustling sound and turned to see a rabbit hopping towards him. They played together, rolling on the grass and sniffing each other. They found a patch of flowers and sniffed their sweet scent. As the sun began to set, Sammy and the rabbit skipped back home.



At home, Sammy crawled into his cozy bed and yawned loudly. He closed his eyes, thinking about the day he had with his new friend. Soon, he fell asleep, dreaming about their next adventure.

### Verbs that can be changed to different forms

Ran	Played	_____
Jumped	Hopping	_____
Climbed	Turned	Skipped
Walked	Splashed	Crawled

## The Journey of Bella the Butterfly

One bright morning, Bella the butterfly woke up and decided to explore the world. She fluttered her wings and soared into the sky. She danced over colourful flowers and danced in the gentle breeze. She landed softly on a daisy and rested for a moment.



Suddenly, Bella spotted a friendly bee buzzing nearby. They chased each other playfully, circling the flowers. Bella flapped her wings and twirled in the air, feeling joyful. As the sun began to set, Bella and the bee drifted back to their homes.

At home, Bella snuggled into her cozy bed and sighed happily. She closed her eyes, dreaming about the wonderful adventures she had that day.

### Verbs that can be changed to different forms

Fluttered	Circling	Drifted
Soared	Chased	Snuggled
Glided	Buzzing	
Danced	Landed	

## The Adventure of Leo the Lion Cub

One sunny day, Leo the lion cub woke up feeling excited. He decided to explore the savannah. Leo leaped out of his den and trotted across the grassy plains. He pounced on a butterfly, trying to catch it, and then rolled in the dirt, having fun.

As Leo continued his journey, he heard a noise and found his friend, Ellie the elephant. They played together with Ellie stomping and Leo hopping beside her. They played hide-and-seek, crawling under bushes and jumping over logs.



Soon, they reached the water. Leo splashed in the water, while Ellie sprayed water with her trunk. They spun around in the water, creating ripples. As the sun began to set, Leo and Ellie walked back home, feeling tired but happy.

At home, Leo curled up in his cozy den and yawned loudly. He closed his eyes, dreaming about the fun adventures he had with Ellie.

### Verbs that can be changed to dance

Pounced	Crawling	
Stomping	Leaped	Spun
Curled	Jumping	Drifted
Sprayed	Yawned	Turned

## The Tale of Ruby the Rabbit

One bright morning, Ruby the rabbit decided to explore the meadow. She popped out of her burrow and skipped across the grass. Ruby hopped into a nearby flower patch and found a ladybug. Ruby moved carefully, trying not to scare the little insect.

As Ruby continued her adventure, she heard a rustling sound. She turned to see her friend, Benny the bird. They chased each other playfully, dashing through the meadow and twirling in the air. Ruby jumped over a log, while Benny soared above it.



They reached the pond, where Benny splashed in the water, and Ruby fluttered his wings. Benny spun around, making ripples in the pond. As the sun began to set, Ruby and Benny bounded back to their homes.

At home, Ruby curled up in her cozy burrow and yawned loudly. She closed her eyes, dreaming about the fun day she had with Benny.

### Verbs that can be changed to dance

Peeked	Crawling	Chased
Tiptoed	Twirling	Dashing
Jumped	Curled	Turned
Soared	Yawned	

## Feedback Postcards

Write a postcard to another student about their performance.

**PERFECT**

**Rubric**

How did you do on the assignment?

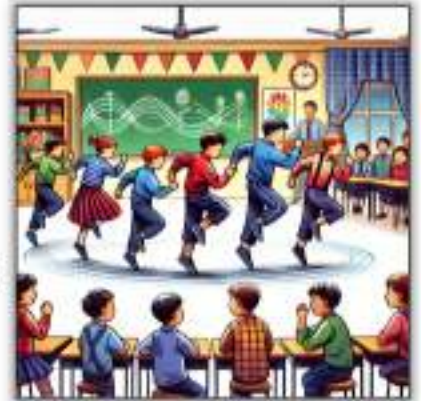
Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Understand the Verbs</b>	Unable to explain the verbs.	Shows partial understanding of the verbs.	Explains the main verbs with minor errors.	Fully explains the verbs with deep understanding.
<b>Connect Movements to Verbs</b>	Movements do not align with the verbs.	Movements sometimes align with the verbs.	Movements generally align with the verbs.	Movements perfectly aligned with the verbs.
<b>Express Emotions Through Movement</b>	Expressions do not reflect the intended emotions.	Expressions reflect emotions but not consistently.	Expressions reflect emotions but not consistently.	Expressions vividly reflect the intended emotions.
<b>Use of Space and Timing</b>	Poor use of space and frequent mistiming.	Occasional use of space and mistiming.	Uses space well and times most movements correctly.	Uses space effectively and times movements perfectly.
<b>Collaborate with Peers</b>	Minimal cooperation and contribution.	Limited cooperation and contributions.	Works well and contributes.	Shows excellent cooperation and contributes significantly.

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

## How Does Canon Form Make Dance Exciting?

### What is Canon Form?

Imagine you and your friends stand in a line. The first person does a move, like jumping high. Then, each friend does the same move but starts just a little bit after the first person. It looks like a wave because everyone is doing the same move, but not all at once. That's canon form.



### Why is Canon Form Fun?

Canon form is fun because it makes the dance look like a beautiful wave. It's like watching dominoes fall one after another. When everyone does their moves just right, it creates a pattern that is lovely to watch.

### What Can You See in Canon Dance?

- 1) **Waves:** The dance moves flow like water, one person after another in the group.
- 2) **Surprises:** Sometimes, the moves change, which keeps our eyes glued to the dance.
- 3) **Teamwork:** It shows how well everyone works together, like a team passing a ball in a game.

### Why Do We Use Canon in Dance?

Using canon makes the dance more exciting and lets everyone have a special part. It helps us learn to watch and listen to each other, making sure we're all in sync.

**Question**

Answer the questions below.

1) What is canon form in dance?

2) Describe how canon form shows teamwork?

**True or False**

Is this statement true or false?

1) In canon form, all dancers start at the same time.	True	False
2) Canon form makes a dance look like a wave.	True	False
3) Canon form in dance shows how well everyone works alone.	True	False
4) Canon form can make a dance more exciting for the audience.	True	False
5) In canon form, dancers never watch or listen to each other.	True	False

**Multiple Choice**

Circle the letter that contains the correct answer.

1) It shows how well everyone works together

A. Surprise

B. Teamwork

C. None of these

2) What does canon form show about the dancers?

A. They don't practice.

C. They work well together as a team.

B. They can't remember the steps.

D. All choices are correct answers.

## Activity: Echo Waves

### Objective

What are we learning more about?

Learn the echo-like effect in dance by performing the same movements in a sequence, with each dancer starting at different times.

### Materials

What do we need for our activity?

- ✓ Music player with a steady beat
- ✓ Open space in the room



### Instructions

How do we implement this activity?

- 1) **Group Formation:** Divide the class into small groups of 3 to 5 students.
- 2) **Learn the Dance Phrase:** Teach the students a simple dance phrase such as jump, turn, reach, and step. Practice the phrase until everyone is comfortable with the movements.
- 3) **Understanding the "Echo" Effect:** Explain that one dancer starts the movement, and the next dancer starts the same movement two beats later, continuing until all group members are moving.
- 4) **Practice the Canon:** Have the first dancer in each group start the phrase. After two beats, the next dancer starts the same phrase, and so on until all dancers are moving. Practice several times to get the timing.
- 5) **Performance:** Each group performs their canon in front of the class. Use music with a clear, steady beat to help keep the timing.
- 6) **Reflection and Discussion:** After each performance, discuss what went well and what could be improved. Talk about how the "echo" effect looked and how it felt to be part of creating it.

**Criteria**

Use the criteria below to complete the assignment.

Criterion	Description
<b>Accuracy of Movements</b>	Perform the dance movements accurately and consistently throughout the sequence.
<b>Timing</b>	Start their sequence correctly two beats after the previous dancer begins, maintaining the canon effect.
<b>Synchronization</b>	Dancers should synchronize their movements so that the dance phrase flows smoothly from one to the next.
<b>Awareness and Cooperation</b>	Be aware and cooperate with group members to time the dance well and achieve the echo effect.
<b>Expression and Energy</b>	Show enthusiasm and energy, expressing the joy and dynamics of the dance.

**Dance Mistakes**

Avoid the mistakes below for better performance.

What Not to Do	Consequence
<b>Start too early or too late</b>	This will disrupt the timing and flow of the canon effect, making it look messy.
<b>Change the movements</b>	Altering the steps can cause confusion and spoil the uniformity needed for a good canon.
<b>Forget to watch your team</b>	Not paying attention to others can lead to poor synchronization and a weak performance.
<b>Move too fast or too slow</b>	Speeding up or slowing down separately from your group affects the rhythm of the canon.
<b>Lose focus and stop early</b>	Stopping before your part is complete can break the continuity of the dance and spoil the whole effect.

**Planning**

Answer the questions below.

1) What are the four moves we need to remember for our dance?

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2) When is it your turn to start dancing in the echo?

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3) What can you do if you start to forget the next move during the dance?

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4) How can you make sure all your group members start the move at the right times?

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5) What should you do after practicing to make sure your dance is great?

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**Two Stars and a Wish**

Give feedback on your friend's performance.

Write two strengths (stars) and one weakness (wish) from your friend's performance.

**PREVIEW**



**Rubric**

How did you do on the assignment?

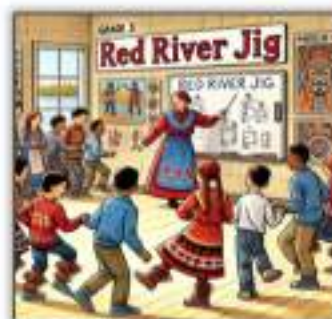
Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Accuracy</b> <b>Movements</b>	Performs movements with frequent errors.	Performs movements with some errors.	Performs movements with minor errors.	Performs movements accurately and consistently.
<b>Timing of Start</b>	Starts with significant delays or rushes.	Starts with slight delays or rushes.	Starts mostly on time with minor syncing issues.	Starts perfectly on time, maintaining the canon.
<b>Synchronization</b>	Movements are not synchronized with other group members.	Movements are somewhat synchronized.	Movements are well-synchronized.	Movements are perfectly synchronized.
<b>Awareness and Cooperation</b>	Lacks awareness and cooperation with group.	Shows some awareness and cooperation.	Good awareness and cooperation with the group.	Excellent awareness and cooperation with the group.
<b>Expression and Energy</b>	Shows little to no expression or energy.	Shows limited expression and energy.	Shows good expression and energy.	Shows excellent expression and vibrant energy.

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

## What Makes the Red River Jig So Special?

**What is the Red River Jig?** The Red River Jig is a lively dance full of energy and fun, created by the Métis people of Canada. It mixes fast steps from Scottish dances with graceful movements from Indigenous dances, showing how two different worlds can create something beautiful.

**Dancing a Story** When the Métis dance the Red River Jig, they tell a story without words. Their quick footwork and swaying bodies share a story of history and pride.



**Expressing Feelings Through Dance** The Red River Jig is joyful and full of pride, letting dancers express their love for their history. It's a dance that makes you want to jump with happiness or move smoothly to feel calm.

**Why is this Dance Important?** This dance has a special history that keeps Métis culture alive. It teaches young people about their roots and shares it with everyone who sees it. Dancing the Red River Jig helps us remember the past and celebrate the present.

**Can Anyone Dance the Red River Jig?** Yes! Anyone can learn. The most important is to try, have fun, and feel the music and story in your heart.

Remember, the Red River Jig is not just a dance; it's a piece of living history, full of joy and stories. It's like dancing your favourite book!

**Writing**

Briefly explain what the Red River Jig dance is and its origin.

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**Multiple Choice**

Select the choice that contains the correct answer.

- What cultures influenced the Red River Jig?
  - French and Spanish
  - Scottish, Irish, and Indigenous
  - Chinese and Japanese
  - Indian and Brazilian
- How do dancers tell a story with the Red River Jig?
  - By singing a song
  - By using words
  - By drawing pictures
  - By using their bodies

**True or False**

Is the statement true or false?

1) The Red River Jig is a dance from France.	True	False
2) The dance tells a story using words.	True	False
3) The Red River Jig helps the Métis people remember and celebrate their history.	True	False
4) Only adults can learn the Red River Jig.	True	False
5) The Red River Jig can make you feel happy and proud.	True	False

## Activity: Exploring the Red River Jig

**Objective** What are we learning more about?

Learn about a traditional Métis dance known as the Red River Jig and understand its cultural influences.

**Materials** What do we need for our activity?

- ✓ Video of a Red River Jig performance
- ✓ Music player
- ✓ Open space for dancing



**Instructions** How do we complete the activity?

- 1) **Watch and Learn:** Teacher will play a video of a Red River Jig for the class. Notice how the dancers move their feet and how they keep rhythm with the music.
- 2) **Discussion Questions:** Ask students discussion questions such as:
  - How would you describe the energy of the dance?
  - What patterns do you notice in the footwork?
  - Why do you think this dance was important to Métis culture?
  - How does the fiddle music influence the dance steps?
- 3) **Learn the Basic Jig Step:** The teacher demonstrates a basic jig step, and students practice the step in time with the music, focusing on maintaining rhythm and coordination.
- 4) **Performance:** Form small groups and let them perform the dance steps they learned.
- 5) **Discussion:** Discuss what was learned about the cultural background of the Red River Jig. Share feelings about learning a dance from a different culture.

## Criteria

Use the criteria below to complete the assignment.

Criteria	Description
<b>Understanding the Style</b>	Student can describe the unique style of the Red River Jig, noting its blend of cultural influences.
<b>Accuracy of Footwork</b>	Student accurately copies the specific footwork demonstrated in the Red River Jig video.
<b>Following Rhythm</b>	Student demonstrates the ability to follow the rhythm of the music while practicing the jig step.
<b>Participation in Discussion</b>	Student actively participates in discussions about the dance's cultural background and shares their thoughts.
<b>Demonstration of Dance Steps</b>	Student confidently performs the basic jig steps taught in the video, showing effort and coordination.

## How-To-Guide

Follow the steps below to learn the Red River Jig dance.

Step Number	Description
<b>Step 1: Start with Feet Together</b>	Stand straight with your <b>feet together</b> and arms relaxed at your sides. Begin moving by feeling the rhythm of the music.
<b>Step 2: The Basic Step</b>	Lift your <b>left knee up</b> to about waist height and <b>tap the ground twice</b> with the <b>ball of your left foot</b> in front of your right foot, which is planted for balance. Keep your movements light and bouncy.
<b>Step 3: Repeat on Right</b>	Now <b>lift your right knee</b> to about waist height and <b>tap the ground twice with your right foot</b> , just like you did with the left. Keep your body centered so you can smoothly switch between feet.
<b>Step 4: Add a Hop</b>	After tapping, add a <b>small hop</b> on the <b>opposite foot</b> (the foot that stays on the ground). This gives the dance a <b>lively, energetic</b> feel, making the movement flowing.
<b>Step 5: Keep the Rhythm</b>	Repeat the steps, <b>matching the beat of the music</b> . Try to move faster while keeping your steps <b>controlled and light</b> . The Red River Jig is all about <b>speed and endurance</b> , so keep going!
<b>Step 6: Hands on Hips</b>	Place your <b>hands on your hips</b> to help <b>steady your upper body</b> while your legs do the fast footwork. This keeps your dance looking clean and sharp. <b>Smile and enjoy the dance!</b>

**Planning**

Answer the questions below.

1) What part of the dance do you like the most?

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2) What do you find most interesting about the footwork?

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3) How can we keep our balance while dancing?

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4) What should you do with your face and eyes while dancing?

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5) What can we do to practice the steps slowly and then faster?

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**PREVIEW**

## Reflection Chart

Fill in the chart about your experience.

Category	Your Thoughts
Strength	What I did well:
Challenge	What I found hard:
Improvements	How I can do better next time:

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Understanding of Dance Style</b>	Shows minimal awareness of dance style.	Recognizes some cultural influences in style.	Understands and describes the blend of influences.	Deeply understands and articulates the dance style.
<b>Accurate Copying of Footwork</b>	Copies footwork with many errors.	Copies footwork with occasional errors.	Accurately copies most of the footwork.	Perfectly replicates the footwork with no mistakes.
<b>Following Rhythm</b>	Has difficulty keeping with the rhythm.	Keeps rhythm consistently.	Mostly keeps rhythm throughout the dance.	Flawlessly follows the rhythm without any errors.
<b>Participation in Discussion</b>	Rarely participates in discussions.	Some participation in discussions.	Regularly engages in discussions about the dance.	Actively contributes and leads discussions about dance.
<b>Demonstration of Dance Steps</b>	Performs steps with difficulty.	Performs steps with minor issues.	Correctly performs most steps.	Executes dance steps flawlessly and with confidence.

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

## Activity: Exploring Powwow Dances

**Objective** What are we learning more about?

Learn the cultural significance of Powwow dances and experience the basic movements.

**Materials** What do we need for our activity?

- ✓ Video of a Traditional or Fancy Powwow dance
- ✓ Music player with drumming
- ✓ Open space for dancing



**Instructions** How do we complete the activity?

- 1) **Watch and Observe:** Teacher plays a video showcasing a Traditional or Fancy Powwow dance. Notice the dancers' outfits, footwork, and how they use their arms.
- 2) **Discussion Questions:** Ask students discussion questions such as:
  - What do the dancers' outfits tell us about their traditions?
  - How does the drumbeat influence the dancers' movements?
  - Why are Powwows important in Indigenous communities?
  - How do movements in this dance tell a story?
- 3) **Learn the Basic Powwow Steps:** The teacher demonstrates the basic steps. Students practice the steps in time with a steady drumming sound, focusing on keeping their movements coordinated.
- 4) **Performance:** Form small groups and let them perform the dance steps they learned.
- 5) **Discussion:** Discuss how it felt to learn and perform the Powwow dance steps. Share what was learned about the dance's significance in Native American cultures.

## Criteria

Use the criteria below to complete the assignment.

Criteria	Description
<b>Understanding Dance Purpose</b>	Student can explain the purpose or meaning of the Powwow dance, such as storytelling or celebration.
<b>Observation of Costumes</b>	Student identifies and describes features of the costumes used in the dance, noting colours and designs.
<b>Recognition of Footwork</b>	Student accurately describes the footwork observed in the Powwow dance.
<b>Coordination with Music</b>	Student demonstrates the ability to follow the drumbeat while performing the basic Powwow step.
<b>Participation in Discussion</b>	Student participates in discussions about the cultural significance of the dance and shares their thoughts.

## How-To-Guide

Follow these steps to practice the Powwow dance.

Steps	Instruction
<b>Step 1: Start Standing Still</b>	Stand straight with your feet together, keeping your <b>knees slightly bent</b> and your arms relaxed at your sides. Take a deep breath and prepare to feel the rhythm of the drum.
<b>Step 2: Listen to the Drum</b>	Pay attention to the <b>steady beat</b> of the drum. The drum is the <b>heartbeat</b> of the dance, so match your movements to its rhythm. Let the sound <b>guide your steps</b> before you begin moving.
<b>Step 3: Basic Step Forward</b>	Step <b>forward</b> with your <b>left foot</b> , keeping your movements <b>light and bouncy</b> . Then, bring your <b>right foot</b> forward to meet it. Repeat this motion, always moving in time with the drum.
<b>Step 4: Step Backward</b>	Step <b>back</b> with your <b>left foot</b> , making sure to stay balanced. Bring your <b>right foot back</b> to meet it. Keep your movements <b>smooth and controlled</b> , still staying in rhythm with the drum.
<b>Step 5: Side Steps</b>	Step <b>to the side</b> with your <b>left foot</b> , then bring your <b>right foot</b> to <b>meet it</b> . Then, step <b>to the right</b> with your <b>right foot</b> , bring your <b>left foot</b> to <b>meet it</b> . Keep repeating this movement in time with the drumbeats.
<b>Step 6: Arm Movements</b>	Gently <b>sway your arms up and down</b> at your sides in <b>rhythm with your steps</b> . Your arms should <b>flow naturally</b> , following the energy of your body as you move.
<b>Step 7: Turn Around</b>	Slowly <b>turn around in a full circle</b> , keeping your steps <b>small and light</b> so you <b>stay in time</b> with the music. Continue stepping in place as you complete the turn, then smoothly return to your <b>basic steps</b> .

**Reflection**

Answer the questions below.

1) What was your favourite part of learning the Powwow dance? Why?

2) How did you feel when you were dancing to the drumbeat?

3) What did you learn about Powwow that you didn't know before?

**Word Search**

Find the words in the wordsearch.

Powwow	Dance
Indigenous	Stories
Heartbeat	Drum
Together	Sharing
Learning	Rhythm

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

## Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Understanding of Purpose</b>	Shows minimal awareness of the dance's purpose.	Recognizes some aspects of the dance's purpose.	Understands and describes the cultural significance.	Deeply understands and articulates the dance's purpose.
<b>Observation of Costumes</b>	Identifies basic colours and designs.	Identifies basic colours and designs.	Describes costumes noting detailed features.	Thoroughly explains the significance of costume details.
<b>Recognition of Footwork</b>	Struggles to describe footwork.	Describes basic footwork with some accuracy.	Accurately describes detailed footwork.	Perfectly replicates and explains complex footwork.
<b>Coordination with Music</b>	Has difficulty keeping time with the drumbeat.	Occasionally keeps time with the music.	Consistently keeps rhythm with the drumbeat.	Flawlessly coordinates all moves with the drumbeat.
<b>Participation in Discussion</b>	Rarely participates in discussions.	Sometimes engages in discussions.	Regularly participates in discussions.	Actively leads and enriches discussions about the dance.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

# Exploring Scottish Highland Dancing

## Introduction

Highland dancing is a fun and exciting dance from Scotland. It has been around for a very long time and was first danced by warriors long ago.

They danced to show how strong and quick they were.

Today, people dance at events like the Highland Games, weddings, and special days for Scotland.



## Types of Highland Dance

There are many types of Highland dance. Some of the most popular ones are:

1. The Sword Dance: Dancers move their feet over two crossed swords. It's important they don't touch the swords.
2. The Highland Fling: This dance is done in one place. Dancers use lots of energy to jump high and kick their legs.
3. The Seann Triubhas: This dance is about spinning, which is a fun story from history about Scottish clothing.



## Why People Love Highland Dancing

People love Highland dancing because it is a part of Scottish history and shows off the dancers' skills. It's not just about moving to music; it's also about keeping Scotland's stories alive. When dancers wear kilts and dance to bagpipe music, it feels like a celebration of Scottish culture.

**Writing**

Describe the popular types of Highland Dance.

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**Multiple Choice** Circle the letter that contains the correct answer.

- 1) What did Highlanders use to show?  
A. How to play bagpipes      B. How to wear kilts  
C. Strength and agility      D. Fighting skills
- 2) Which dance involves dancers holding two crossed swords?  
A. The Sword Dance      B. The Highland Fling  
C. The Seannachas      D. The Reel
- 3) What do Highland dancers wear during the performance?  
A. Shorts and T-shirts      B. Kilts  
C. Swimsuits      D. Jeans

**Fill In The Blanks**

Fill in the blanks with the correct answer.

- 1) Originally, Highland dancing was performed by \_\_\_\_\_.
- 2) Today, Highland dancing is performed at events like the \_\_\_\_\_ Games.
- 3) Highland dancing is a traditional \_\_\_\_\_ dance form that shows strength and agility.

## Activity: Discovering Scottish Highland Dance

### Objective

What are we learning more about?

Learn about the cultural significance of Scottish Highland dancing and its role in Scottish traditions and celebrations.

### Materials

What do we need for our activity?

- ✓ Video of a Scottish Highland dance performance
- ✓ Music player



### Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by explaining that Highland dancing is a traditional dance form from Scotland, known for its competitive nature and historical roots in Scottish warrior culture. It is performed at Scottish celebrations, including the Highland Games.
- 2) **Watch and Observe:** Play a video of a Scottish Highland dance such as the Sword Dance, the Highland Fling, or the Sealòch. Ask students to notice the costumes, the precision of the steps, and how the dancers use space.
- 3) **Discussion Questions:** Ask the students discussion questions to check their understanding of the video they watched.
- 4) **Reflection:** Students will write about the different elements of the Highland dance such as the costumes, the dance steps, the origin and purpose of the dance from the video they watched.

**Dance Checklist**

As you watch the dance video, check off (✓) the things you see in the performance!

Element	Did You See It? (✓ or ✗)
The dancers wear <b>special costumes</b> (kilts, jackets, or dresses).	
The dancers move their feet <b>quickly</b> .	
The dancers jump <b>high</b> off the ground.	
The dancers keep their <b>upper legs</b> straight.	
The dancers <b>spin</b> around like a ballerina.	
The dancers perform on their <b>toes</b> (pointe shoes).	
The dance looks <b>fast and energetic</b> .	
The music sounds like it is played on <b>bagpipes</b> and <b>drums</b> .	
The dancers <b>hold hands and skip</b> around in a circle or in a square dance.	
The dancers use <b>sharp, clear movements</b> .	
The dancers repeat <b>certain steps again and again</b> .	
The dance looks like it tells a <b>story</b> (like a battle or celebration).	
The dancers move their <b>arms in a special way</b> (like curved hands above their head).	
The dancers move in a <b>circle or line</b> .	

**Questions**

Answer the questions below.

1) What kinds of movements did the dancers perform in the video?

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2) What are the names of the dancers' outfits and musical instruments called?

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3) Describe any patterns or formations the dancers made during the dance

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4) How does dancing together in a group at these events help people in the community feel closer to each other?

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# Workbook Preview



# Ontario – Arts Curriculum

## Grade 3 – Music

	Learning Experiences	Pages	
C1.1	Sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods	7-10, 38-40, 78-80	
C1.2	Apply the elements of music when singing, playing an instrument, and moving	14-16, 20-23, 25-26, 51-54, 62-63	
C1.1	<div>Preview of 15 activities from this unit that contains 27 activities in total.</div>		47,
C1.2			72
C1.1			47, 72,
C2.1			63
			6, 30,
C2.2	Describe ways in which the elements of music are used in the music they perform, listen to, and create	36-40, 42-43, 49-54, 56-61, 64-69, 76-77, 81-82	
C2.3	Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members	11, 17, 24, 35, 41, 48, 55, 73, 87	
C3.1	Identify and describe ways in which music can be used in the community	74-75	
C3.2	Identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places	20-23, 25-28, 78-80	

## Singing Together in Harmony

### What Are Partner Songs?

Partner songs are two different songs that are sung at the same time. Each song has its own tune, but when we sing them together, they sound beautiful and full. This is called harmony.



### Why Do We Sing Partner Songs?

Partner songs help us learn to play our part while others are singing something different. This makes us sing and singing in tune. It also teaches teamwork because we have to work together to make the music sound good.

### How Does It Feel?

At first, it might sound strange or tricky because the group is singing a different melody. But as we practise, the two songs blend together to make a richer, stronger sound.

### Fun Fact

Many famous choirs and groups use partner songs to create amazing music. When we learn them, we are doing something real musicians do!

## Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

- 1) When we do partner songs, it creates \_\_\_\_\_.
- 2) Partner songs help us stay on our own \_\_\_\_\_ while  
other groups sing something different.
- 3) Singing partner songs teaches us how to work as a \_\_\_\_\_.
- 4) At first, partner songs might sound \_\_\_\_\_ or tricky.
- 5) As we practise, the two \_\_\_\_\_ together and make a \_\_\_\_\_  
sound.

## Short Answer

Answer the questions.

1) What are partner songs?

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2) How do partner songs help us when singing with others?

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3) Who else uses partner songs to make music sound amazing?

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## Activity: Mix & Match Melodies

**Objective** What are we learning more about?

Students will be singing two different songs at the same time to create harmony. They will be listening carefully, staying on pitch, and working as a team to make it work.

**Materials** What do we need for this activity?

- ✓ Lyrics for "Row, Row, Row Your Boat" and "Brother John" (Frère Jacques).
- ✓ Open space for two groups to face each other.
- ✓ Music player or teacher for demonstration.



**Instructions** How do we complete the activity?

- 1) **Learn Each Song:** Practise singing "Row, Row, Row Your Boat" as a class. Then practise "Brother John." Make sure everyone is confident.
- 2) **Sing in Teams:** Split the class into two groups. Group A sings "Row, Row, Row Your Boat" while Group B sings "Brother John" at the same time.
- 3) **Switch Roles:** After one round, swap songs! Group A now sings "Brother John" and Group B sings "Row, Row, Row Your Boat."
- 4) **Harmony Challenge:** This time, try singing your song softly while the other group sings loudly. Can you still hear your group's melody?
- 5) **Bonus Twist:** Start the songs at different times, like a round. Listen carefully so you don't get mixed up!

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Sings Own Melody</b>	Sings their assigned song without copying or letting mixed up with the other group's melody.
<b>Listens to the Other Group</b>	Pays attention to both songs at the same time to hear the harmony.
<b>Stays on Pitch</b>	Keeps their voice steady throughout the activity, even when other are singing.
<b>Works Well in a Group</b>	Cooperates respectfully with the singing team and supports group.
<b>Tries the Bonus Challenge</b>	Gives their best effort during the round (staggered start) version of the activity.

## Rhythm Cards

Use these 4-beat rhythm combinations for your activity.

Row, row, row your boat,  
Gently down the stream,  
Merrily, merrily, merrily  
Life is but a dream.

Row your boat,  
Gently down the stream,  
If you're a dale,  
Don't forget to scream (laugh!)

Are you sleeping? Are you sleeping?  
Brother John, Brother John  
Morning bells are ringing!  
Morning bells are ringing!  
Ding, dang, dong. Ding, dang, dong.

**Reflection**

Answer the questions below.

1) What did you enjoy most about singing the partner songs?

2) Was it easy to listen to your song while the other group sang? Why?

3) How did it sound when both groups sang together?

4) What helped you work well with your group during the activity?

5) If you could do this activity again, what would you try to do better?

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Sings on Melody</b>	Did not stay on melody often got mixed up	Stayed on melody sometimes but made several mistakes	Stayed on melody most of the time with a few mistakes	Always stayed on melody without getting mixed up
<b>Listens to Others</b>	Did not listen to others often singing	Listened sometimes but was often distracted	Listened most of the time and adjusted when needed	Always listened carefully and adjusted to blend with others
<b>Stays on Pitch</b>	Was off pitch most of the time	Stayed on pitch but struggled to keep it	Stayed mostly on pitch with small slips	Sang in tune the whole time with clear, steady pitch
<b>Works in a Group</b>	Did not cooperate or distracted others	Worked in group but sometimes distracted	Worked respectfully with the group most of the time	Always worked kindly, encouraged others, and supported team
<b>Tries Bonus Challenge</b>	Did not attempt the round or gave up quickly	Tried the challenge but needed help to stay in place	Completed the challenge and stayed on track	Completed the round confidently and stayed on track

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

## The Colour of Sound

### What Is Timbre?

Timbre is what makes every sound special. It's like the fingerprint of music. Even if two instruments play the same note, they sound different because of their timbre. A violin sounds smooth and sweet, but a trumpet sounds bright and bold. Timbre helps us tell them apart. So, what does an instrument sound like?



### How Do Instruments Make Sound?

We can sort instruments into groups based on how they make sound:

- **Blowing:** Flutes, trumpets, and clarinets make sound when you blow air into them. These are called wind instruments. They can sound soft or strong.
- **Shaking:** Maracas and tambourines make sound when you shake them. They are fun to play and add a lively sound. They sound bright and rattly.
- **Striking:** Drums, xylophones, and triangles make sound when you hit or tap them. These are percussion instruments. They can sound deep, soft, or even ringing.

Each group has its own timbre. Your voice has its own timbre, so your friends know it's you when you sing or speak.

### Why Is Timbre Important?

Timbre helps musicians tell stories through music. A soft flute can sound like a gentle breeze. A loud drum can sound like thunder. Together, these sounds create music full of feelings, colours, and energy.

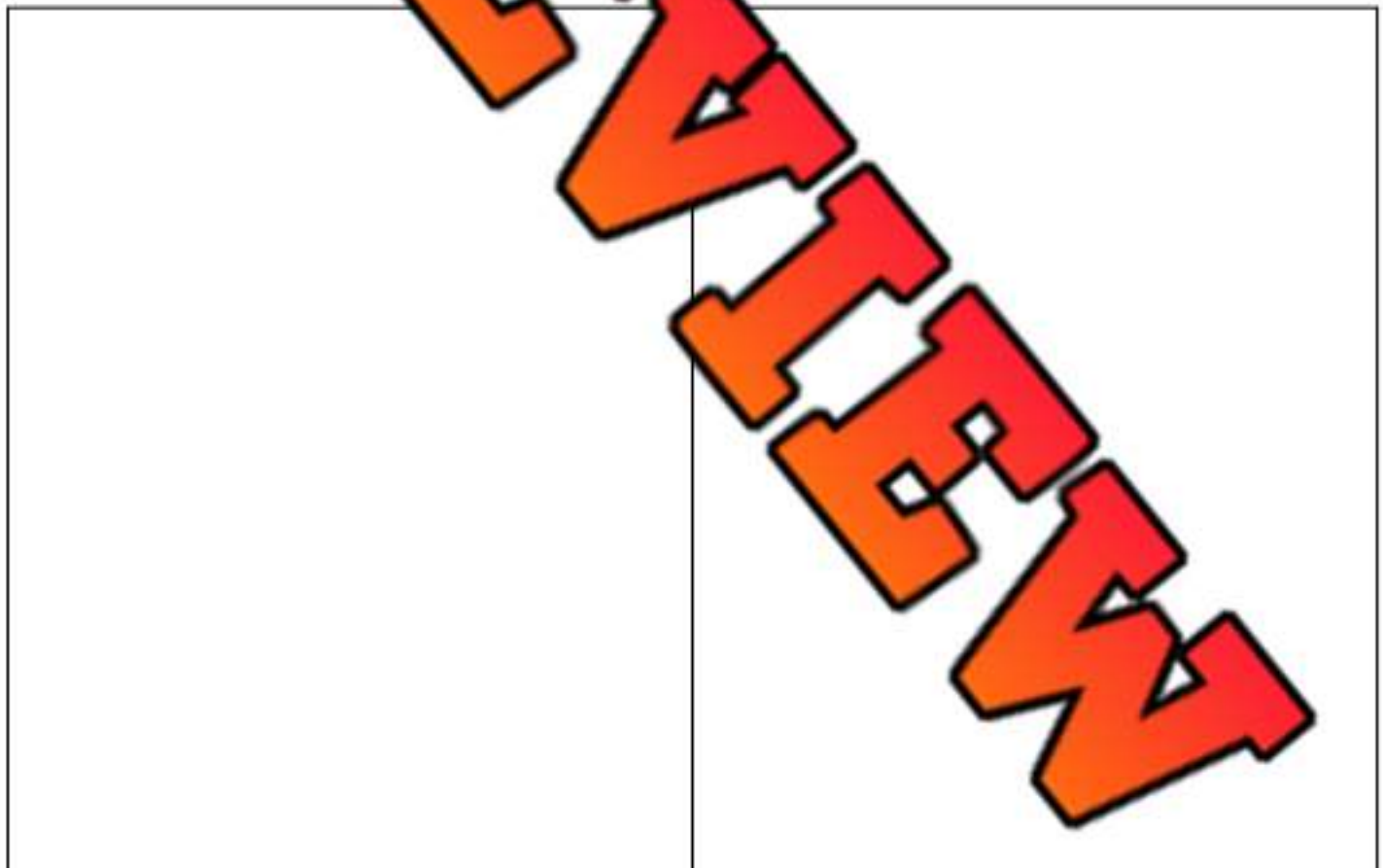
**True or False**

Is the statement true or false?

1) Timbre is what makes every instrument sound different.	True	False
2) A flute and a trumpet sound different because they have different timbres.	True	False
3) Shofars and flutes make sound when you blow into them.	True	False
4) Drums are percussion instruments because we strike them to make sound.	True	False
5) Your voice has the same timbre as everyone else's.	True	False

**Drawing**

Select two instruments and draw two instruments that belong to them.

	
Name:	Name:
Group:	Group:

## Activity: Sound Detectives

**Objective** What are we learning more about?

Students will learn how different instruments make sound by classifying them into groups (e.g., struck, strummed, shaken, or blown). They will also describe the timbre (sound quality) of each instrument and play a guessing game to test their listening skills.

**Materials** What do we need for our activity?

- ✓ Pictures or real instruments to sort into groups (e.g., drums, guitar, maracas)
- ✓ A music player or computer to play sound clips
- ✓ Chart paper or whiteboard for group sorting

**Instructions** How do we complete the activity?

- 1) **Warm-Up:** The teacher plays short sound clips of different instruments. Students close their eyes and guess which instrument makes each sound.
- 2) **Instrument Hunt:** Walk around the room to find instruments or pictures. Look closely at how they are played.
- 3) **Sort the Instruments:** Work in small groups to sort the instruments into four categories: **Struck**, **Strummed**, **Shaken**, and **Blown**. Write them on a chart.
- 4) **Describe the Sounds:** For each group, describe the timbre. Bright? Smooth? Rattly? Deep?
- 5) **Sound Detective Game:** Play a YouTube instrument guessing game. Listen carefully and raise your hand when you know which instrument is playing.
- 6) **Bonus Challenge:** Make your own sound! Use your voice, body, or objects in the classroom to create a timbre. Can your classmates guess how you made it?



**Criteria** Use the criteria below to complete the assignment.

Criteria	Description
<b>Sorted</b>	Placed instruments or pictures into the right groups (struck, strummed, shaken, or blown).
<b>Described the Sound</b>	Used words about how each instrument sounds (e.g., loud, soft, deep, rattly).
<b>Listened Carefully</b>	Focused and listened closely during the sound guessing game.
<b>Worked as a Team</b>	Shared ideas, took turns respectfully while sorting and discussing.
<b>Tried the Bonus Challenge</b>	Created a mystery instrument and let classmates guess how it was made.

**Instruments** Find pictures of these instruments and have them around the class.

Group	
<b>Struck</b>	Drum, Triangle, Xylophone, Cymbals, Tambourine
<b>Strummed</b>	Guitar, Ukulele, Banjo, Harp, Mandolin
<b>Shaken</b>	Maracas, Egg Shakers, Cabasa, Tambourine (when shaken), Shekere
<b>Blown</b>	Flute, Trumpet, Recorder, Clarinet, Saxophone

## Chart

When you find an instrument, draw it and describe what it sounds like.

Instrument Family	Draw the Instrument	How It's Played			Describe Its Sound
String Instrument		Blown	Strummed	Shaken	
Percussion		Blown	Strummed	Shaken	
Wind		Blown	Strummed	Shaken	
Brass		Blown	Strummed	Shaken	

**Reflection**

Answer the questions below.

1) Which group of instruments was your favourite to explore? Why?

2) How did you sort the sounds of the instruments you sorted? Give one example.

3) Was it easy or tricky to guess the instrument in the sound game? Why?

4) How did your group work together to sort the instruments? What went well?

5) If you could be a musician, which instrument would you choose to play and why?

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Sorted Instruments Correctly</b>	Did not sort instruments or did most instruments into wrong groups.	Sorted some instruments correctly but made many mistakes.	Sorted most instruments correctly with few mistakes.	Sorted all instruments correctly into their groups.
<b>Described the Sounds</b>	Described sounds with very few words.	Described some sounds with basic words but lacked detail.	Described most sounds with some variety and effort.	Gave clear and creative descriptions for all sounds.
<b>Listened Carefully</b>	Did not listen during the activity or often guessed or often distracted.	Listened during the activity but guessed many instruments or missed some of the sounds.	Listened well and guessed most instruments correctly.	Listened carefully and guessed all or almost all instruments correctly.
<b>Worked as a Team</b>	Did not work well with others or distracted the group.	Worked with others but needed reminding to stay on task.	Worked respectfully with group most of the time.	Always worked well, shared ideas, and helped the group succeed.
<b>Tried the Bonus Challenge</b>	Did not attempt to create or share a sound.	Tried to create a sound but needed lots of help or gave up quickly.	Created a sound with some success.	Created a unique sound and shared it confidently with classmates.

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

## Game: Guess the Family!

**Objective** What are we learning more about?

Students learn about timbre and instrument families by acting out how instruments are played and guessing their names and families. This activity builds listening, observation, and teamwork skills while making learning music fun.

**Materials** What do we need for our game?

- ✓ Instrument cards (with pictures of instruments from strings, woodwinds, and brass)
- ✓ Small basket or container to hold cards
- ✓ Optional: Timer or music to add excitement



**Steps** How do we play the game?

- 1) **Get Ready:** The teacher places all the instrument cards in a basket. Review the four instrument families (strings, percussion, woodwinds, brass) and how each makes sound.
- 2) **Pick a Card:** One student comes to the front and picks a card. They keep it secret.
- 3) **Act It Out:** The student silently acts out how to play the instrument on the card (e.g., bowing a violin, striking a drum, blowing a recorder). No names or words are allowed!
- 4) **Guess the Instrument:** The rest of the class raise their hands to guess.
  - 1) What instrument is it?
  - 2) Which family does it belong to?

If it gets difficult, the actor gives one "sound clue" by humming or tapping to match the timbre. Classmates get one more chance to guess.

- 1) **Keep Playing:** Switch players after each round. Keep score for teams or just play for fun!

## Instrument Cards

Cut out these instrument cards for the game.

Instrument	Family
Violin	Strings
Trumpet	Brass
Flute	Woodwinds
Snare Drum	Percussion
Guitar	Strings
Saxophone	Woodwinds
Maracas	Percussion
Tuba	Brass
Xylophone	Percussion
Clarinet	Woodwinds
Harp	Strings
Cymbals	Percussion
French Horn	Brass
Recorder	Woodwinds
Tambourine	Percussion

## Mapping the Beat

### What Are Rhythm Maps?

A rhythm map is a musical treasure map. Instead of showing where a treasure is hidden, it shows how long or short sounds are in a piece of music. Musicians use rhythm maps to see patterns in music and to help them know when to clap, tap, or play a note. These maps also make it easier to hear a song if you're hearing it for the first time. By looking at a rhythm map, you can see the "shape" of the music and understand how the beats fit together.



### What Symbols Do We See?

In a rhythm map, different symbols show how long or short each sound is:

- Dotted Half Note: This is a long sound that lasts for three beats.
- Sixteenth Notes: These are super quick sounds. Four of them fit into one beat.
- Quarter Notes: Each one lasts for one beat.
- Eighth Notes: Two of these fit into one beat.

When you learn these symbols, you can read rhythm like reading words in a book. You can even clap or tap the patterns to practise.

### Why Are Rhythm Maps Important?

Rhythm maps help us understand music better. They show patterns that keep us in time and make music sound smooth. When a whole group uses a rhythm map, everyone can play or sing together like a team. Rhythm maps are like secret codes that make music fun and easy to follow!

## Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

- 1) A dotted \_\_\_\_\_ note lasts for \_\_\_\_\_ beats.
- 2) Four \_\_\_\_\_ notes fit into \_\_\_\_\_ beat.
- 3) Two eighth notes fit into \_\_\_\_\_ beat.
- 4) Rhythm means a pattern of \_\_\_\_\_ that make music fun and easy to follow.

## Matching

Draw a line connecting the symbol to the name of the note



1/4	1/8	1	1
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## Word Search

Find the words in the wordsearch

Rhythm	Symbol
Beat	Notes
Pattern	Map
Quarter	Dotted

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

## Activity: Build Your Beat!

### Objective

What are we learning more about?

Students will perform a 4-beat rhythm using rhythm sticks and rhythm cards. They will explore notation by using dotted half notes and sixteenth notes in their patterns. Afterward, they will draw their own rhythm maps to show what they created.

### Materials

What do we need for this activity?

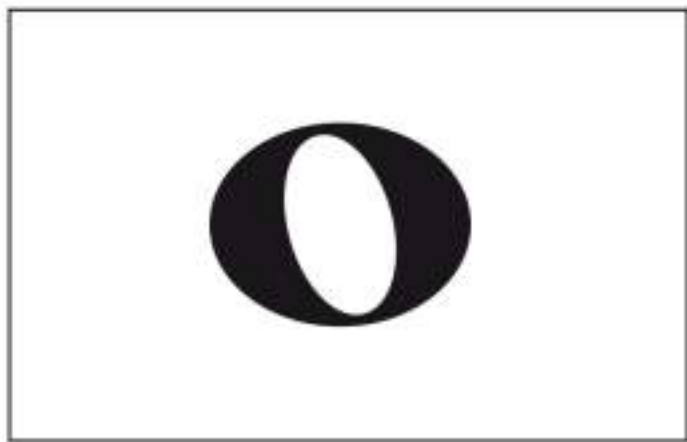
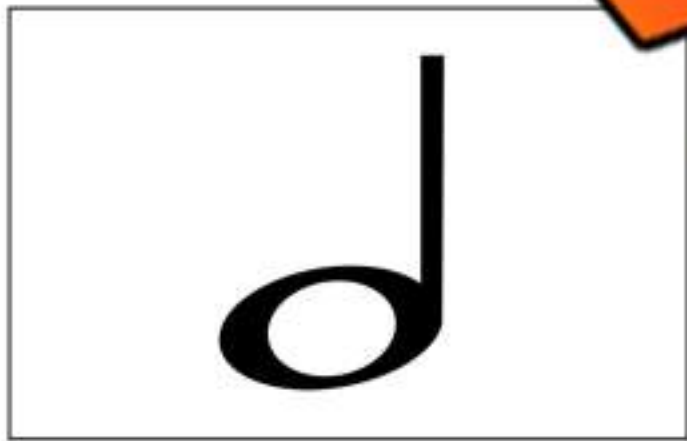
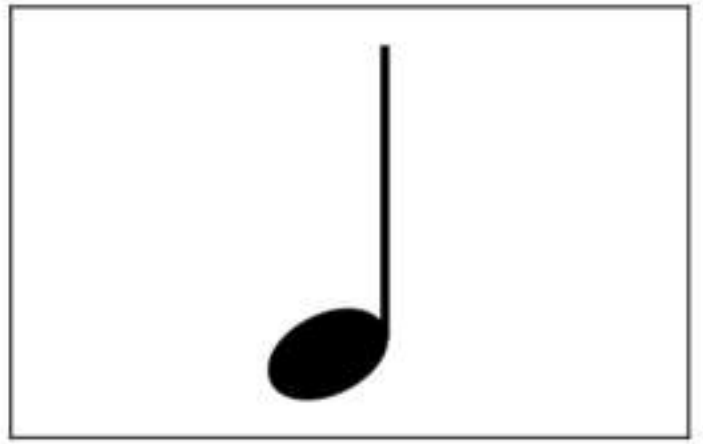
- ✓ Rhythm sticks (1 pair per student or group)
- ✓ Rhythm cards with symbols for dotted half note, sixteenth notes, quarter notes



### Instructions

How do we complete this activity?

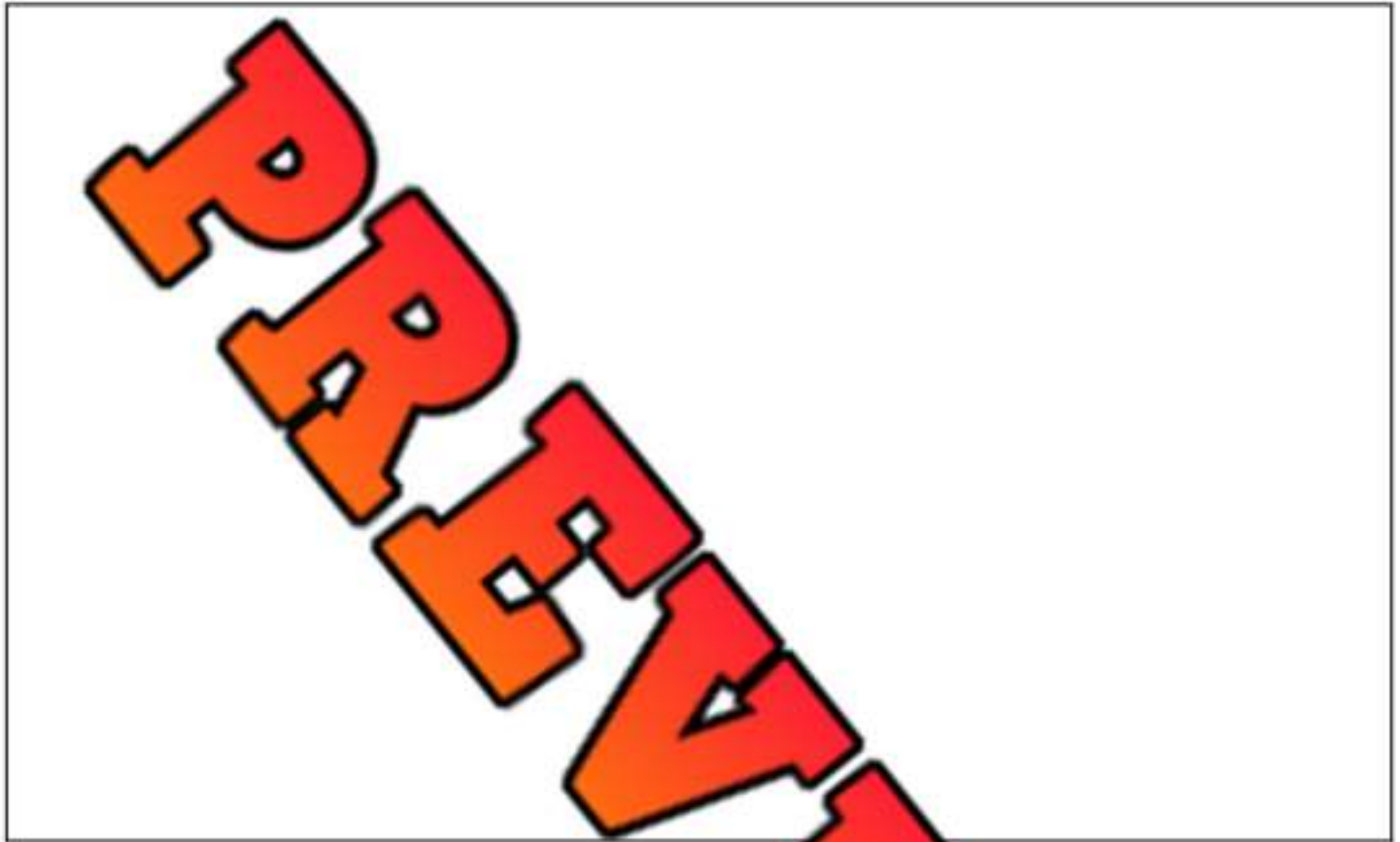
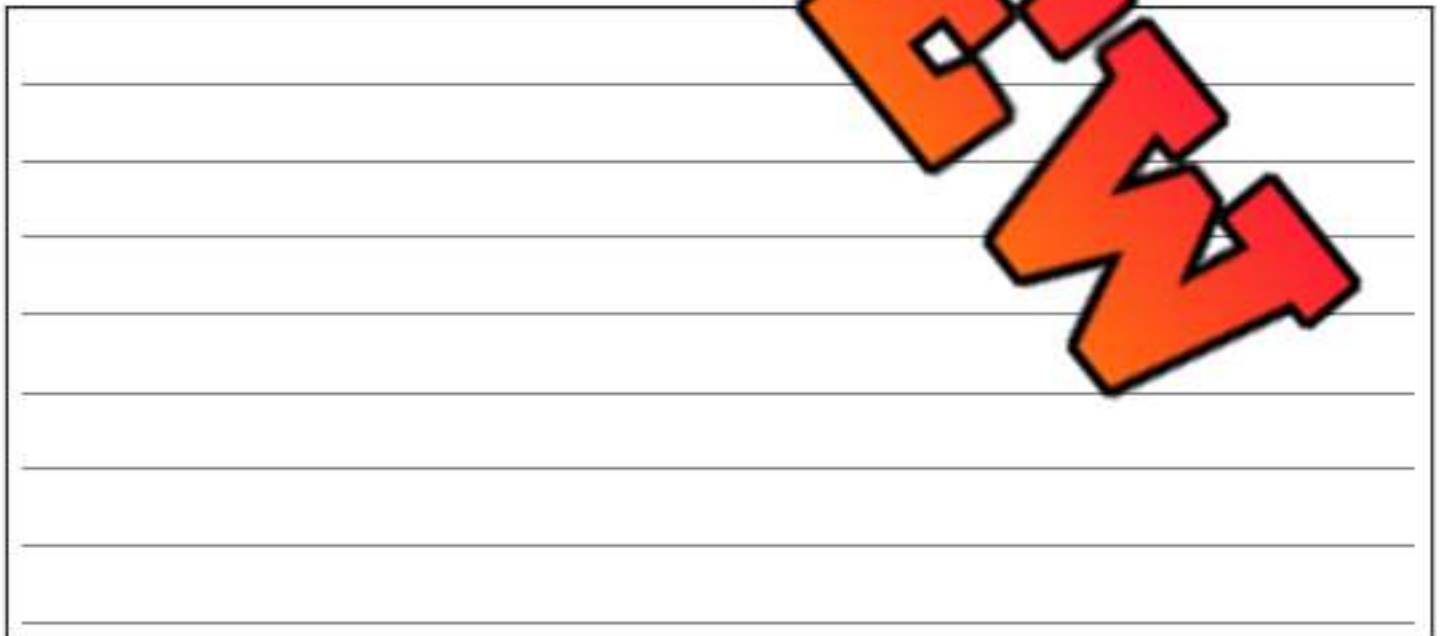
- 1) **Warm-Up:** The teacher claps and says a rhythm pattern (like "clap-rest-clap-clap"). Students echo the pattern using rhythm sticks.
- 2) **Build Your Pattern:** Work in pairs or small groups. Use rhythm cards to create your own 4-beat rhythm. Your pattern must include a **dotted half note** or a **group of sixteenth notes**. Place the cards in a sequence to show your rhythm.
- 3) **Practise and Perform:** Use your rhythm sticks to practice your pattern. Play it several times until it sounds smooth. Share your rhythm with the class.
- 4) **Draw Your Rhythm Map:** On blank paper, draw a rhythm map that shows the pattern you created. Use music symbols and arrows to show the flow of your beats.
- 5) **Bonus Challenge:** Add an extra twist to your pattern, like a rest or an eighth note pair. Can your partner perform it too?





**Drawing**

Draw a rhythm map that shows the pattern you created.

**Make A  
Connection**How is creating and playing a rhythm pattern like working in  
a music group or band?

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Creates a 4-Beat Pattern</b>	Did not create a pattern using required notes.	Created a pattern but left out a dotted half note or sixteenth notes.	Created a correct 4-beat pattern with required notes.	Created a clear and creative 4-beat pattern with all required notes.
<b>Plays the Pattern Smoothly</b>	Played the pattern with many mistakes.	Played the pattern with several mistakes and needed reminders.	Played the pattern with few mistakes and kept a steady beat most times.	Played the pattern smoothly with steady timing and confidence.
<b>Draws a Clear Rhythm Map</b>	Did not draw a map or drew an unclear one with missing parts.	Drew a rhythm map but missed some symbols or had errors.	Drew a mostly correct rhythm map with some effort and accuracy.	Drew a neat, detailed rhythm map with all symbols correct.
<b>Listens and Responds</b>	Did not listen or distracted others during the activity.	Some listened but needed reminders to stay focused.	Listened well and responded to classmates' ideas.	Always listened carefully and responded respectfully to classmates.
<b>Tries the Bonus Challenge</b>	Did not try to add extra elements to the pattern.	Attempted the bonus but needed help to complete it.	Added extra elements and shared the pattern.	Added creative extra elements and performed the pattern confidently.

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

## Activity: Layered Voices

### Objective

What are we learning more about?

Students will learn the concept of texture by singing "Three Blind Mice" as a round. They will practise entering at different times in groups and listen for how overlapping parts create a rich, full sound.



### Materials

What do we need for this activity?

- ✓ Lyrics and melody of "Three Blind Mice"
- ✓ Space for the class to sing in groups

### Instructions

How do we complete this activity?

- 1) **Learn the Song:** The teacher teaches the melody of "Three Blind Mice" to the whole class. Sing it together until everyone feels comfortable.
- 2) **Divide into Groups:** Split the class into 3 groups. Each group will sing the same song but start at different times.
- 3) **Sing in a Round:**
  - 1) Group 1 starts singing.
  - 2) When Group 1 reaches the second line, Group 2 begins.
  - 3) Group 3 enters after Group 2 reaches the second line.
  - 4) Continue until all groups have sung the song through.
- 4) **Listen and Discuss:** After singing, talk about how the overlapping voices sounded. Did it feel fuller or more exciting? Which parts were easier or harder to keep in time?
- 5) **Bonus Challenge:** Try singing the round again, but this time add gentle hand movements or clapping in rhythm with your group's part. Can you stay on your melody while doing actions?

**Criteria** Use the criteria below to complete the assignment.

Criteria	Description
<b>Sings</b>	Sang "Three Blind Mice" with the right notes and words.
<b>Starts at the Right Time</b>	Entered at the correct time when their group began the song.
<b>Keeps a Steady Beat</b>	Stayed in time with their group while others were singing different parts.
<b>Listens to Other Groups</b>	Kept track of the overlapping voices and didn't get confused.
<b>Adds Movements or Actions</b>	Used hand claps in rhythm while singing their part (e.g., clapping).

**Lyrics** These are the lyrics of the "Three Blind Mice" song.

Three blind mice, three blind mice,  
See how they run, see how they run.  
They all ran after the farmer's wife,  
Who cut off their tails with a carving knife.  
Did you ever see such a sight in your life,  
As three blind mice?

**Group Assessment**

Rate your group's performance.

Criteria	Rating Description	Rate (colour the stars)
<b>Singing the Melody</b>	Our group sang "Three Blind Mice" clearly and used the correct notes and words throughout the round.	☆☆☆☆☆
<b>Starting at the Right Time</b>	Each member started at the right time and followed the round's pattern without confusion.	☆☆☆☆☆
<b>Staying in Tune and Beat</b>	We kept a steady rhythm and stayed in tune while our group sang their parts.	☆☆☆☆☆
<b>Listening to Others</b>	Our group listened carefully to other groups, which helped us stay on track with our melody.	☆☆☆☆☆
<b>Team Collaboration</b>	All group members sang their parts confidently and supported each other during the performance.	☆☆☆☆☆
<b>Adding Movements</b>	We used hand actions or claps while singing and kept them in time with the music.	☆☆☆☆☆

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Sings the Melody Confidently</b>	Sang a few notes or words.	Sang parts of the melody but made several mistakes.	Sang most of the melody with few mistakes.	Sang all notes and words clearly and confidently.
<b>Starts at the Right Time</b>	Entered at the wrong time.	Entered at the correct time sometimes but needed reminders.	Entered at the correct time most of the time.	Always entered at the right time without reminders.
<b>Keeps a Steady Beat</b>	Could not stay in the beat and lost the beat often.	Stayed mostly in the beat sometimes but got off the beat several times.	Stayed mostly in time with group while others sang different parts.	Kept a steady beat throughout and stayed in time confidently.
<b>Listens to Other Groups</b>	Did not listen or got distracted during the activity.	Listened and focused sometimes but needed reminders to stay focused.	Listened and focused most of the time.	Always listened carefully and stayed on track with the melody.
<b>Adds Movements or Actions</b>	Did not attempt any movements or actions.	Tried actions but got off rhythm or needed reminders.	Used movements sometimes with a few mistakes.	Used movements confidently and stayed in rhythm with the singing.

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

## Creating Soundscapes

### What Is a Soundscape?

A soundscape is a way to tell a story using only sounds. Instead of using pictures, we use music, instruments, and even our voices to create a scene. A soundscape can show a place like a busy city or a quiet forest, or it can describe a feeling like happiness, fear, or excitement.



For example, soft sounds like raindrops, while loud, fast beats could sound like a storm. Swimming can feel peaceful, but sudden claps might make it feel exciting or scary.

### How Do We Make Soundscapes?

There are lots of ways to create soundscapes:

- **Instruments:** A drum for thunder, shakers for rain, a triangle for a magic sparkle, or a xylophone for birds singing.
- **Voices and Body Sounds:** Whisper like wind, hum like a bee, or clap for footsteps. Even stomping can sound like a heavy rain.
- **Teamwork:** When each person adds their sound, it creates a "sound picture" together.

### Why Are Soundscapes Important?

Soundscapes make stories come alive. They help us share emotions and create pictures in our minds. When we listen carefully, we can hear how moods change from quiet and peaceful to loud and energetic.

Creating soundscapes is fun because everyone gets to play a part. You can be the sound of rain, footsteps, animals, or even a rocket ship blasting off!

## Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

- 1) A soundscape is a way to tell a \_\_\_\_\_ using only sounds.
- 2) Instead of \_\_\_\_\_, we use \_\_\_\_\_, instruments, and our \_\_\_\_\_ to create soundscapes.
- 3) A drum can sound like \_\_\_\_\_, and shakers can sound like \_\_\_\_\_.
- 4) When each student adds their sound, the class builds a \_\_\_\_\_ together.

## True or False

Is the statement true or false?

- |                                                                   |      |       |
|-------------------------------------------------------------------|------|-------|
| 1) A soundscape uses only pictures and words to tell a story.     | True | False |
| 2) Drums, shakers, and voices can be used to create a soundscape. | True | False |
| 3) Whispering in a soundscape can sound like wind.                | True | False |
| 4) A soundscape always tells a happy story.                       | True | False |
| 5) Teamwork helps make a soundscape feel full and interesting.    | True | False |

## Word Search

Find the words in the wordsearch.

Shaker	Voice
Thunder	Layer
Whisper	Picture
Stomp	Emotion

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

## Activity: Painting a Poem with Sound

**Objective** What are we learning more about?

Students will explore timbre (sound quality) and dynamics (loud/soft sounds) by creating a soundscape for a poem. They will use instruments, voices, and objects to match words or phrases with sound effects and perform the poem as a group.

**Materials** What do we need for our activity?

- ✓ A short, Grade 1 friendly poem (provided by the teacher)
- ✓ Classroom instruments (bells, maracas, triangles, xylophones, etc.)
- ✓ Everyday objects (paper shakers, castles for tapping, etc.)



**Instructions** How do we complete the activity?

- 1) **Listen and Imagine:** The teacher reads the poem aloud slowly. Students close their eyes and imagine what sounds they hear in the poem. Discuss for each part of the poem.
- 2) **Plan Your Sounds:** As a class, discuss which instruments, voices, or objects could match different words or lines. For example, maracas for "storm" or a soft shaker for "falling leaves."
- 3) **Practise the Soundscape:** In small groups, assign each student a part. Practise performing the poem together, adding sound effects at the same times.
- 4) **Perform Together:** Perform the poem as a whole class. Listen for the layers of sound and how they change the mood of the poem.
- 5) **Bonus Challenge:** Perform the poem twice—once using **quiet dynamics** and again with **loud dynamics**. Which one changes the mood more?

**Criteria**

Use the criteria below to complete the assignment.

<b>Criteria</b>	<b>Description</b>
<b>Appropriate Sounds</b>	Selected sounds that matched the words or mood of the poem.
<b>Plays at the Right Time</b>	Used effects at the correct part of poem without missing cues.
<b>Uses Dynamics Effectively</b>	Changed between soft and loud sounds to show mood or emotion.
<b>Works as a Team</b>	Shared ideas and worked respectfully with classmates during planning and performance.
<b>Performs Confidently</b>	Participated fully in the soundscape performance with clear and strong sounds.

## Poem

Read the poem for the above activity.

## The Rainy Day Parade

Pitter-pitter on the roof,  
Rain drops with steady proof.  
Thunder and lightning flashes,  
Wind swirls with sudden dashes.

A drumroll sound, a snap, a quick clap,  
Umbrellas open in a flap.  
Children laugh and puddles splash,  
Boots go splish and splash.

Then the rain slows, sun peek  
Birds start singing, sky turns blue  
The parade of sounds comes to an end,  
A quiet calm, like a sleeping friend.

Name: \_\_\_\_\_

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Curriculum Connection  
C1.3, C1.5

Drawing

Draw two instruments you liked in the above activity.

PREVIEW

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Chooses Appropriate Sounds</b>	Chose no sounds or did not use them in the poem's context.	Chose some fitting sounds but made several errors.	Chose fitting sounds for most parts of the poem.	Chose creative and fitting sounds for all parts.
<b>Plays at the Right Time</b>	Added sounds at the wrong time most of the time.	Added sounds at the right time sometimes.	Added sounds at the right time most of the time.	Always added sounds at the correct time.
<b>Uses Dynamics Effectively</b>	Did not change between soft and loud sounds.	Used some dynamics but not consistently.	Used soft and loud sounds well most of the time.	Used dynamics skillfully to show mood and emotion.
<b>Works as a Team</b>	Did not share ideas or work with others.	Shared ideas and worked with others some of the time.	Worked respectfully with group most of the time.	Always worked respectfully and supported the group.
<b>Performs Confidently</b>	Did not participate or made very little effort.	Participated with reminders and some hesitation.	Participated confidently most of the time.	Participated fully with confidence and clear sounds.

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

## Growing Louder in Music

### What Is a Crescendo?

A crescendo is when music starts soft and slowly grows louder, like hearing a whisper turn into a shout. The rain goes from gentle drops to a heavy downpour. The word comes from Italian and means "grow".



Composers use crescendos to make their music exciting and to grab the listener's attention. A quiet beginning builds up to a big, powerful sound that can make strong emotions.

### How Can We Show a Crescendo?

We can show a crescendo in many ways:

- Size – Start with small hand movements and grow them bigger as the music gets louder.
- Movement – Walk slowly at first, then move faster and more energetically.
- Shape – Draw a line that grows thicker or higher to represent the sound getting louder.

### Why Is Crescendo Important?

Crescendos help us understand how music changes over time. They add drama and excitement, making the music feel like it's going somewhere. When we practise showing crescendos with our voices, instruments, or bodies, we start to feel the power of music's rise.

**Matching**

Draw a line to match the words to their meaning.

Crescendo

Starting with small hand movements and growing them bigger.

Movement

Drawing a line that gets thicker or higher.

Shape

Helps us feel the rise of music and adds drama and excitement.

Importance of Crescendo

When music starts soft and slowly grows louder.

Moving slowly at first, then moving faster and more dramatically.

**Short Answer**

Answer the questions below.

1) Where does the word "crescendo" come from?

2) Why do composers use crescendos in their music?

3) Give one example of how a crescendo feels in real life.

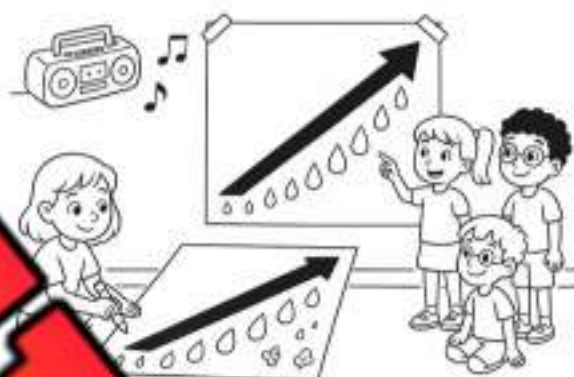
## Activity: Drawing a Crescendo

**Objective** What are we learning more about?

Students will learn the concept of dynamics in music by listening to a song that slowly gets louder. They will create a drawing that shows a crescendo using lines or shapes that grow in size. This helps students understand how music can rise in volume and energy.

**Materials** What do we need for this activity?

- ✓ A song that slowly gets louder (provided)
- ✓ Drawing paper or chart paper
- ✓ Markers, crayons, or colored pencils
- ✓ Open space for a group art display
- ✓ (Optional) Ruler for straight lines



**Instructions** How do we complete the activity?

- 1) **Listen to the Song:** Sit quietly and listen to a song that slowly gets louder. Pay attention to how the music starts soft and then grows in volume.
- 2) **Plan Your Drawing:** Imagine how you can show the music's volume using a line or shape. Think about how it could grow taller, wider, or thicker as the music gets louder.
- 3) **Create Your Crescendo Art:** On your paper, start with a small shape or line on the left side. As the music gets louder, make your line or shape grow larger as it moves across the page. You can also use colours to show how the sound changes.
- 4) **Group Crescendo Wall:** When finished, hang your drawings together in order. This will make a big class art piece showing a "visual crescendo."
- 5) **Bonus Challenge:** Add tiny pictures or symbols (like rain drops growing into a storm) along your line to show how the sound changes.

**Songs**

Play the tunes below for the activity.

Song Title	Composer/Artist	Why It Works for Crescendo
Peer Gynt (Morning Mood)	Edvard Grieg	Starts soft and builds gently like a sunrise.
Boléro	Maurice Ravel	Repeats the melody with growing instruments and volume.
Also sprach Zarathustra (Intro)	Franz Liszt	Famous for its gradual build into a loud, powerful climax.
In the Hall of the Mountain King	Edvard Grieg	Starts softly and speeds up with rising intensity and volume.
Canon in D (build sections)	Johann Pachelbel	Overlaid instruments build slowly for a powerful ending.
The Blue Danube (Opening)	Johann Strauss II	Starts with a waltz and builds into a fuller waltz.
Let It Go (Frozen)	Idina Menzel	Builds in strength and emotion, progressing to the powerful chorus.
Shake It Off (chorus)	Taylor Swift	The pre-chorus rises into the louder, energetic chorus.

## Game: Music Match Madness

**Objective** What are we learning more about?

Students will learn key music concepts—Pitch, Duration, Timbre, and Dynamics—by playing a memory matching game. They will match terms to their definitions or examples and practise explaining the concepts aloud, helping them remember music vocabulary in a fun and active way.

**Materials** What do we need for our game?

- ✓ A set of cards with terms such as "piano," "crescendo," "half note," "canon," "pitch contour," and "timbre"
- ✓ A matching set of cards with definitions and examples



**Steps** How do we play the game?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
2. Have each group lay all the cards face down on a table or the floor.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the game and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

## Cards

## Memory Game Cards

Term/Symbol	Description
Pia	Play softly
For	Play loudly
Crescendo	grows louder
Decrescendo	Music gets softer
Dotted Half Note	A note that lasts for 3 beats






## Cards

## Memory Game Cards

Term/Symbol	Description
Call and Response	A song where one group starts and others join later
Quarter Rest	
Staccato	Notes are short and detached
Legato	Notes are smooth and connected
Timbre	The unique sound or tone quality of a voice or instrument

## Cards

## Memory Game Cards

Term/Symbol	Description
	One eighth note
	Two eighth notes joined together
	Quarter Note
	Whole Note
	1/16

## Activity: Hear the Beat of Canadian History

**Objective** What are we learning more about?

Students will listen to a song from Canada's history, such as a Métis jig or a settler fiddle tune. They will use their listening skills to describe the music's tempo, mood, and style. This activity helps students connect music to culture and form.

**Materials** What do we need for our activity?

- ✓ Audio recording of a fiddle tune, or other Canadian historical song
- ✓ Speakers or music player
- ✓ Student checklist worksheet (with items like tempo, dynamics, instruments)



**Instructions** How do we complete the activity?

- 1) **Listen Carefully:** Play the chosen song once with attention. Tell students to listen quietly and imagine what is happening.
- 2) **Talk About What You Hear:** As a class, discuss what you noticed. Was the music fast or slow? What instruments could you hear? How did it make you feel?
- 3) **Complete Your Checklist:** Students fill out their checklist by writing down notes for things they hear.
- 4) **Draw the Music:** Students draw a scene or people they imagine while listening to the music.
- 5) **Class Reflection:** Share checklists and drawings. Ask: How does this song tell us about the culture it comes from?

**Checklist**

Check off the elements you hear in the music.

Music Element Description		✓	X
The music has a clear and steady beat that is easy to follow.			
The tempo of the music is mostly...	Fast	Slow	Both
The music includes fiddle tunes.			
The dynamics (volume) change throughout the song (soft, loud, or both).	Soft	Loud	Both
The melody has repeating patterns that you can hear more than once.			
The music creates a feeling, like excitement, happiness, or calmness.			
The rhythm of the instruments matches the melody and feels lively.			
The song feels connected to a cultural event or tradition (like a festival or gathering).			
The instruments and rhythm sound like they could be used for dancing or celebrations.			
The music is easy to listen to and makes you want to move or clap along.			

**Drawing**

Draw the scene or people you imagined while listening to the music.

**PREVIEW**

**Reflection**

Answer the questions below.

1) What instruments did you hear in the song? Which one stood out the most to you?

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2) Did the song remind you of any special events, celebrations, or people? Explain.

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## Activity: Creating Music for a Baseball Star!

### Objective

What are we learning more about?

Students learn how music can express personality and energy. They will choose a famous baseball player and create a musical idea (like a rhythm, melody, or sound effect) that matches the player's personality or abilities. This helps students practise creativity and expression while connecting music to real-life roles.

### Materials

What do we need for our activity?

- ✓ Recordings of baseball players' recordings
- ✓ Rhythm instruments (drums, tambourines)
- ✓ Classroom xylophones or keyboards (optional)
- ✓ Speakers or a music player for presentation



### Instructions

How do we complete the activity?

- 1) **Pick Your Player:** Each student (or group) chooses a famous baseball player, or they can pick another athlete. Think about the player's personality: are they strong, fast, calm, or powerful?
- 2) **Listen and Get Inspired:** Play a few famous energetic songs to see how music shows energy and style. Discuss how the music in each song matches the energy.
- 3) **Create Your Musical Idea:** Students create a short rhythm, melody, or sound effect that matches their chosen player's personality (e.g., power = strong drum beats; speed = fast clapping). They can use classroom instruments or body percussion (claps, stomps, snaps).
- 4) **Rehearse and Share:** Practise performing the musical idea as a group or individually. Then present it to the class, explaining why the music fits the player.
- 5) **Optional twist:** Add simple movements or actions (like swinging a bat or running) to match the music's energy.

**Criteria**

Use the criteria below to complete the assignment.

<b>Criteria</b>	<b>Description</b>
<b>Chose a Player Thoughtfully</b>	Picked an athlete and thought about their personality and strengths.
<b>Created a Matching Musical Idea</b>	Created a rhythm, melody, or sound effect that fits the player's style or abilities.
<b>Used Instruments or Body Sounds</b>	Played classroom instruments or used claps/stomps to show the musical idea.
<b>Worked With Focus</b>	Stayed on task while creating and practising the musical idea.
<b>Explained Their Choice</b>	Shared why their music fits the player's personality or abilities.

**Planning**

Answer the questions below.

1) Who is the basketball player (or other athlete) you chose? What is their name?

2) How would you describe this player's personality? (e.g., strong, fast, calm, energetic)

3) What are this player's abilities? (e.g., power, speed, focus, teamwork)

4) What instruments or sounds could show their personality? (e.g., drums, claps, xylophone)

5) Can you think of a short rhythm or melody that shows their style? What does it sound like?

6) Will you add any actions or movements to match your music? What could they be?

## Peer-Assessment

Rate your friend's performance.

My name is \_\_\_\_\_.

Whose performance are you rating? \_\_\_\_\_

	Rating Description	Rate (Colour the stars)
<b>Chose a Player Thoughtfully</b>	They chose a player and thought about their personality and strengths.	☆☆☆☆☆
<b>Created Matching Music</b>	They created their melody, or sound effects, to match the player's style or abilities.	☆☆☆☆☆
<b>Used Instruments or Body Sounds</b>	They used instruments or body sounds to show their musical idea.	☆☆☆☆☆
<b>Focused While Creating</b>	They stayed on task and focused carefully on their musical idea.	☆☆☆☆☆
<b>Explained Their Choice</b>	They explained why their music matched the player's personality and abilities.	☆☆☆☆☆
<b>Showed Creativity</b>	Their music idea was original and showed effort in trying something unique.	☆☆☆☆☆
<b>Matched the Player's Energy</b>	The music felt strong, fast, or calm to match the player's strengths or style.	☆☆☆☆☆
<b>Added Extra Details</b>	They added movement, sound effects, or other details to make it exciting.	☆☆☆☆☆

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Chose a Player</b> Thought carefully about the player's personality and strengths.	Did not choose a player or did not think about the player's personality and strengths.	Chose a player but gave little thought to personality or strengths.	Chose a player and considered personality or strengths.	Thought carefully about the player's personality and strengths.
<b>Created a Matching Musical Idea</b>	Created a musical idea that did not fit the player.	Created a simple idea but it only somewhat fits the player.	Created a clear idea that matches the player's style.	Created a strong idea that fits the player perfectly.
<b>Used Instruments or Body Sounds</b>	Did not use instruments or body sounds.	Used instruments or sounds but not most of the time.	Used instruments or sounds most of the time.	Used instruments or sounds confidently and effectively.
<b>Worked With Focus</b>	Was often distracted and did not stay on task.	Stayed on task but needed reminders.	Worked with focus most of the time.	Stayed fully focused and worked carefully throughout.
<b>Explained Their Choice</b>	Gave no explanation or the explanation didn't match the music.	Gave a simple explanation with little connection to the music.	Gave an explanation that matched the music.	Explained confidently how the music fits the player.

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



# Workbook Preview



# Ontario – Arts Curriculum

## Grade 3 – Drama

	Learning Experiences	Pages	
B1.1	engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places	5-17, 30-33	
B1.2	demonstrate an understanding of how the element of time and place can support the development of role	64-77, 138-148	
B1.	<div>Preview of 15 activities from this unit that contains 26 activities in total.</div>		104,
B1.			123
B2.			
B2.2			elements and conventions of drama are used to shape their own and others' work
B2.3	identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members	10, 25, 46, 51, 57, 63, 67, 72, 76-77, 82, 92, 99, 104, 113, 118, 123, 128, 133, 136-137, 148	
B3.1	identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and in the media	47-51, 78- 82, 124-128	
B3.2	demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world	34-38, 56-63, 83-99, 129-137	

## Activity: A Day in the Past: Time Capsule Project

**Objective** What are we learning more about?

To understand the daily life of children from different historical periods, focusing on environmental and societal differences.

**Materials** What do we need for our activity?

- ✓ Shoeboxes (one per group)
- ✓ Construction paper
- ✓ Markers, crayons, and colored pencils
- ✓ Role play scenarios
- ✓ Costume items (optional)



**Instructions** How do we complete the activity?

- 1) Divide the students into small groups, giving each group with a pre-written role-play scenario depicting a historical period.
- 2) Give the students time to read through the scenario to understand the daily life, environment, and society of the period.
- 3) Each group discusses their characters and plans how they will act out their roles according to the scenario.
- 4) Provide the students with costume items and props to enhance their role-playing experience.
- 5) Have each group present their role-play to the class, acting out their typical day in their assigned period.
- 6) After each presentation, have the group discuss what they learned about the life of a child during that era.

**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
1. Historical Accuracy	Ensure your role and actions reflect true aspects of your assigned period's daily life.
2. Use of Props	Use classroom items creatively as props to represent tools, foods, or other items from your period.
3. Environmental Awareness	Discuss or incorporate elements of your period's environment in your role-play, like landscapes or historical events.
4. Societal Roles	Show understanding of your character's role in society, including their tasks and how they interact with others.
5. Creative Engagement	Engage with the scenario and your peers creatively, using imagination and imagination to your role.

**Planning**

Answer the questions below

1) Which role will you play?

2) Which other characters will you talk to?

3) What props will you use?

4) What will you be acting out?

## Role Play Scenarios

Cut out and distribute the role play scenarios below

<b>A Day in Ancient Egypt</b>	<b>Farmer</b>	Pretend to plow the fields with a stick, discussing how the Nile's flooding is good for crops.
	<b>Builder</b>	Use blocks to represent building a pyramid, explaining how hard you work under the Pharaoh's orders.
	<b>Shopkeeper</b>	Set up a shop with various goods (use classroom items), bartering with others.
	<b>Child</b>	Play with simple toys (could be stones or sticks), showing what games you play.
	<b>Priest/Priestess</b>	Perform a simple ceremony, explaining the importance of goods to your people.
<b>Medieval Village Life</b>	<b>Knight</b>	Practice sword fighting with a friend, talking about protecting the village.
	<b>Peasant</b>	Make simple food, discussing the food you're growing and the village and the lord.
	<b>Bard</b>	Sing a short song or tell a story, entertaining your fellow villagers.
	<b>Merchant</b>	Trade goods in the classroom, discussing what you've brought from far away.
	<b>Scribe</b>	Pretend to write letters or keep records about the village.
<b>Pioneer Adventure</b>	<b>Explorer</b>	Use a map of the classroom to explore new land, discussing the journey.
	<b>Builder</b>	Pretend to build a cabin or fort, explaining how pioneers made homes.
	<b>Farmer</b>	Pretend to plant seeds in a garden, talking about growing food for survival.
	<b>Trapper</b>	Set up 'traps' for fur animals (stuffed toys), discussing how this helps you trade.
	<b>Teacher</b>	Teach the 'children' simple pioneer skills or facts, showing how education was different.

## Role Play Scenarios

Cut out and distribute the role play scenarios below

<b>Victorian Street</b>	<b>Newsie</b>	Call out headlines, pretending to sell papers and discussing the news of the day.
	<b>Inventor</b>	Show off a 'new invention' (anything from the classroom), explaining how it will change lives.
	<b>Vendor</b>	Sell 'food' (classroom items) from a cart, talking about your day-to-day life.
	<b>Child Worker</b>	Go to work in a factory (using classroom chairs as boxes), discussing your long day.
	<b>Teacher</b>	Lead a classroom, teaching lessons and managing time.

<b>Space Race Classroom</b>	<b>Astronaut</b>	Wear a helmet (made from paper), discussing your mission to space.
	<b>Scientist</b>	Pretend to log data on a computer (use a book as the computer), talking about the mission.
	<b>Journalist</b>	Report on the space mission with a microphone (pencil or ruler), interviewing astronauts and scientists.
	<b>Mission Control</b>	Use a desk as your control station, communicating with astronauts and ensuring the mission's success.
	<b>Schoolchild</b>	Sit and watch the 'launch' (a toy rocket), discussing how excited you are about space.

Name: \_\_\_\_\_

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Curriculum Connection  
81.1

Sequel

Follow the instructions below

**Create a Sequel Scene:** Brainstorm as many ideas as you can of what could happen if the scene continues.

Choose one option from your list and write a scene that continues the scene.

**PREVIEW**

Rubric	How did you do on the assignment?
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Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Historical Accuracy	Minimal reflection on the period.	Some accurate details included.	Many accurate details; mostly correct.	Full accuracy; details well-researched.
Use of Props	Uses no props.	Uses some simple props.	Uses props effectively for the role.	Creative and accurate use of props.
Environmental Awareness	Minimal understanding of the environment.	Shows some understanding of the environment.	Describes environment accurately.	Deep understanding of the environment shown.
Societal Roles	Unclear role in society.	Unclear understanding of societal role.	Clear display of societal role.	Detailed and nuanced portrayal of societal role.
Creative Engagement	Minimal engagement with the role.	Some creative engagement with the role.	Actively engages with the role.	Exceptionally creative and engaged.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

## Activity: Problem-Solving Improv Theatre

### Objective

What are we learning more about?

To develop problem-solving skills, improve communication, and stimulate creativity by improvising dialogues between two characters.

### Materials

What do we need for our activity?

- ✓ Scenario cards provided
- ✓ Writing utensils (pens/pencils)
- ✓ A hat or bowl for drawing cards.
- ✓ Open space in the classroom or gym for acting.



### Instructions

How do we complete the activity?

- 1) Preparation: Cut out the scenario cards and place them in a hat.
- 2) Divide the students into pairs. Each pair will have the opportunity to improvise.
- 3) One pair at a time, one student from the pair will draw a card from the hat or bowl.
- 4) Both students in the pair read the problem on the card and have (1 minute) how they'd like to start, and then begin their improvisation in front of the class. They will act as two characters trying to solve the problem presented on the card.
- 5) Allow each pair about 2-3 minutes to act out their improvised solution. Encourage them to be creative and think outside the box.
- 6) After the skit, the class can give a round of applause, and the next pair gets their turn.

**Tips/Strategies**

Follow the criteria below to complete this assignment

Criteria	Description
Listen and Respond	Pay attention to your partner's lines and react naturally, keeping the dialogue flowing and relevant to the scenario.
Offer Ideas	Offer original ideas to the dialogue that help solve the problem and keep the scene moving forward.
Use Expressive Language	Use descriptive words and phrases that help explain the problem and solution clearly.
Stay on Topic	Keep the conversation focused on the problem at hand without getting sidetracked.
Think Creatively	Approach the problem with an open mind, considering multiple solutions or unusual ideas that show creative thinking.

## Scenarios

Cut out the scenarios below and put them in a hat

Bike Repair Dilemma: One child's bike has a flat tire, and the other child offers to help fix it but can't find the pump.

Sleepover: One child is scared of the dark and the other tries to help them so they can both sleep comfortably.

Lost Pet: One student loses their pet, and the other student helps to search for it.

Lost Dog: While playing in the park, two friends find a lost dog. They have to figure out how to care for the dog while they look for its owner.

The Great Kite Tangle: Two kids get tangled up in the sky. They must work together to untangle themselves and bring the kites down.

Torn Book Page: A page in a library book is accidentally torn, and the students must figure out how to fix it before returning it.

The Big Fish Story: One child claims to have caught a huge fish on a fishing trip, but the other is skeptical and asks for proof.

Backyard Camping: One child wants to tell ghost stories, but the other is scared and would rather look at the stars. They need to plan their evening activities.

A student accidentally spilled paint on another student's art project.

The Case of the Missing Cookie: One sibling is accused of eating the last cookie, and they have to prove their innocence to the other.

Missing Homework: One student can't find their completed homework, and the other remembers where it might be.

Pencil Shortage: Both students need a pencil for a test, but only one is left, and they must find a fair solution.

Neighbourhood Bike Race: Two friends can't decide on the rules for a bike race. They must create a fair course and set of rules.

Litterbug Mystery: One student notices their friend throwing trash on the schoolyard and confronts them to explain why it's important to use the bin.

The Lemonade Stand: Two kids decide to run a lemonade stand together but they have a disagreement over who should do what job.



## Rubric

## How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Listen and Respond</b>	Listens but does not respond to partner's ideas.	Listens and sometimes responds to partner's ideas.	Listens and regularly responds to partner's ideas.	Listens actively and responds immediately and thoughtfully.
<b>Offer Ideas</b>	Offers few ideas during the dialogue.	Offers some ideas, but may be hesitant.	Regularly offers ideas that contribute to solving the problem.	Offers many creative ideas that drive the dialogue forward.
<b>Use Expressive Language</b>	Uses simple language with little detail.	Uses some expressive language and details.	Often uses expressive language and details.	Consistently uses expressive, vivid language and details.
<b>Stay on Topic</b>	Often strays off topic during the dialogue.	Sometimes stays on topic.	Usually stays on topic and focuses on the problem.	Always stays on topic and directly addresses the problem.
<b>Think Creatively</b>	Shows little creativity in dialogue and solutions.	Shows some creativity in dialogue and potential solutions.	Shows creative thinking in applying the problem.	Exhibits high creativity with innovative dialogue and solutions.

## Teacher Comments – What Did They Do Well?

Mark

## Student Comments – What Could You Do Better?

## Activity: Role Swap Day

### Objective

What are we learning more about?

To foster understanding, and creativity by placing students in unfamiliar roles and having them respond as if they were in that role.

### Materials

What do we need for our activity?

- ✓ Various roles (groups of pairs provided)
- ✓ Writing utensils (pens/pencils)
- ✓ A hat or bowl for drawing cards.
- ✓ Optional: Basic props like a hat, apron, kit, toys, etc.



### Instructions

How do we complete the activity?

- 1) Preparation: Cut out the cards on the next pages. Then have the roles each student will play as well as the problem they will try to solve by acting as the role they select.
- 2) Arrange the classroom in a circle or semi-circle, ensuring each student has a comfortable spot.
- 3) Pass the hat or bowl around, and let each student draw a card, showing their peers, they read the role they've selected.
- 4) The teacher begins by selecting a student to go first. Have the student select a role and explain their problem. They should then think of a solution to the problem.
- 5) The student then responds in-role, describing what they'd do, the challenges they might face, and any other thoughts they have while considering the scenario.
- 6) This continues until every student has had a chance to respond in-role to their given scenario.

## Roles

Cut out the roles/problems below

- |                      |                                                                              |
|----------------------|------------------------------------------------------------------------------|
| 1. Baker             | Your oven isn't working. How can you bake your cookies?                      |
| 2. Farmer            | Some birds are eating your crops. How can you protect them?                  |
| 3. Librarian         | A book is missing from the shelf. How can you find it?                       |
| 4. Pet Shop Owner    | The fish tank is dirty. How can you clean it without scaring the fish?       |
| 5. Astronaut         | You've lost your space tool in zero gravity. How do you get it back?         |
| 6. Firefighter       | Your hose is tangled. How can you quickly get it ready to use?               |
| 7. Pizza Chef        | You're out of tomato sauce. What can you use for your pizzas now?            |
| 8. Toy Store Clerk   | A kid wants a toy on the high shelf. How can you safely get it?              |
| 9. Mail Carrier      | Your mailbag has a hole. How can you deliver the letters without losing any? |
| 10. Doctor           | A patient is scared of a check-up. How can you make them feel at ease?       |
| 11. Weather Reporter | Your weather chart is mixed up. How do you know the weather?                 |
| 12. Plumber          | A sink is dripping water. How can you fix it?                                |
| 13. Pirate           | Your ship has a tiny leak. How do you keep the water out?                    |

## Roles

Cut out the roles/problems below

14. Bus Driver

There's a fallen tree on the road. How do you make sure the kids get to school safely?

15. Scientist

Your super-goggles are foggy. How can you see to save the

16. Gardener

The caterpillars are eating the plants. How can you keep them away?

17. Detective

Someone's toolbox is missing. How do you find out where it is?

18. Fisherman

Your fishing line is stuck in a tree. How can you get it free?

19. Mechanic

A bike's wheel is wobbly. How can you make it safe to ride?

20. DJ

One of your speakers is broken. How can you get everyone dancing to the music?

21. Zookeeper

The turtles are hiding and not eating. How can you make them feel safe?

22. Painter

Your paintbrush is too big for the picture. How can you paint it?

23. Grocery Clerk

Some apples have fallen off the shelves. How can you get them quickly?

24. Electrician

A lamp isn't turning on. How can you make it light up?

25. Dancer

The music stopped in the middle of your dance. How do you finish your performance?

**Reflection**

Answer the questions below

1) How did you feel when you first saw the role you were given?

2) What challenges did you have to face?

3) How did you decide to solve the problem?

4) Do you think people in this role have problems like this? Explain.

5) Why is it important to be understanding of people in different roles?

**PREVIEW**

## Activity: Indigenous Trickster Stories

### Objective

What are we learning more about?

### Action

Act out Indigenous trickster stories.

### Materials

What do we need for our activity?



- ✓ Indigenous stories or printed stories - provided
- ✓ Props made from classroom materials (e.g., paper, markers, craft sticks)
- ✓ Space in the classroom to act out the story
- ✓ Costumes (optional) as simple as scarves, hats, or masks.

### Instructions

How do we complete the activity?

- 1) **Preparation:** Begin by discussing the importance of Indigenous stories and their cultural significance. Emphasize the need for respect and understanding when engaging with these stories.
- 2) **Story Selection:** Choose a trickster story that is suitable for the age group and share it with the class. Read it together and discuss the events, characters, and lessons.
- 3) **Role Allocation:** Divide the students into small groups and assign each group a part of the story to act out. If the class is small, they can perform the entire story together.
- 4) **Rehearsal:** Give students time to rehearse their part of the story. Encourage them to think about their expressions, movements, and voice. They can use the props and costumes to enhance their roles.
- 5) **Performance:** Have each group perform their part of the story in sequence. The rest of the class can be the audience.
- 6) **Reflection:** After all groups have performed, sit down as a class and discuss the stories, performances, and what everyone has learned.

## How Raven Brought Light to the World

### Scene 1: A Village Wrapped in Shadows

In the darkest forest, there was a little village where the sky was always dark. The trees hid the stars, and the moon only peeked through some holes. The children of the village had never seen bright sunshine or colorful rainbows. They dreamed of what it would be like to feel warm sunlight on their faces. They had only heard stories from their elders of a time when the sun would rise and set, making the sky glow with light. Everyone in the village, from the smallest mouse to the tallest bear, wished for the day to come.

### Scene 2: Raven's Curious Plan

Raven, with feathers as shiny as a starry night, listened to the whispers of the villagers. He was a bird who loved mysteries and secrets. Raven found out about a very old man who owned a special box. Inside this box was the bright Sun itself, locked away. "Why should the Sun be in a box?" Raven thought. He loved to solve puzzles and play tricks. So, he decided he would be the one to bring the light back to the sky. Raven was very smart, and he made a clever plan to free the Sun.

**Scene 3: The Trick of the Pine Needle**

Raven used magic to turn himself into a tiny pine needle. He was so small that no one could see him. He floated down the river just as the old man's daughter, Hana, came to fill her water jug. The girl scooped up the water and, not knowing, she also scooped up Raven. Inside her, Raven came back to life, this time into a human child. As the boy grew, he became very curious about a shiny box his grandfather kept close. Day after day, he asked about it. Finally, the old man chuckled and opened the box a tiny bit to show the boy.

**Scene 4: Sunlight Dances Across the Valley**

The boy, who was actually Raven in disguise, saw his chance! He grabbed the box tightly and turned back into a black crow. His wings flapped powerfully as he flew higher and higher, far above the mountains, until he was in the sky. With a quick flick of his beak, he opened the box. Woosh! Out came the Sun, shining brightly and filling the sky with brilliant light for the first time. The dark world was gone. The villagers jumped for joy, their hearts filled with happiness. They danced and sang, thanking Raven, who cawed happily from above. Now there was night and day, and the world was full of light and shadows, all thanks to Raven's brave and clever trick.

## Activity: Indigenous Trickster Stories

**Instructions**

Watch three scenes from the performances. Describe the scenes.

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**Instructions**

Draw three scenes from the performances. Describe the scenes.

1) Which character did you portray?

2) Why do you think Trickster stories are important in Indigenous cultures?

3) What were some of the challenges you faced working in a group?

4) What was the main problem in the story?

5) Who was the Trickster? How did they solve the problem?

**PREVIEW**

## Activity: Musical Moods

### Objective

What are we learning more about?

To understand how music influences mood and enhances the story by setting the scene.

### Materials

What do we need for our activity?

- ✓ A variety of props (hats, scarves, books, chairs)
- ✓ A music player (CD player, MP3 player, or mobile device)
- ✓ A selection of music (various genres and tempos (e.g., classical, pop, jazz))
- ✓ Writing utensils (pens, pencils, markers)
- ✓ List of scenes - provided



### Instructions

How do we do the activity?

- 1) Divide the class into small groups and assign each group a selection of classroom props.
- 2) Each group selects a short dramatic scene to perform using their props.
- 3) Play all the music choices for the students.
- 4) Have each group choose a piece of music that they think will create an energetic mood for their scene. Encourage them to think about tempo, instruments, and genre of music.
- 5) Allow the groups time to practice their scene with or without music to see how it affects their performance.
- 6) Each group performs their scene in front of the class with the music playing.
- 7) After each performance, discuss as a class how the music affected the mood and the storytelling of the scene.

## Scenes

Cut out the scenes below and put them in a hat

Building a Snowman in the Park

A Birthday Party at Home

Finding a Cat Stuck in a Tree

Science Fair at School

Camping in the Woods at Night

Watching a Soccer Match

Visit to a Museum

Library Story Time

Farmers' Market on a Sunny Morning

Lost in a Maze of Mirrors at a Carnival

A Picnic in the Countryside

Learning to Ride a Bike in the Park

A Rainy Day Puddle-Jumping Adventure

Watching a Parade in the Town Square

A Treasure Hunt at the Beach

**Questions**

Answer the questions below

1) What is your mood, and how does it make you feel?

2) Can you name a song that makes you feel happy? Why does it make you happy?

3) Can you think of a song that you find relaxing and peaceful?

4) How does the tempo or speed of a song affect your mood? Can you give an example?

5) Have you ever used music to help you concentrate or focus on studying or drawing? If so, what kind of music works best for you?

## Activity: Global Storytelling Journey

**Objective** What are we learning more about?

To explore stories from different cultures, understand the emotions and ideas within these stories through performance.

**Materials** What do we need for our activity?

- ✓ A selection of cultural stories from around the world.
- ✓ Simple household items or materials that can represent various story elements (e.g., scarves, boxes).
- ✓ To visually locate each story's country or region of origin.
- ✓ Simple costumes or fabric pieces to represent different characters. (optional)
- ✓ Background music related to each story. (optional)



**Instructions** How do we complete the activity?

- 1) **Story Selection:** Allow students to pick a story from any culture, either from their background or one they're interested in. Use storybooks or online resources to find these stories.
- 2) **Group Formation:** Form small groups, each responsible for a different story.
- 3) **Story Exploration:** In their groups, students read and discuss their chosen story. They should focus on understanding the emotions and ideas within the narrative.
- 4) **Performance Preparation:** Each group plans a short performance of their story. They can use props and costumes to help bring their story to life. Encourage creativity in how they express the story's emotions and ideas.
- 5) **Performance:** Groups take turns performing their stories in front of the class. If possible, play background music that reflects the cultural origin of each story.
- 6) **World Map Activity:** After each performance, locate the story's country or region on the world map. Discuss a few interesting facts about the culture.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
Expression of Emotions	Use facial expressions and voice tone to show how characters feel in different parts of the story.
Clarity	Speak clearly and use simple actions to make sure everyone understands the story.
Creative Expression	Use creative and imaginative ways to represent the story's elements, without props or costumes.
Engagement with Audience	Maintain eye contact and react to the audience to keep them interested and connected to the story.
Teamwork in Performance	Work closely with group members, sharing roles and props to convey the story's emotions and actions.

**Planning**

Answer the questions below.

1) What are the main emotions and feelings in the story?

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2) Who will perform which roles in your group?

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3) What did you learn about the culture this story takes place in?

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## The Tale of the Moon's Whisper: A First Nations Fable

In a vibrant meadow under the sun's warm embrace, a unique sunflower named Sol grew. Unlike his companions, Sol harbored a deep yearning to witness the night's serene beauty upon the twinkling stars and the glowing moon that he had only heard of, carried by the wind.

Sol's curiosity was kindled all in the meadow, especially to Luna, a night-blooming jasmine that bloomed under the moonlight. Sensing Sol's longing, Luna sought help from the Moon itself. One evening, as the sky dimmed, Luna whispered to the wind, asking it to carry a message to the Moon.

"Dear Moon," Luna's message said, "I humbly grant our friend Sol the chance to witness your splendid realm. If you agree, for his heart aches to know your world."

Moved by the request, the Moon agreed and bestowed a nightly gift upon Sol. That night, as the meadow fell into a gentle slumber, Sol remained awake under a spell of lunar grace. For the first time, he saw the stars as scattered silver grains across the sky's dark velvet, and the Moon, in its full, luminous glory, watched over the world in quietude.

"Thank you, Luna, for this gift," Sol whispered as the dawn approached, his petals shimmering with dew and his heart full of the night's secrets.

As the sun rose, painting the sky in hues of gold and pink, Sol shared his adventure with the meadow. He spoke of the quiet beauty of the night, the soft silver light of the moon, and the stars that whispered secrets of the universe. His story filled the meadow with a sense of wonder and a newfound appreciation for the night's quiet beauty.

From then on, Sol looked forward to the dusk, not with longing but with the joy of having known the night's calm beauty. And Luna, blooming under the moon, smiled, knowing she had helped a friend realize his dream.

Through Sol's eyes, the creatures of the meadow learned that both day and night hold their beauty and mysteries, each complementing the other, teaching them the value of curiosity, friendship, and the beauty of the world around them.

## Paco's Melody: A Rainforest Adventure: A South American Tale

In the heart of the lush Amazon Rainforest, there lived a spirited parrot named Paco. He was not just any parrot; he was the most colorful and the wisest bird in the canopy. However, Paco harbored a secret wish: to sing as beautifully as a nightingale. The only problem was, parrots weren't known for their singing skills, which made Paco very sad.

One day, Paco shared his wish with his best friend, Lina, a hummingbird known for her melodious tunes. Lina, with her quick wings and quicker thinking, proposed a brilliant idea. "Why don't we go on a quest to find the Melody Flower? It is said to give the gift of beautiful singing to any bird who finds it," she chirped excitedly.

Together with their friends, Mateo the toucan, and Sofia the macaw, they set off into the depths of the rainforest. Their journey was filled with challenges. They navigated through thick vines, crossed roaring rivers, and even had a close encounter with a sleepy jaguar. Along the way, they met other animals and asked them about the Melody Flower. Each animal added a piece to the puzzle, guiding them closer to their goal.

Finally, after days of searching, they arrived at a hidden grove illuminated by shafts of golden sunlight. There, in the center, stood the Melody Flower, glowing with an enchanting light. Paco ran forward and gently touched the flower with his beak. Instantly, a rush of magic flowed through him, and when he opened his mouth, a beautiful song flowed out, sweeter than anything the forest had heard.

Overjoyed, Paco thanked the Melody Flower and his friends. "I couldn't have done this without each of you," he said, his heart full of gratitude. "Friendship means more to me than any song."

As they journeyed back, Paco's beautiful singing filled the air, inspiring other animals to listen. Paco realized that while the Melody Flower gave him the gift to sing, the true magic was in the adventure and the friends who stood by him.

Back home, Paco became a sensation, his songs bringing joy and harmony to the rainforest. But more importantly, he learned that with courage, friendship, and a bit of adventure, dreams could come true.

## The Whispering Bamboo: A Japanese Story

In the heart of a lush valley surrounded by towering mountains, there stood an ancient bamboo forest. This forest was not ordinary, for it was believed to whisper secrets of old to those who listened closely. Among the villagers who lived at the edge of the forest was a young boy named Kenji, known for his boundless curiosity and adventurous spirit.

Kenji, along with his best friends, Aiko, a girl with an ear for melodies, Hiro, a boy as swift as the river, and Yumi, who could climb higher than any bird could fly, decided to uncover the secrets of the whispering bamboo. "The elders say the bamboos whisper of hidden treasure," Kenji told his friends one starry night, "a treasure that can bring endless joy to our village."

The next morning, armed with their courage and the tales of old, they ventured into the bamboo forest. As they moved deeper, the whispers grew louder, guiding them through the dense grove. "Do you hear that?" Aiko paused, tilting her head. "The bamboos speak of a dragon guarding the treasure," she deciphered from the gentle rustling.

Undeterred, the children pressed on until they reached a clearing where the bamboos bowed in a circle. In the center stood a dragon, not fierce as the stories suggested, but gentle and wise, its scales shimmering with the hues of the forest. "Why do you seek the treasure?" the dragon asked, its voice a melody interwoven with the wind.

"We wish to bring joy to our village," Kenji replied, his friends nodding in agreement.

The dragon, moved by their unity and pure hearts, revealed the true treasure of the bamboo forest. "The real treasure," it began, "is not a jewel or gold, but the harmony of nature, the friendship that binds you, and the wisdom to protect and cherish the world around you."

Realizing the value of their journey, the children promised to listen and share its wisdom with their village. As they returned, the bamboo forest seemed to breathe new life, carrying tales of the children who sought treasure and found the true treasures of unity and stewardship.

Kenji and his friends, now keepers of the forest's secret, became storytellers, teaching others the importance of respect for nature and the treasures of friendship and harmony. Through their adventure, the whispering bamboo forest was no longer a place of mystery but a symbol of the community's bond with the natural world.

## The Dance of the Seasons: A Scottish Tale

In the small village of Harmony, nestled between the rolling hills and clear blue lakes, the villagers celebrated the changing of the seasons with a grand festival. But one year, the seasons became muddled, causing confusion and concern among the people. Flowers bloomed in autumn, snow fell in spring, and no one knew why.

Four friends, Maya, who had a sunny disposition; Finn, who loved the snow; Lily, who could talk to the wind; and Kai, a boy who danced with the wind, decided to solve the mystery. "There must be a Guardian of Seasons," Maya declared, her voice filled with determination. "Only she can restore balance."

Their journey took them through misty forests and across babbling brooks. Finally, they reached the summit atop the highest hill, where the air was filled with the scent of fresh pine.

"Why have the seasons gone so wrong?" Finn asked the Guardian, his breath forming clouds in the air.

"The harmony between the seasons has been lost," the Guardian explained, her voice echoing the sounds of nature. "If you wish to share what you love most about your favorite season. Only then can balance be restored."

Maya spoke of the warmth of the sun and the vibrant colors of summer flowers. Finn described the beauty of snowflakes and the quiet peace of winter. Lily talked about the first buds of spring and the promise of new beginnings. Kai expressed his love for the autumn leaves and the crisp wind that carried their scent.

As they spoke, the Guardian wove their words into a magical tapestry, each thread representing the essence of a season. "Now, you must work together to perform the Dance of the Seasons, celebrating the beauty of each in its own time."

With the Guardian's guidance, the children danced, their movements mimicking the blooming of flowers, the fall of snow, the growth of new life, and the rustling of autumn leaves. As they danced, harmony was woven back into the fabric of the seasons.

Returning to their village, they found the seasons had indeed returned to their natural order. The villagers celebrated, and the children shared their adventure, reminding everyone of the importance of harmony and the beauty in the changing of the seasons.

**Sequel**

Follow the instructions below.

**Create a Sequel Scene:** Brainstorm as many ideas as you can of what could happen if the story your group performed continued.

Choose one option and write a story that continues the scene.

**PREVIEW**

## Rubric

## How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Expression of Emotion</b>	Shows little emotion in performance.	Shows some emotion, but not always clear.	Clearly expresses emotions	Expresses emotions powerfully and convincingly
<b>Clear Storytelling</b>	Story is hard to hear or understand.	Tells the story more clearly, but still confuses some parts.	Tells the story clearly and engagingly.	Tells the story with exceptional clarity.
<b>Creative Expression</b>	Uses minimal creative expression.	Shows some creative expression in their performance.	Uses creative expression well to enhance the story.	Excels in creative expression, bringing the story vividly to life.
<b>Engagement with Audience</b>	Rarely engages with the audience.	Sometimes engages with the audience.	Regularly engages with the audience.	Exceptionally engages with the audience to have their attention.
<b>Teamwork in Performance</b>	Shows limited teamwork and cooperation.	Shows some teamwork, but not consistently.	Works well with others, showing teamwork.	Excels in teamwork, with seamless cooperation.

## Teacher Comments – What Did They Do Well?

	Mark

## Student Comments – What Could You Do Better?


## Activity: Inventive Solutions Spotlight

**Objective** What are we learning more about?

To enhance creativity and persuasive communication skills by having them create commercials for inventions that solve a problem within a story or scenario they've studied.

**Materials** What do we need for our activity?

- ✓ Paper for sketching commercial ideas and scripts.
- ✓ Markers, crayons, or colored pencils for designing the advertisement.
- ✓ Props that can represent inventions for the commercial. (optional)
- ✓ A camera or a smartphone to record the commercials for playback. (optional)



**Instructions** How do we complete the activity?

- 1) **Group Formation:** Divide the class into small groups. Each group chooses or is assigned a different problem from a story that was discussed in class.
- 2) **Brainstorm Session:** Each group brainstorms ideas on how they could solve their problem. They discuss how their invention would work and why it is innovative.
- 3) **Storyboard Creation:** Groups plan their commercial on storyboard sheets, outlining the key points they want to communicate, such as the invention's name, how it solves the problem, and why it's the best solution.
- 4) **Commercial Rehearsal:** Groups practice their commercials, discussing how they will use their voices, expressions, and any props to make their presentation engaging.
- 5) **Performance:** Each group performs their commercial for the class. If possible, record these performances for review.
- 6) **Class Feedback:** After each performance, allow time for the class to share what they found persuasive about the commercial and offer constructive feedback.

**Scenarios**

Groups choose from the following problematic scenarios.

Students are frustrated because their pencils always run out. They need a solution to avoid being left pencil-less.

Students struggle to organize homework and forget due dates. An invention could help manage homework efficiently.

Students notice the environmental harm of disposable water bottles and want a eco-friendly hydration solution.

Squeaky shoes disturb the library's quiet. An invention could keep the library silent.

The cafeteria is chaotic during lunch. An invention could help streamline lunch selection.

The playground is uncomfortable in bad weather. An invention could make it enjoyable all year long.

Bullying is a problem, and students want to create a solution that promotes kindness and prevents bullying.

Studying alone is hard and boring. An invention could make study sessions more interactive and fun.

Desks become messy, making it hard to find materials. An invention could help keep desks organized.

The school garden suffers from neglect or harsh weather. An invention is needed to protect and nurture the plants.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
Innovation and Creativity	Think of a unique and creative solution that really solves the problem.
Clear Explanation of Solution	Clearly explain the problem and how your invention solves it.
Persuasion	Make your classmates and teacher believe that your invention is the best solution.
Teamwork and Collaboration	Work well with your group members, sharing ideas and responsibilities.
Presentation Skills	Speak clearly and confidently when presenting your invention, and use expression to engage your audience.

**Planning**

Answer the following questions.

1) What problem are we solving?

2) Who would use our invention?

3) What are the key points we need to include in our commercial?

Name: \_\_\_\_\_

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Curriculum Connection  
B1.3, B2.3

Feedback Postcards

Write a postcard to another student in a different group.

**PEREVALLEY**

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Innovation</b>	Little creativity.	Some creative ideas.	Quite creative.	Highly innovative.
<b>Clarity of Problem and Solution</b>	Somewhat unclear.	Somewhat clear.	Clear problem/solution.	Very clear and detailed.
<b>Persuasiveness</b>	Not very persuasive.	Somewhat persuasive.	Persuasive.	Very persuasive.
<b>Teamwork and Collaboration</b>	Minimal teamwork.	Some teamwork.	Good teamwork.	Excellent teamwork.
<b>Presentation Skills</b>	Unclear speaking.	Fairly clear speaking.	Clear speaking.	Engaging and clear.

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

## Activity: Story Weather Channel

**Objective** What are we learning more about?

To help students understand the setting of their current story, learn about and presenting a weather report and they are within that story's world.

**Materials** What do we need for our activity?

- ✓ Items (props) that can represent different weather conditions (e.g., sun, clouds, raindrops made from paper, a fan for wind).
- ✓ Costumes that match the story's setting and weather conditions.
- ✓ A large piece of paper or board where students can draw the setting of their story, adding elements like mountains, trees, or snow.



**Instructions** How do we complete the activity?

- 1) **Introduction:** Explain the importance of weather in the scene of a story and how it affects the characters and plot.
- 2) **Group Formation:** Divide the class into small groups. Assign each group a short story starter that has a general description of the setting.
- 3) **Setting Development:** Have students brainstorm how they will create their setting. They will act out the first scene of the story, giving details about the setting. They could have dialogue that explains it and/or use props.
- 4) **Prop and Costume Preparation:** Students create or gather props and costumes that represent their setting. They can also draw or decorate a backdrop with weather-related elements.
- 5) **Rehearsal:** Groups rehearse their story starter, practicing how they will use their props and what they will say.
- 6) **Presentation:** Each group presents their story to the class. If possible, record these presentations for review.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Understanding the Story</b>	Get a good grasp of the story's setting and how weather affects it.
<b>Use of Props</b>	Use props in a creative way to effectively represent the weather in the story's setting.
<b>Clarity of Presentation</b>	Start at the beginning of the story and describe the weather clearly, making it easy for the audience to understand.
<b>Engagement of Audience</b>	Engage the audience through eye contact, voice modulation, and enthusiasm.
<b>Teamwork in Preparation</b>	Work together as group members in preparing the presentation, sharing ideas, and responsibilities.

**Planning**

Answer the questions below.

1) What kind of weather does our story have?

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2) What props can we use to show this weather?

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3) How can we show the audience the weather in multiple ways (e.g., costumes, props)?

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**Scenarios**

Groups choose from the following story starters

<b>Lost in the Fog</b>	A thick fog covers the town for days, and inside it, people start finding paths to a hidden world.
<b>The Summer Secret</b>	A town experiences an endless summer, causing mysterious changes in the local wildlife and plants.
<b>The Winter Carnival</b>	During the coldest winter on record, a magical carnival appears on the ice, bringing warmth and joy.
<b>Rain of Stars</b>	Instead of water, stars rain from the sky, granting wishes to those who catch them.
<b>The Whispering Wind</b>	A sudden breeze carries voices from the past, telling the town of a hidden path leading to a buried treasure.
<b>The Rainbow Bridge</b>	After a week of rain, a permanent rainbow appears, serving as a bridge to a magical island in the sky.
<b>Storm's End</b>	After a devastating storm (heavy rain/winds), the town discovers the storm left behind a magical, healing lake.
<b>The Heatwave Heist</b>	During a record-breaking heatwave, a group of friends discovers a plot to steal the town's water supply.
<b>Snow Day Secrets</b>	A surprise snow day reveals hidden paths, only visible in the snow, leading to an ancient, snowy kingdom.

**Reflection**

Answer the questions below.

1) How did you describe the weather to the audience?

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2) How did the weather affect the

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3) Did the audience understand the weather in your story? Explain why you think that.

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4) How does explaining the weather help an audience understand and

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**PREVIEW**

## Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Understanding of the Topic	Little understanding	Some understanding	Good understanding	Excellent understanding
Use of Props	Does not use props.	Uses some props.	Uses props well.	Uses props creatively.
Explains the Weather Clearly	Not clear.	Slightly clear.	Mostly clear.	Very clear.
Engagement with Audience	Rarely engages.	Sometimes engages.	Often engages.	Always engages.
Teamwork in Preparation	Minimal teamwork.	Some teamwork.	Good teamwork.	Excellent teamwork.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

## Activity: Emotion Masks Around the World

**Objective** What are we learning more about?

To understand how different emotions are expressed in various cultures through the use of emotion masks. This activity encourages students to express emotions creatively while learning about international drama.

**Materials** What do we need for our activity?

- ✓ Plain paper or cardstock (one per student)
- ✓ Elastic or string
- ✓ Markers, paint, crayons
- ✓ Decorative materials (glue, scissors, fabric scraps)
- ✓ A world map or globe



**Instructions** How do we complete the activity?

- 1) **Introduction to Emotions and Cultures:** Start by discussing different emotions (like happiness, sadness, anger, fear) and how people show these feelings in various ways around the world.
- 2) **Exploring Drama Masks:** Show pictures of drama masks from different cultures if available. Discuss how each mask is used to express emotions in theatrical performances.
- 3) **Creating Emotion Masks:** Have each student choose an emotion they would like to express. They will create a mask based on this emotion, incorporating elements that might reflect how this emotion is expressed in their culture or something interesting. (Follow instructions on next page)
- 4) **Decorating Masks:** Students will use markers, paint, and other materials to design their masks. Remind them to think about the colors and textures that might represent their chosen emotion and culture.
- 5) **Short Performances:** Once the masks are complete, students will perform a short performance using their masks. They can work in small groups to create a simple skit that showcases their emotions (put students with the same emotion in the same group.)
- 6) **Showtime:** Each group performs their skit, wearing the emotion masks they've created. Encourage the audience to guess the emotion and culture represented by each mask after the performance.

## Instructions

## How to make a mask

**1. Select Your Emotion (2 minutes):**

- Think about which emotion you would like your mask to express. It can be happiness, sadness, anger, fear, or any other emotion you choose.

**2. Pick a Culture (3 minutes):**

- Look at the map or globe and choose a culture or country that interests you. Think about how that culture might express the emotion you've chosen.

**3. Prepare Your Mask (2 minutes):**

- Take a plain paper plate. If you're using a paper plate, cut out eye holes and a mouth hole if you wish. Make sure an adult helps you with this part.

**4. Attach the Elastic (3 minutes):**

- With help from an adult, make two holes on each side of the mask or paper plate.
- Tie a piece of elastic or string through the holes so that you can wear your mask comfortably.

**5. Plan Your Design (5 minutes):**

- Before you start decorating, think about colours and patterns that might represent your chosen emotion and culture.

**6. Colour Your Mask (5-10 minutes):**

- Use markers, paint, or crayons to colour your mask. Use the colours that represent your chosen emotion.

**7. Add Features (10 minutes):**

- With the decorative materials provided, begin to add features to your mask. You can add feathers for hair, sequins for eyes, or fabric scraps for additional decoration. Use glue to secure these items to your mask.

Examples

Examples of masks



**Criteria**

Use the criteria below to complete the assignment.

Criterion	Description
Choice of Emotion	Choose an emotion that you feel confident expressing and that you can find a cultural connection to.
Cultural Connection	Research and incorporate at least one element that reflects how the chosen emotion is expressed in a specific culture.
Creativity	Use colours, decorations, and materials creatively to make your mask vivid and expressive of the chosen emotion.
Participation and Performance	Actively participate in the group performance, using your mask to show the chosen emotion effectively.
Reflection and Learning	Answer the reflection questions, showing what you learned about emotional expression across cultures.

**Planning**

Answer the questions below.

1) What emotion do you want to express with your mask and why does this emotion interest you?

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2) What materials will you need to create your mask?

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3) How will you use your mask to express your chosen emotion in a performance?

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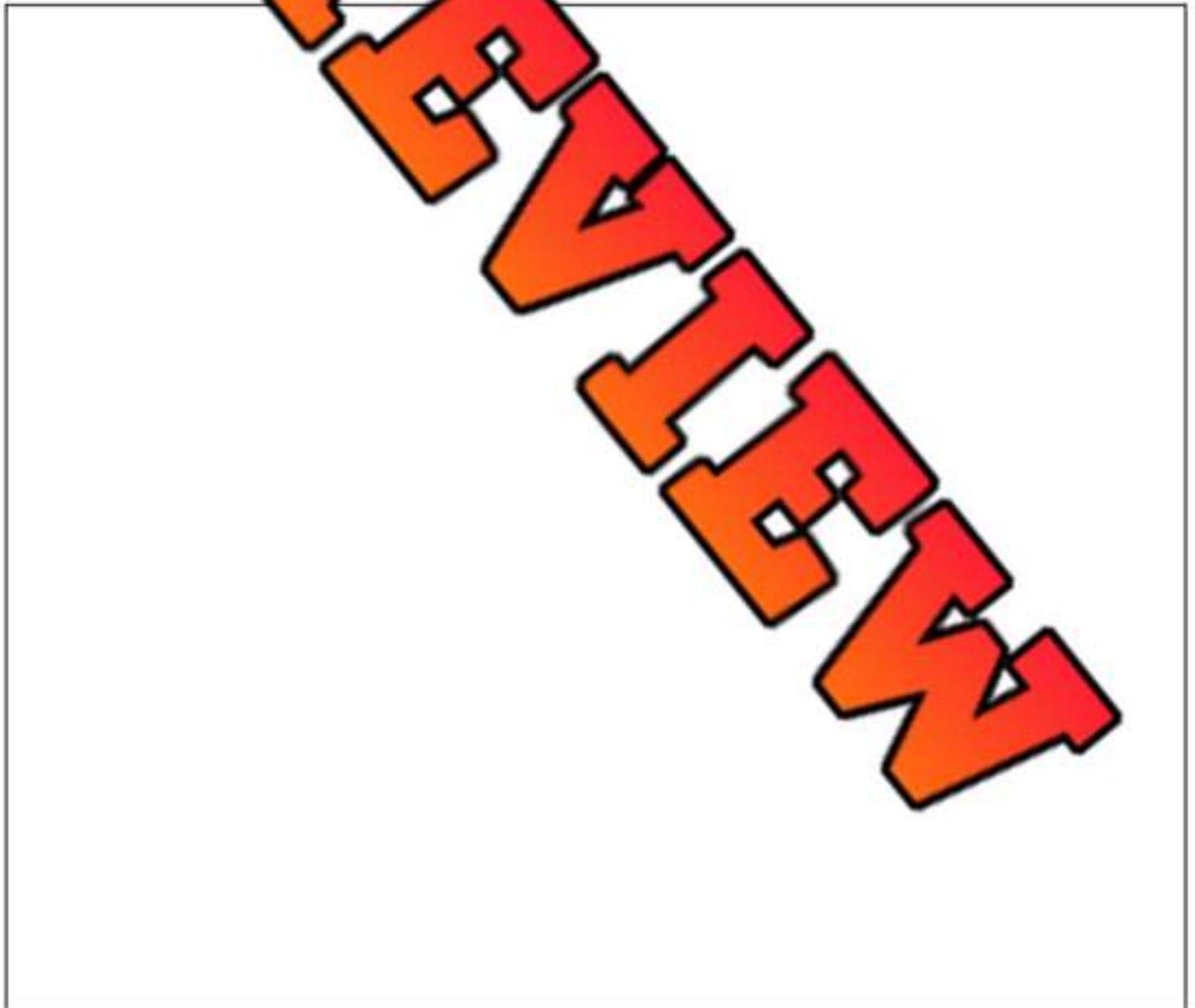
**Emotions**

Students can choose from the emotions below to create their masks.

Happiness	Curiosity	Surprise
Sadness	Joy	Disgust
Anger	Confusion	Embarrassment
Fear	Pride	Excitement

**Sketching**

Sketch the design for your mask



## Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Cultural Elements	No elements.	Few elements.	Some cultural elements.	Detailed cultural elements.
Creativity	No effort.	Lacks creativity.	Creatively designed.	Very creative design.
Performance	Minimal participation.	Limited participation.	Participated well.	Active and effective use.
Reflection	Little to no understanding.	Limited understanding.	Good understanding.	Deep understanding.

## Teacher Comments – What Did They Do Well?

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Mark

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## Student Comments – What Could You Do Better?

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## Activity: Creative Solutions Stage

**Objective** What are we learning more about?

To develop problem-solving skills and character development through improvisation. Students will work in pairs to brainstorm and act out solutions to problems faced by characters in stories.

**Materials** What do we need for our activity?

- ✓ A hat or bowl
- ✓ Slips of paper with problems written on them
- ✓ A timer or stopwatch
- ✓ Props or costumes (optional)



**Instructions** How do we complete the activity?

- 1) **Prepare Story Problems:** Write down various problems a character might face in a story on slips of paper. These could include finding lost treasure to helping a friend overcome fear. Place the slips into the hat or bowl.
- 2) **Form Pairs:** Have students pair up. Each pair selects a slip of paper from the hat to discover the problem their characters will face.
- 3) **Brainstorm Solutions:** Give pairs time to discuss and brainstorm a creative solution to their problem. Encourage them to think about how their characters would react and solve the issue based on their personalities.
- 4) **Rehearsal Time:** Allow pairs to plan out a short improvisation that showcases their solution. They can use props or costumes if they wish to enhance their performance.
- 5) **Performance:** Each pair performs their skit in front of the class, demonstrating their problem-solving process and the outcome.
- 6) **Discussion:** After all performances, hold a class discussion about the different creative solutions and character developments observed.

**Criteria**

Use the criteria below to complete the assignment.

Criterion	Description
<b>Effective Teamwork</b>	Work with your partner to brainstorm ideas, respecting each other's suggestions and coming to a mutual decision on the problem's solution.
<b>Creative Solution</b>	Develop a unique and imaginative solution to the character's problem, showing original thinking.
<b>Character Portrayal</b>	Act out and portray your character's emotions and reactions to the problem using voice, facial expressions, and body language.
<b>Props and Costume Utilization</b>	Enhance your performance by creatively using at least one prop or costume piece that helps tell the story or defines the character.
<b>Insightful Reflection</b>	After the performance, write a thoughtful diary entry from the perspective of your character, showcasing some of their character traits.

**Planning**

Answer the questions below.

1) What is the problem your character is facing? Can you describe it in your own words?

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2) Which solution do you think is the best for your character and why?

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3) How will you act out the solution to the problem with your partner? What actions or dialogue will you use?

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**Scenarios**

Groups choose from the following problematic scenarios.

A character has lost their favourite book and can't remember where they last saw it.

Two characters want to share one toy without arguing.

A character wants to make a new friend but is too shy to say hello.

Someone needs to cross a river to get home, but the bridge is broken.

A character finds a lost puppy in the park and needs to find its owner.

A garden isn't growing well because it doesn't get enough sunlight.

A character's bicycle has a flat tire and they need to figure out how to fix it.

Someone has to complete a big project but doesn't know where to start.

A character is planning a surprise birthday party for their friend but has a limited budget.

A character needs to learn how to play a new sport before the school tournament starts.

A character has baked too many cookies and doesn't know what to do with them.

Someone's pet bird has escaped from its cage and is hiding somewhere in the house.

A character wants to build a fort but can't find the right materials.

Two characters have found a treasure map in their attic, but the map is torn in half.

A character is trying to organize a clean-up day at the park but needs more volunteers.

**Diary Entry**

Write a character diary from your character's perspective.

Date: \_\_\_\_\_

Dear Diary

**PREVIEW**

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Efficient Teamwork	Minimal cooperation.	Some cooperation.	Works well together.	Exceptional teamwork.
Creative Solution	Barely creative.	Simple but creative.	Creative solution.	Highly imaginative solution.
Character Portrayal	Limited portrayal.	Basic portrayal.	Good character expression.	Outstanding character portrayal.
Props and Costume Utilization	Barely used.	Used.	Creatively used.	Innovatively and effectively used.
Insightful Reflection	Basic understanding.	Fair understanding.	Good insight.	Deep and thorough insight.

**Teacher Comments – What Did They Do Well?**


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**Mark**


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


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## Activity: Story Scene Freeze

**Objective** What are we learning more about?

To understand and convey the emotional and physical environment of a scene through a live tableau. This activity will help students focus on body language and facial expressions to communicate a scene's essence.



**Materials** What do we need for our activity?

- ✓ Storybooks or stories to read and divide scenes (1 per group)
- ✓ Open space for tableau performance
- ✓ Camera or tablet for photographing (optional)
- ✓ Costumes or props (optional)

**Instructions** How do we complete this activity?

- 1) **Story Selection:** Divide students into small groups and assign each group a different story.
- 2) **Planning Tableau:** Give the students time to read the assigned story and plan their tableau. They should decide who will play each character and how they will physically represent the scene. Allow about 4-5 minutes per scene.
- 3) **Costumes:** If costumes or props are available, allow time for students to select and prepare these items to enhance their tableau.
- 4) **Scene Changes:** Allow the performing group to hold their tableau for 30 seconds each, so observers can take in all the details. After 30 seconds, the teacher or someone in the group will clap, indicating it is time to move to the next scene.
- 5) **Performance:** Groups take turns presenting their tableau to the class. Audience members explain what is happening after the performance.
- 6) **Snapshot:** Take a photo of each group's tableau (if possible), creating a "scene snapshot" that can be shared or displayed.

**Criteria**

Use the criteria below to complete the assignment.

Criterion	Description
<b>Accurate Character</b>	Choose poses that accurately reflect your character's emotions and actions.
<b>Expression</b>	Your facial expression should clearly convey your character's feeling at that moment in the story.
<b>Prop Use</b>	(If any) creatively to enhance the storytelling.
<b>Scene Composition</b>	Place yourselves in a way that everyone is visible and the scenes are understood by the audience.
<b>Reflective Thought</b>	Perform and explain what your poses and expressions represent for your character.

**Planning**

Use the questions below.

1) What is my character doing in this scene? What are they feeling?

2) How can we work together to represent an important part of the story?

3) Which props will best enhance our performance? How can we use them?

4) How can I use my facial expression to convey my character's emotions clearly?

## Stories

Groups choose from the following stories with vivid scenes.

One sunny day, Rosie the rabbit found an old treasure map hidden under a bush. The map led the way to a magical Golden Carrot hidden deep in the forest. Excited about their big adventure, Rosie showed the map to her friend Tim the turtle. "Let's find it!" she exclaimed with a sparkle in her eyes.

Carefully, they followed the map to a wide river. Rosie, full of energy, hopped across on stepping stones. Tim, cautious and steady, followed slowly but surely.

As they ventured further, they waded through a field of tall grass. Suddenly, a friendly deer appeared. "Beware of the wind in the trees," it warned with a gentle voice. No sooner had the deer spoken than a strong wind whipped through the grass, snatching the map from Rosie's grasp. But Tim, quick as a flash, caught it with a leap. They smiled at each other, proud of their teamwork.

Finally, the map led them to a grand old tree. Tucked high in its roots, was the Golden Carrot, glowing softly in the dappled sunlight. Rosie and Tim cheered, their hearts full of joy at their discovery.

With the Golden Carrot safely in their backpack, Rosie and Tim headed home, eager to share the tale of their grand adventure. They had not only found the treasure but also proved the strength of their friendship. They were indeed the heroes of their own story, ready for whatever adventure came next.

**Stories**

Groups choose from the following stories with vivid scenes.

In a small village by the sea, there lived a curious cat named Luna and a brave dog named Max. One day afternoon, Luna discovered a message in a bottle on the beach. It spoke of a hidden treasure buried under the oldest tree in the village. Luna, with her adventurous spirit, convinced Max to hunt for the treasure with her.

Their first clue led them to the market, where they had to sneak past the watchful eyes of the market guards. Max created a distraction by barking at a seagull, while Luna quickly grabbed the first clue from behind a fish crate.

Next, they journeyed to the lighthouse to find the clue. There, they found a key tied to the lighthouse door. Luna used her agility to retrieve the key with her agile paws. Max watched in admiration, proud of their teamwork.

With the key in their possession, they followed the map to the village's oldest tree, a giant oak that stood guard over the village for centuries. Under the moonlit sky, they dug at the base of the tree, their paws covering dirt and leaves.

At last, their hard work paid off when Luna's paw struck something. It was a small, wooden chest. Max used the key they found to unlock the chest, revealing the treasure – a collection of shiny, gold coins and a beautiful, ancient map.

Luna and Max, tired but thrilled, decided to share their treasure with the village, proving themselves not just as adventurers but as true heroes. They returned home, their hearts full of joy and their bond stronger than ever.

**Stories**

Groups choose from the following stories with vivid scenes.

One sunny day, Danny the duck decided to build the biggest sandcastle ever at the beach. He was determined to make it tall and grand. He invited his friend Charlie the chipmunk, to help him. Charlie was excited and brought a bucket and a shovel.

First, they found a perfect spot on the beach where the sand was just right. Danny used his feet to flatten the base, making it wide and strong. Charlie used the shovel to dig the walls high. They worked together, laughing and joking.

Then, they decided their castle was almost done. Danny dug the moat with his webbed feet, while Charlie gathered sticks and stones to decorate the castle walls. They even made a tiny flag out of a leaf and a stick to put on top.

As they were finishing, a playful dog ran through the beach, heading straight for their castle. Danny quacked loudly, and Charlie waved his arms. Together, they managed to distract the dog just in time to save their sandcastle from being destroyed.

Proud of their teamwork and their beautiful sandcastle, Danny and Charlie sat back to admire their work. They had not only built a castle but also made a special memory of a day filled with fun and friendship.

**Stories**

Groups choose from the following stories with vivid scenes.

In a quiet corner of the schoolyard, Mia and Jack found a stray kitten, its fur matted with fright. They decided right then they would help it find a home. Mia gently wrapped the kitten in her sweater, while Jack ran to the cafeteria for a bowl of milk.

First, they tried to feed the kitten, which hungrily lapped up the milk. Mia spoke softly to soothe its fears. Jack made a small bed from an old box and some napkins he found in the cafeteria.

Next, they thought about who might take care of the kitten. They remembered Mrs. Green, the librarian, loved cats and had recently lost her old cat. Together, they carried the kitten to the library, trying their best to keep it calm and comfortable.

As they entered the library, Mrs. Green's eyes lit up at the sight of the kitten. She agreed to adopt it immediately, thanking Mia and Jack for their kindness and quick thinking.

Mia and Jack left the library feeling proud. They had not only saved a kitten but also brought joy to Mrs. Green's life. Walking back to the playground, they knew they had done something truly special together.

**Stories**

Groups choose from the following stories with vivid scenes.

In the heart of winter, the school announced a sledding race down the big hill behind the school. Max and Lily, best friends and adventure seekers, decided to build the best sled ever. They were determined to win.

First, they gathered materials: an old wooden board for the base, a smooth plastic sheet to make it glide, and some sturdy rope for handles. Max drilled holes to attach the rope, being careful not to split the wood, while Lily cut the plastic to fit perfectly over the board.

Then came the test run. The sled wobbled a bit too much. They realized they needed to add weight for stability. Searching around, they found a small, heavy rock that they secured with some old rags and tape right at the front of the sled.

The day of the race was bright and snowy. Max and Lily pushed their sled to the top of the hill, their hearts pounding with excitement and nerves. When it was their turn, they took a deep breath, pushed off hard, and down the hill they flew.

Their sled was stable and quick, cutting through the snow like a knife. They crossed the finish line with the fastest time, cheers erupting from their classmates. Max and Lily looked at each other, grinning from ear to ear, proud of their teamwork and the unbeatable sled they had built together.

**Setting Sketch**

Draw your scenes below, showcasing the settings they took place in

**PREVIEW**

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Character Poses	Poses unclear	Poses somewhat clear	Poses mostly accurate	Poses accurately shown
Facial Expression	Unexpressive	Somewhat expressive	Clearly expressive	Highly expressive
Prop Use	No props or minimal prop use	Simple prop use	Good prop use	Creative prop use
Scene Composition	Cluttered scene	Simple arrangement	Good arrangement	Excellent arrangement
Reflective Thought	Little understanding	Some understanding	Good understanding	Deep understanding

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

## Activity: Twist in the Tale

**Objective** What are we learning more about?

To encourage creativity and critical thinking by adding a plot twist to a basic story outline. This activity enhances storytelling skills, promotes teamwork, and allows students to explore different narrative directions.



**Materials** What do we need for our activity?

- ✓ Basic story outline (provided on paper)
- ✓ Blank sheets of paper for brainstorming and writing the new story
- ✓ Pencils or pens
- ✓ Costumes or props for the story (optional)

**Instructions** How do we complete the activity?

- 1) **Form Small Groups:** Divide the class into small groups, with each group receiving the same basic story outline.
- 2) **Understand the Story:** Each group reads the story together and discusses the main characters, setting, and plot.
- 3) **Brainstorm the Twist:** Groups brainstorm ideas for a plot twist that changes the direction or outcome of the story. Encourage creative and unexpected ideas.
- 4) **Rewrite the Story:** Incorporate the chosen plot twist into the story, focusing on the ending or a critical part of the narrative.
- 5) **Prepare the Presentation:** Groups decide how they will present their new story to the class. They can act it out, narrate it together, or use props and costumes if they wish.
- 6) **Presentation:** Each group takes turns presenting their story with the plot twist to the class.
- 7) **Discussion:** After all presentations, discuss the different creative approaches and plot twists each group came up with.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Plot Understanding</b>	Demonstrate a clear understanding of the original story before the twist.
<b>Character Consistency</b>	Introduce an imaginative and unexpected twist that changes the story's direction.
<b>Character Consistency</b>	Ensure the characters' actions and reactions are believable, even as the plot changes.
<b>Story Flow</b>	Maintain a smooth flow in the story, so the twist feels integrated and not out of place.
<b>Conclusion Logic</b>	Provide a logical conclusion that ties up the story, including any loose ends in a coherent manner.

**Planning**

Answer the questions below.

1) What do you like most about the story?

2) What plot twist can you add to this story?

3) What lesson might the characters learn because of the twist?

## Story

Students will think of a twist to introduce to the story below.

## Secrets Beneath the Waves: The Shipwreck Adventure

In the seaside town of Seaside, a discovery buzzed with excitement: a long-hidden treasure, found beneath the historic lighthouse. The annual Founder's Festival was the perfect time to reveal it. The night before the festival, Emma, Jacob, and Oliver couldn't wait. They crept to the lighthouse at dusk, the setting sun casting long shadows.

They slipped through the open door and tiptoed up the spiral staircase. At the top, the telescope awaited, its brass gleaming in the twilight. They each took a turn looking through it, eyes drawn to the starry sea.

But to their surprise, they spotted a shape beneath the waves. Could it be a shipwreck? Their hearts raced with the thrill of a real adventure. They agreed to return at dawn to investigate.

Borrowing an old boat and diving gear, they sailed out as the sun rose. The sea was calm, and the shipwreck called to them from below. Diving in, they found...

**Reflection**

Answer the questions below.

1) What was the plot twist that your group introduced to the story?

2) How did your group come up with the plot twist?

3) Was it challenging to change the story? Why or why not?

4) Which part of your new story are you most proud of?

5) Did any group's story surprise you with their plot twist? How?

## Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Understanding	Does not understand key points.	Knows basic facts.	Understands main points.	Deeply understands story.
Creativity in Twist	Twist is predictable.	Simple twist.	Creative twist.	Very imaginative twist.
Character Consistency	Character actions are not believable.	Some believable actions.	Mostly consistent actions.	Actions fit characters well.
Story Flow	Twist feels out of place.	Twist is somewhat integrated.	Good integration of twist.	Twist enhances story smoothly.
Conclusion Logic	Confusing ending.	Basic ending.	Logical ending.	Clever and satisfying ending.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

## Activity: Light Up the Mood

**Objective** What are we learning more about?

To experiment with different lighting colors can change the mood of a theatrical scene. This activity aims to enhance students' understanding of the technical aspects of stage lighting and how they influence story.



**Materials** What do we need for our activity?

- ✓ Coloured cellophane (red, green, yellow, etc.) or transparent coloured plastic for light filters
- ✓ Flashlights or lamps for each group
- ✓ Basic props to create a scene (optional)
- ✓ A short, neutral script or scene for groups to perform

**Instructions** How do we complete the activity?

- 1) **Introduction to Lighting:** Briefly discuss how lighting is used in theatre to enhance the mood of a scene. Explain that different colors can evoke different emotions.
- 2) **Group Formation:** Divide the class into small groups. Give each group the same short scene to perform.
- 3) **Experiment with Colors:** Give each group coloured cellophane or plastic folders. Allow them time to experiment with placing different colors over their flashlight or lamp to see how it changes the feel of the scene.
- 4) **Rehearse the Scene:** Have each group rehearse their scene using their chosen lighting colour to enhance the mood. Encourage them to try different colors to see which best fits the emotion they want to convey.
- 5) **Performances:** Groups perform their scene in front of the class with their chosen lighting. After each performance, discuss as a class how the lighting affected the mood and audience perception of the scene.
- 6) **Discussion:** Talk about what each group learned from this experiment and how different colours made them feel.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
Clarity of Pronunciation	Pronounce all words clearly and use a volume that can be heard by the audience, reflecting your character's mood.
Lighting Transitions	Change lighting smoothly during key moments to show shifts in the scene's mood without distracting from the performance.
Emotional Expression	Use facial expressions and body language that match the mood created by the lighting and dialogue.
Scene Interpretation	Understand and convey the purpose of the scene, showing how the lighting enhances the story's message.
Engagement with Lighting	Interact with the mood lighting as part of your performance, using it to help yourself to maximize its effect on your character's emotions.

**Planning**

Answer the questions below.

- 1) What moments in the scene change the mood?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2) Which colours best represent the mood for each moment in the scene?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3) How will you transition between different lighting effects smoothly?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Script

Give the script below to each group.

## The Forgotten Homework

Character	A student who forgets their homework.	<b>Taylor:</b> The classmate who always does their homework.
Character	A student's friend, tries to help.	<b>Mr. Huff:</b> The understanding teacher.
Setting	A classroom before the lesson starts.	
Alex	I can't find it! I must have left my homework on the kitchen table.	
Casey	(Apprehensive) What's wrong, Alex? You look like you've seen a ghost.	
Alex	(Sighs) I forgot my homework, Casey. What am I going to do?	
Taylor	(Smugly) You forgot your homework? Again? How do you expect to learn anything if you don't do your homework?	
Casey	(Defending Alex) That's not fair, Taylor. Everyone makes mistakes.	
Mr. Huff	(Concerned) What's going on here?	
Alex	(Nervously) I, uh, forgot my homework, Mr. Huff. I'm really sorry.	
Mr. Huff	(Understanding) It happens, Alex. But homework is important. Can you tell me what you learned in this lesson?	
Alex	(Thinking) Yes, I learned that I need to be more organized and maybe check my backpack the night before.	
Mr. Huff	(Smiling) That's a good lesson. How about you do a little extra research on today's topic and present it to the class tomorrow?	
Alex	(Relieved) Yes, Mr. Huff. I can do that. Thank you for understanding.	
Taylor	(Impressed) Wow, that's actually a cool idea. Maybe I'll do some research too.	
Casey	(Excited) Me as well! Let's all do it together!	
Mr. Huff	(Pleased) I'm glad to see such enthusiasm. Remember, learning is not just about doing homework. It's about being curious and always wanting to learn more. Let's all keep that spirit alive.	
[End Scene]	[The bell rings, and the students take their seats, ready for the day's lesson, inspired by the understanding and encouragement from Mr. Huff.]	

**Reflection**

Answer the questions below.

1) How do colors help tell a story in more detail?

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2) Which color was the most effective in conveying your scene's emotion? Why?

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3) Draw and describe an additional item your character could wear, explaining how it represents aspects of personality or status.

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**Rubric**      How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clarity of Speech	Hard to hear	Quiet, unclear	Clear with few mistakes	Very clear, loud enough
Lighting Transition	Not visible	Awkward	Smooth with minor hiccups	Seamless, enhances scene
Emotional Expression	Little emotion	Some expression	Good emotion, matches lighting	Very expressive, matches lighting perfectly
Scene Interpretation	Confused by scene	Basic understanding	Understands well	Deep insight into scene and lighting impact

Teacher Comments – What Did They Do Well?

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\_\_\_\_\_

Mark

Student Comments – What Could You Do Better?

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## Activity: Mime Time Magic

**Objective** What are we learning more about?

To introduce students to the art of mime, focusing on using gesture and expression to tell a story without words. This activity aims to enhance non-verbal communication skills and creativity.

**Materials** What do we need for our activity?

- ✓ A list of simple story prompts
- ✓ A clear open space for movement
- ✓ White face paint (optional)
- ✓ Black clothing for costumes (optional)



**Instructions** How do we complete this activity?

- 1) **Introduction to Mime:** Start with a discussion about mime - a form of silent art that uses gestures and facial expressions to tell a story or emotion. Show some classic mime performances (if possible) to give a clearer idea.
- 2) **Learning Basic Techniques:** Teach the students some basic mime techniques, such as walking against the wind, pulling an invisible object, or being trapped in an invisible box. Practice these movements together.
- 3) **Choosing a Story:** Provide each student or pair with a simple story prompt from the list you've prepared. Examples include "lost in the forest," "trying to catch a runaway dog," or "a day at the zoo."
- 4) **Planning the Act:** Give students time to plan their mime act, encouraging them to think about how they can use gestures and expressions to tell their story clearly.
- 5) **Dress Rehearsal:** If using white face paint and black clothing, give students time to get into costume, helping them to get into character.
- 6) **Performance:** Have each student or pair perform their mime act in front of the class. Ensure there's enough space and silence during each performance to respect the performers.
- 7) **Applause and Discussion:** After each performance, lead a short discussion, allowing students to share what they observed and what story they think was being told.

## Story Prompts

Students use these prompts to act with mimes.

Two friends \_\_\_\_\_ inflate, and accidentally let go of two balloons, but then chase them through \_\_\_\_\_ obstacles.

A pirate \_\_\_\_\_ treasure on a deserted island, overcoming obstacles like quicksand and \_\_\_\_\_ rope bridge.

A knight in shining armor \_\_\_\_\_ on a quest to rescue a friendly dragon from a deep, dark cave \_\_\_\_\_ by go.

An astronaut lands on \_\_\_\_\_ planet, explores its surface, discovering strange plants and jumping high \_\_\_\_\_ low gra.

A chef competes in a cooking contest, preparing a special dish with ingredients like spaghetti, tomato \_\_\_\_\_.

A detective solves a mystery, gathering clues \_\_\_\_\_ magnifying glass and catching the sneaky cat burglar who stole \_\_\_\_\_ cookie jar.

A farmer tends to their garden, planting seeds, \_\_\_\_\_ and chasing away mischievous rabbits to protect the vegetables.

A superhero discovers their power of super speed, racing \_\_\_\_\_ to save the day from an approaching storm.

A zookeeper cares for animals, feeding the lions, brushing the \_\_\_\_\_, and teaching the parrots to sing songs.

A young inventor builds a robot friend, assembling parts and programming it to perform tasks like picking up toys and drawing pictures.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Expression</b>	Your facial expressions should clearly convey the emotions and reactions of your character.
<b>Gestures</b>	Use precise and deliberate gestures to tell your story without words.
<b>Story Cohesion</b>	Ensure your mime act has a clear beginning, middle, and end that the audience can follow.
<b>Creativity in Performance</b>	Incorporate creative ideas and movements that make your performance unique and engaging.
<b>Audience Connection</b>	Develop a story that connects with the audience, making them feel part of your story.

**Planning**

Answer the questions below.

1) What is the main emotion or action you want to show in your scene?

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2) What props or imaginary objects are in your scene? How will you interact with them?

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3) How can you use your face and body to tell the story without words?

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**Sequel**

Follow the instructions below.

**Create a Sequel Scene:** Brainstorm as many ideas as you can of what could happen if your scene continues.

Choose one option from your list and write a scene that continues the scene.

**PREVIEW**

**Rubric**      How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Expression Clarity	Difficult to understand story Gestures are unclear	Some clear gestures, but story is vague.	Clear gestures make the story understandable.	Gestures and expressions clearly tell a vivid story.
Gesture Precision	Gestures are not precise	Gestures somewhat represent actions.	Gestures clearly represent specific actions.	Gestures are detailed and perfectly match the story.
Story Cohesion	Story is disjointed and unclear	Story is somewhat clear but lacks flow	Story is clear with a beginning, middle, and end.	Story flows smoothly and captivates the audience.
Creativity	Uses minimal mime techniques.	Shows some creative use of mime	Creative use of mime to enhance the story.	Highly creative and innovative mime performance.
Audience Connection	Audience is mostly unengaged.	Audience shows interest at some moments	Audience is engaged with the performance.	Audience is fully captivated and reacts positively.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

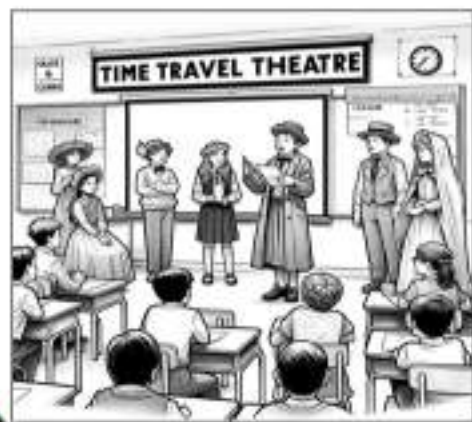
## Activity: Time Travelers

**Objective** What are we learning more about?

To explore and understand the daily life and challenges of people in different historical periods and locations through role-play, fostering empathy and historical awareness.

**Materials** What do we need for our activity?

- ✓ Role cards with details of historical characters, their roles, and time periods
- ✓ Simple props or costume pieces that represent different historical periods (e.g., hats, shoes, simple tools)
- ✓ A classroom space designated for role-play activities



**Instructions** How do we complete the activity?

- 1) **Introduction to History:** Begin with a short discussion about history and how people lived differently in various times and places. Emphasize the importance of understanding history to learn from it.
- 2) **Assigning Roles:** Divide the class into groups and assign each group a specific historical event. Each group works on one event.
- 3) **Getting Into Character:** Allow students time to familiarize themselves with their characters. They can use props or costume pieces to help them get into character.
- 4) **Rehearsal:** Allow time for students to practice their roles, focusing on how people spoke and interacted in that historical context.
- 5) **Group Discussion:** After the role-play, gather the students for a discussion. Encourage them to share what they learned about their character's time period and the challenges they discussed.

**Criteria**

Use the criteria below to complete the assignment.

Criterion	Description
<b>Character Portrayal</b>	Understand and act out your historical character accurately, using gestures and speech.
<b>Use of Props</b>	Effectively use props or costume pieces to enhance your character's authenticity.
<b>Historical Knowledge</b>	Demonstrate basic knowledge of your character's time period and life.
<b>Engagement Role-Play</b>	Interact and engage with others, staying in character during the role-play interaction.
<b>Reflection on Experience</b>	Answer reflection questions, connecting the experience to the historical period.

**Planning**

Answer the questions below.

1) What historical period and location does your character belong to?

2) How can you use props or costumes to make your character more realistic?

3) How would your character greet someone or say goodbye?

## Historical Role-Play Theatre 1

Scene	Character	Lines
Scene 1: The Problem	Doctor	"Long ago, being sick with diabetes was very scary because there was no cure."
	Doctor	"I'm sorry, it's tough. We don't have a cure for diabetes yet."
	Best	"Is there any hope for a cure, doctor?"
Scene 2: The Research	Frederick Banting	"The pancreas can help us find a cure. Let's test it."
	Charles Best	"Let's try the experiment. It might help a lot of people."
	Narrator	"Banting and Best started working hard in their lab to find a cure."
Scene 3: The Experiment	Banting	"We found something from the pancreas. Let's see if it helps with diabetes."
	Best	"Wow, the sick dog is getting better with our medicine!"
	Dog (prop/student)	Acts tired, then starts to look happy
Scene 4: The Breakthrough	Doctor	"This medicine is working! The patient is getting better!"
	Patient	"I feel good now, like I have a cure!"
	Banting	"Our medicine could help so many people."
	Best	"We did something really important for health!"
Scene 5: A Reflection	Narrator	"Banting and Best's work on insulin helped change the world. They showed us never to give up."

## Historical Role-Play Theatre 2

Scene	Character	Lines
Scene 1: The Dream	President Kennedy	"In the midst of the Cold War and space race, a bold dream was born: to land humans on the Moon."
	President Kennedy	"We choose to go to the Moon in this decade and do the other things, not because they are easy, but because they are hard."
Scene 2: Apollo 11 Crew	Neil Armstrong	"This is the hopes of all humankind. This mission is more than just science; it's about proving what humanity can achieve."
	Buzz Aldrin	"Every step we take in this trial has led us to this moment. We're ready to take the next step."
	Michael Collins	"We'll be the only man and woman who will take the steps that will forever change our world."
Scene 3: Launch Day	Ground Control	"Apollo 11, Ground Control. You are go for launch."
	Narrator	"On July 16, 1969, the Apollo 11 spacecraft launched from Earth, beginning its epic journey to the Moon."
Scene 4: The Voyage	Armstrong (In spacecraft)	"We're passing through Earth's orbit and heading towards lunar orbit. It's a sight unlike any other."
	Aldrin	"The vastness of space... it's truly awe-inspiring."
Scene 5: Lunar Landing	Armstrong (In Lunar Module)	"We're about to land on Moon's surface. Tranquility Base here. The Eagle has landed."
	Aldrin	"It's a deserted landscape, but it's beautiful in its own way. We're ready to step outside."

## Historical Role-Play Theatre 2 cont.

Scene	Character	Lines
Scene 6: First Step onto the Moon	Armstrong	"That's one small step for man, one giant leap for mankind."
Scene 7: Reflection in Space	Collins (Orbiting Moon)	"It's an honour to be part of this moment. The Moon's surface is magnificent."
Scene 7: Reflection in Space	Collins (Orbiting Moon)	"I can see it. They're walking on the Moon. This is a day that will be remembered forever."
Scene 8: Return to Earth	Ground Control	"Apollo 11, cleared for re-entry. Welcome back to Earth. Congratulations."
	Armstrong	"We return to Earth. This journey has shown us what humans are capable of."
	Narrator	"Apollo 11's mission was a triumph around the world. It was more than a technical achievement; it was proof humans can do anything."
Scene 9: Legacy	Aldrin	"We went to explore the Moon, and in the process, we discovered more about our home planet."
	Collins	"This mission has united us in wonder and inspiration. The sky is no longer the limit."
	Narrator	"The first Moon landing continues to inspire generations. It stands as a beacon of what we can accomplish when we dare to dream and work together."

## Historical Role-Play Theatre 3

Scene	Character	Lines
Scene 1: The Dream of Flight	Narrator	"At the dawn of the 20th century, two brothers dreamt of making human flight a reality."
	Orville	"Wilbur, I believe we can create a machine that can fly. We have the skills and the determination."
	Wilbur	"Orville, you're right. Let's defy gravity. Our experiments with kites and balloons have brought us this far."
Scene 2: Challenges and Persistence	Narrator	"The Wright brothers faced numerous challenges, from designing a machine to controlling the flight."
	Wilbur	"Our designs must be precise. Every element, from the engine to the wings, must work in harmony."
	Orville	"It's trial and error. Every failure brings us closer to success."
Scene 3: Preparing for the Flight	Narrator	"December 17, 1903, Kitty Hawk, North Carolina. A historic day was about to unfold."
	Orville	"The wind is strong today, Wilbur. It just be ideal for our first flight."
	Wilbur	"Let's make final checks. Everything seems on this moment."
Scene 4: The First Flight	Narrator	"The Wright Flyer is ready. The world will witness a groundbreaking moment."
	Orville (In the Flyer)	"Here we go. The engine's running. It's now or never."
	Wilbur (Running alongside)	"It's lifting! Orville, you're flying!"

## Historical Role-Play Theatre 3 cont.

Scene	Character	Lines
Scene 5: Reality vs. the Dream	Narrator (After the flight)	"We did it, Wilbur! We've flown! This is going to change everything."
	Orville	"We made our dream come true. And this is just the start."
Scene 6: Reflections on Impact	Narrator	"The Wright brothers flew for just 12 seconds, but it was a big start for flying."
	Orville	"This is the start of more flying and new things."
	Wilbur	"We showed the world that if you keep trying and believe, you can do the impossible."
Scene 7: Legacy of the Flight	Narrator	"The Wright brothers took big steps in flying and going to new places."
	Orville	"We've helped people's old dreams come true."
	Wilbur	"Our flying will help others to fly better in the future."
	Narrator	"The Wright brothers' first flight shows how clever people can be and how we should never give up on our dreams. It changed history."

## Historical Role-Play Theatre 4

Scene	Character	Lines
Scene 1: Introduction	Baron	"It's 1215 in England. King John is asking for too much money in taxes, and people are unhappy."
	Baron	"We can't pay the King anymore. We want fairness and rights."
Scene 2: Barons Revolt	Baron	"The King must follow the rules. He can't just do anything he wants."
	Knight	"We'll go to the King and ask for a paper that keeps the King's power."
Scene 3: The King's Dilemma	King John	"The barons don't want to follow me. I need a good plan to keep my power."
	Royal Advisor	"King, maybe making a deal with them can help everyone get along. You stay strong."
Scene 4: Drafting the Magna Carta	Narrator	"People from all around came together to write a very important paper."
	Archbishop	"This paper will make sure the King can't have all the power and will protect people's freedom."
	Baron	"Let's make sure it talks about money, fairness, and keeping the church safe."

## Historical Role-Play Theatre 4 cont.

Scene	Character	Lines
Scene 5: The Signing		"On June 15, 1215, something big happened at Runnymede."
		"I agree to this Magna Carta and the important rules it has."
	Archbishop	"This was the start of fair laws and rights for everyone."
Scene 6: The Aftermath	Baron	"The King signed the paper, but will he keep his promise?"
	Knight	"We have started to make things better for everyone."
Scene 7: Reflection and Legacy	Narrator	"King John went back to his plan, but the Magna Carta's ideas lived strong."
	Historian (Modern Day)	"The Magna Carta's ideas about freedom have been important for a very long time, even today."
	Teacher (Modern Day)	"We look at the Magna Carta as a foundation for our rights and freedom. It helped the world become better."
	Narrator	"From Runnymede came a paper that changed history, starting the idea of democracy and fair laws."

**Setting Sketch**

Draw your imagination of the area of where your scene took place.

**PEREVALLEY**

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Character Portrayal</b>	Clear character.	Basic character traits.	Good portrayal with details.	Excellent, in-depth portrayal.
<b>Use of Props</b>	Minimal prop use.	Minimal prop use.	Good use of props.	Creative and effective use of props.
<b>Historical Knowledge</b>	Basic historical knowledge.	Some facts.	Good understanding of the era.	Detailed and accurate historical context.
<b>Engagement in Role-Play</b>	Minimal interaction.	Some engagement with the scene.	Actively participates in the scene.	Fully immersed and interactive.
<b>Reflection on Experience</b>	Basic reflections.	Some thoughtful insights.	Reflects well on the experience.	Deep insights and personal connections made.

**Teacher Comments – What Did They Do Well?**


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**Mark**


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


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# Workbook Preview



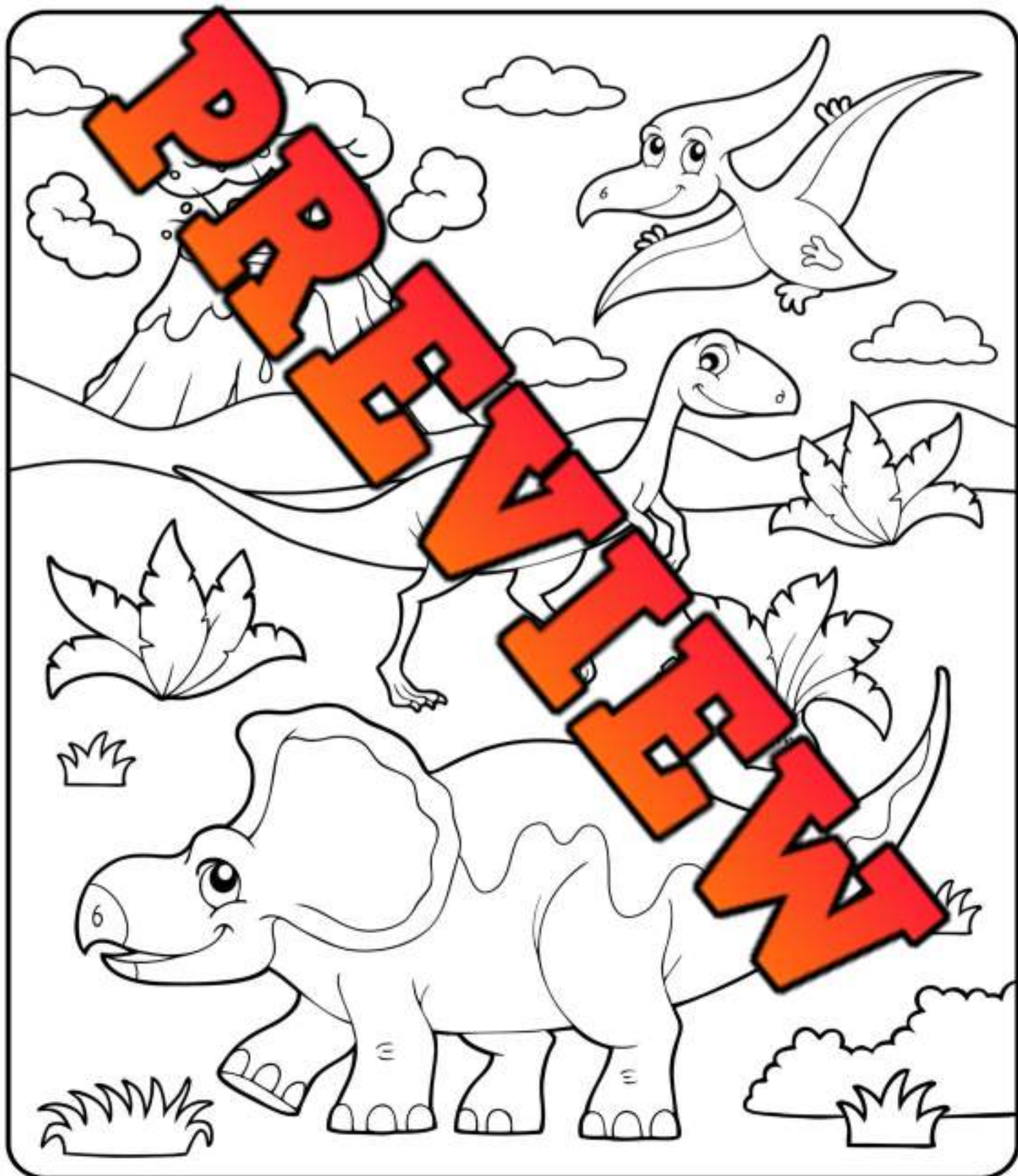
# Grade 3 – The Arts Unit

## Visual Arts

	Specific Expectations	Pages
D1.1	Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject	6-17, 84-93, 154-159, 170-174
D1.2	Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme	44-49, 68-73, 110-120
D1.3		5, 60-100, 153
D1.4		34-67, 4, 43, 69
D2.1		44-143
D2.2	communicate meaning or understanding in their own and others' artwork	20-43, 50-67, 160-169
D2.3	Demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art	6-17
D2.4	Identify and document their strengths, their interests, and areas for improvement as creators of art	26-33, 74-120, 125-143, 154-159
D3.1	Identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences	68-73
D3.2	Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places	26-33, 144-174

**Preview of 16 activities from this unit that contains 31 activities in total.**

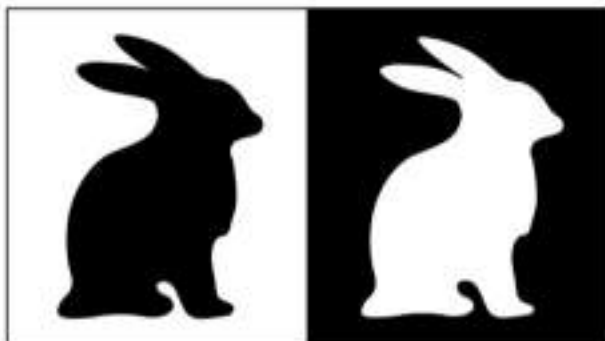
# VISUAL ARTS



# Understanding Positive & Negative Space

## What Is Positive and Negative Space in Art?

**Positive space** is the part of a picture with the main object, like a person, an animal, or a house. **Negative space** is the empty space around or between the object. Together, these spaces help make the picture complete.



## Why Do Artists Use Positive and Negative Space?

Artists use **positive** and **negative** space to make their art look more interesting. For example:

- **Positive space** helps show the main part of the artwork.
- **Negative space** makes the object stand out more and gives it shape.

Using these spaces well can make a picture easier to understand and more pleasing to look at.

## Examples of Positive and Negative Space

Here are some examples of how artists use these spaces:

- 1) **Silhouettes:** In a silhouette, the person or object is the positive space, and the background is the negative space.
- 2) **Logos:** Many logos, like the FedEx logo, use negative space to create hidden shapes or words inside them.
- 3) **Optical Illusions:** Some pictures use negative space to create two images in one, like a vase and two faces.

Understanding positive and negative space helps us see how shapes and empty areas work together in art.

**Question**

Answer the questions below.

1) What is positive space in art?

2) What is negative space in art?

**Word Scramble**

Unscramble the words from the word bank.

**Word Bank**Positive  
BackgroundNegative  
ShapesLogos  
ArtistsSpace  
Silhouettes

STEESIHOUULT

EAGNVITE

OOSGL

Positive

ARTISTS

VIBRANT

**True or False**

Is the statement true or false?

1) Positive space only shows the background in a picture.

False

2) Artists use positive space to highlight the main subject.

True

False

3) Positive and negative space are equally important in art.

True

False

4) Using both spaces well makes pictures easier to understand.

True

False

5) Silhouettes are examples of only negative space in a picture.

True

False

**Positive/Negative  
Space Worksheet**

Look at the butterfly to see positive and negative space. Then,  
draw the umbrella's positive and negative space designs.

**The Positive Space Design****Negative Space Design****The Positive Space Design****The Negative Space Design**

## Activity: Positive/Negative Spaces Dinosaur Shadow

**Objective** What are we learning about?

Students will learn about positive and negative space in art by creating shadow-style drawings using simple materials.

**Materials** What do we need for the activity?

- White drawing paper (2 sheets per student)
- Dinosaur-shaped pencils or markers
- Black crayons or markers
- Erasers and pencils



**Instructions** How will you complete the activity?

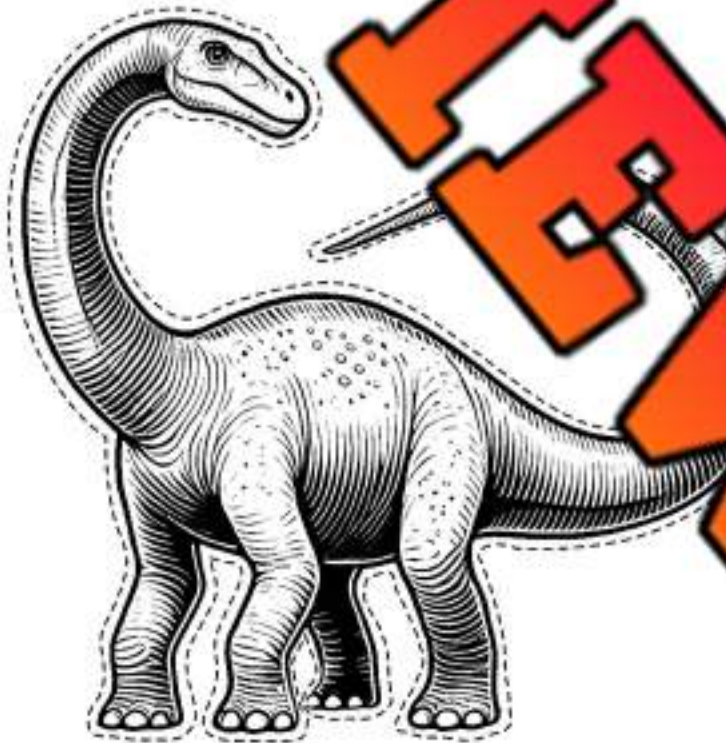
1. Hand out the pre-printed sheet of dinosaur drawings to each student. Ask them to pick their favourite dinosaur from the sheet.
2. Have the students carefully cut out the chosen dinosaur drawing using scissors.
3. Provide each student with two sheets of white drawing paper. Ask them to place their cut-out dinosaur on the center of the first sheet and trace around it with a pencil.
4. On the second sheet, ask them to repeat the tracing process, creating an identical outline of the dinosaur.
5. Instruct students to colour inside the dinosaur outline on the first sheet using a black crayon or marker, leaving the background white.
6. For the second sheet, have students colour the background around the dinosaur outline black, leaving the dinosaur shape white.
7. Allow time for students to complete their colouring and carefully observe the contrast between their two pieces of art.
8. Display the finished works side by side, discussing how each piece shows positive and negative space differently.

Dinosaur  
Images - 1

Choose your favourite dinosaur drawing, carefully cut it out, trace it on paper twice, and create positive and negative space artwork.



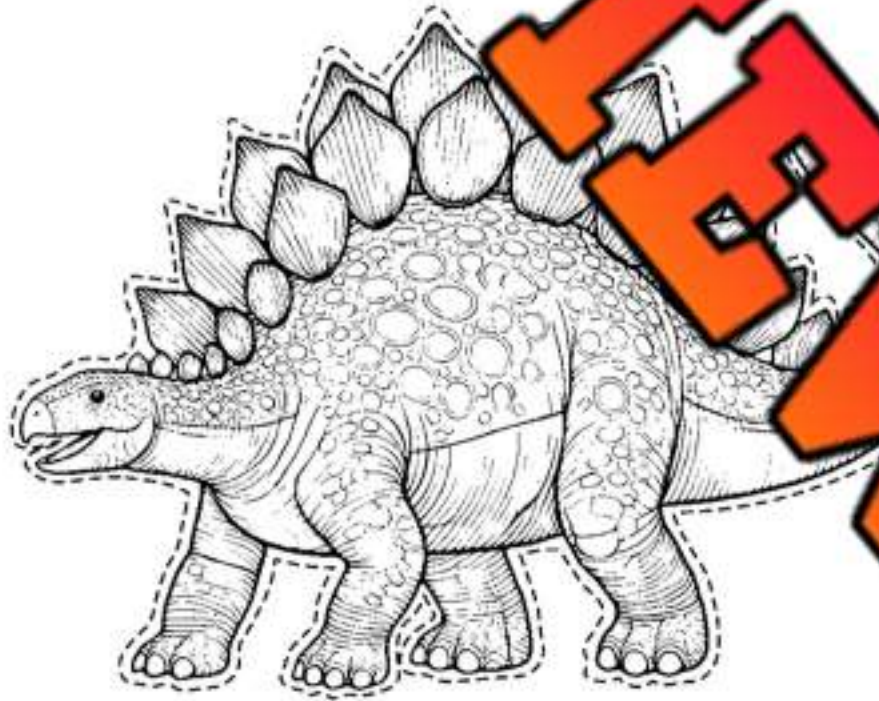
Tyrannosaurus Rex



Brachiosaurus

Dinosaur  
Images - 2

Choose your favourite dinosaur drawing, carefully cut it out, trace it on paper twice, and create positive and negative space artwork.



Stegosaurus

**How-To-Guide**

Here are steps to create a positive/negative spaces dinosaur.

Steps		Description
1	Pick	Choose one dinosaur from the sheet. Look at the options and pick your favourite dinosaur. Ensure you like the choice you make for your artwork.
2	Cut It Out	Use scissors to carefully cut around the edges of the picture. Be sure to stay on the lines and keep the edges smooth while cutting for the best results.
3	Trace The Dinosaur	Place the cut-out on the first sheet of white paper. Use a pencil to trace the entire dinosaur shape using a pencil to create a clear outline for your artwork.
4	Trace Again	Take the same cut-out and place it on a second sheet of white paper. Trace around it again neatly, making sure the outline is clear and matches the first one.
5	Colour The Dinosaur	On the first sheet, colour the dinosaur outlines completely with black markers or paint. Make sure to fill every part neatly and keep the lines sharp and clean.
6	Colour The Background	On the second sheet, colour the background area black, leaving the dinosaur shape white. Make sure the colouring is neat and covers all of the surrounding area.
7	Compare The Drawings	Look at your two finished sheets. Compare the dinosaur looks in each drawing. Notice how one focuses on the dinosaur while the other focuses on the background.
8	Check Your Work	Review both drawings to make sure all parts are complete. Look for areas where colouring can be fixed or lines can be improved. Display them proudly once you're satisfied.

**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Choosing A Dinosaur</b>	Select a dinosaur drawing that you like best from the sheet provided.
<b>Tracing</b>	Place the cut-out on your paper and trace around it with a pencil.
<b>Colouring The Dinosaur</b>	Colour the dinosaur shape completely with black crayon or paint.
<b>Colouring The Background</b>	Colour only the background black on the second paper, leaving the dinosaur white.

**Example**

An example of a positive and negative spaces dinosaur shadow



**Planning**

Answer the questions below.

1) Which dinosaur did you pick, and why did you choose it?

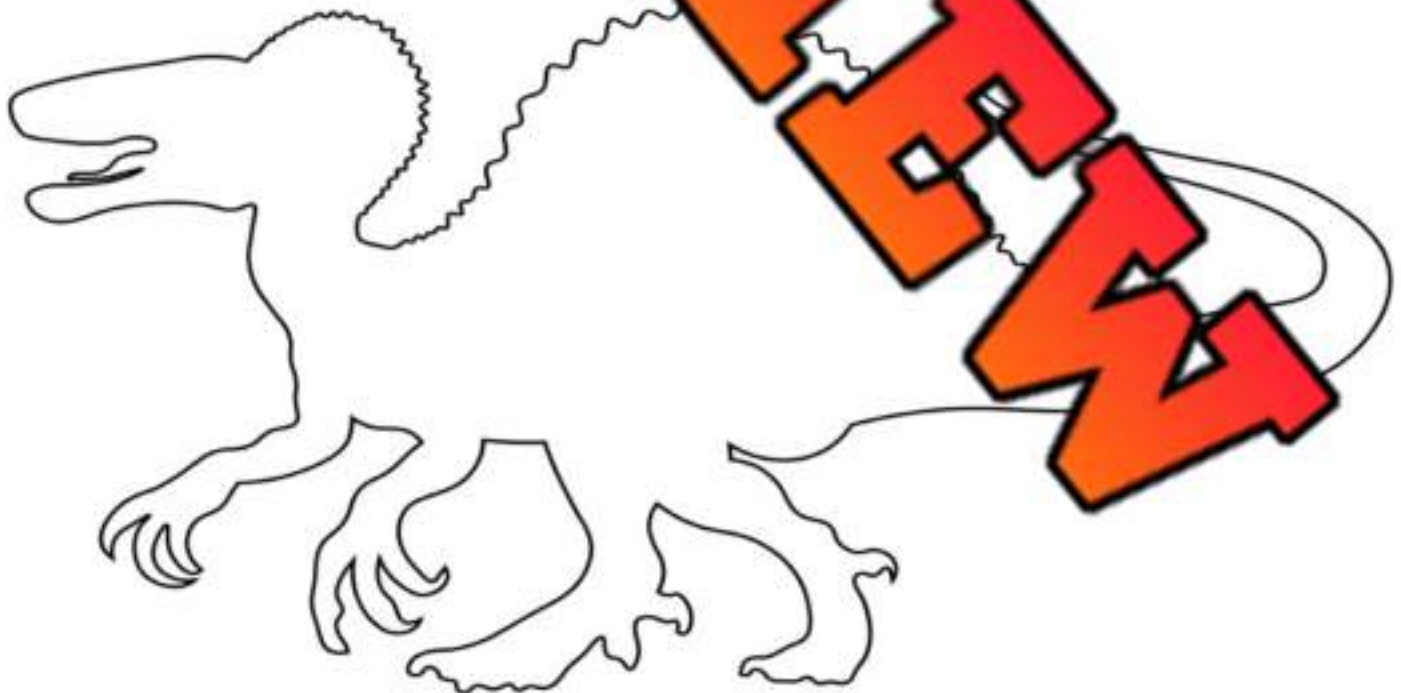
2) What color will you use to mark on your positive space design (first drawing)?

☐ Inside the dinosaur shape☐ Outside the dinosaur shape☐ Other : \_\_\_\_\_

3) What will you color black on your negative space design (second drawing)?

☐ Background☐ Dinosaur shape☐ Other : \_\_\_\_\_

4) Use a black marker or crayon to color inside the dinosaur outline. This will create a positive space design inside the dinosaur!



Name: \_\_\_\_\_

15

Curriculum Connection  
D1.2, D2.3

**Rough Copy**

Practice tracing your dinosaur cut out using pencil.










**PREVAILED**

## Self-Assessment Smiley

Cut out the self-assessment questions below.

Name: \_\_\_\_\_

Circle the emoji that answers each question.

1) How do you feel about how your dinosaur art turned out?			
2) How well do you understand positive and negative space?			
3) How carefully did you colour inside the lines of your dinosaur?			










Name: \_\_\_\_\_

Circle the emoji that answers each question.

1) How do you feel about how your dinosaur art turned out?			
2) How well do you understand positive and negative space?			
3) How carefully did you colour inside the lines of your dinosaur?			










Name: \_\_\_\_\_

Circle the emoji that answers each question.

1) How do you feel about how your dinosaur art turned out?			
2) How well do you understand positive and negative space?			
3) How carefully did you colour inside the lines of your dinosaur?			

Name: \_\_\_\_\_

Circle the emoji that answers each question.

1) How do you feel about how your dinosaur art turned out?			
2) How well do you understand positive and negative space?			
3) How carefully did you colour inside the lines of your dinosaur?			

**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Choosing the Dinosaur</b>	Did not choose or chose a dinosaur poorly.	Chose a dinosaur but didn't cut it properly.	Chose a dinosaur and cut it with small mistakes.	Chose and cut the dinosaur neatly with no mistakes.
<b>Tracing Neatly</b>	Did not finish tracing the dinosaur.	Traced but left some parts complete or unfinished.	Traced the dinosaur mostly neatly with small errors.	Traced the dinosaur outline perfectly and neatly.
<b>Colouring the Dinosaur</b>	Dinosaur colouring was unfinished or messy.	Coloured the dinosaur but left some spaces unfilled or messy.	Coloured the dinosaur completely with small errors.	Coloured the dinosaur fully and neatly with no errors.
<b>Colouring the Background</b>	Background colouring was unfinished or messy.	Coloured the background but left large spaces unfilled or messy.	Coloured the background mostly completely with some small errors.	Background fully complete and neatly done.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

## Understanding Silhouettes

### What Are Silhouettes?

A **silhouette** is the shape of a person, animal, or an object against a **lighter background**. Silhouettes show only the outline, without any details inside. They are usually black, but they can be other colours. Artists and photographers use **silhouettes** to create interesting and dramatic pictures.



### How Silhouettes Are Made

**Silhouettes** can be made in different ways. One way is by **cutting black paper** into a shape and gluing it onto a light-colored background. Another way is by shining a light on an object so that a **shadow appears** on a surface and then tracing around the shadow. Cameras can also capture silhouettes when **bright light** is behind the subject.



### Where We See Silhouettes

**Silhouettes** can be seen in many places, including:

- **Art:** Many artists use silhouettes in paintings, drawings, and cut-paper designs.
- **Photography:** Photographers take silhouette pictures during sunrise or sunset.
- **Traffic Signs:** Some road signs use silhouettes to show people, animals, or vehicles.

**Question**

Answer the questions below.

1) What is a silhouette?

2) Give two ways someone can make a silhouette with paper?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**True Or False**

Is the statement true (T) or false (F)?

1) Silhouettes are never used in photography.	T	F
2) A silhouette can be made by cutting out a shape from paper.	T	F
3) Silhouettes can only be black and cannot be any other colour.	T	F
4) Photographers take silhouette pictures in the middle of the day.	T	F
5) A silhouette always shows detailed features of an object.	T	F

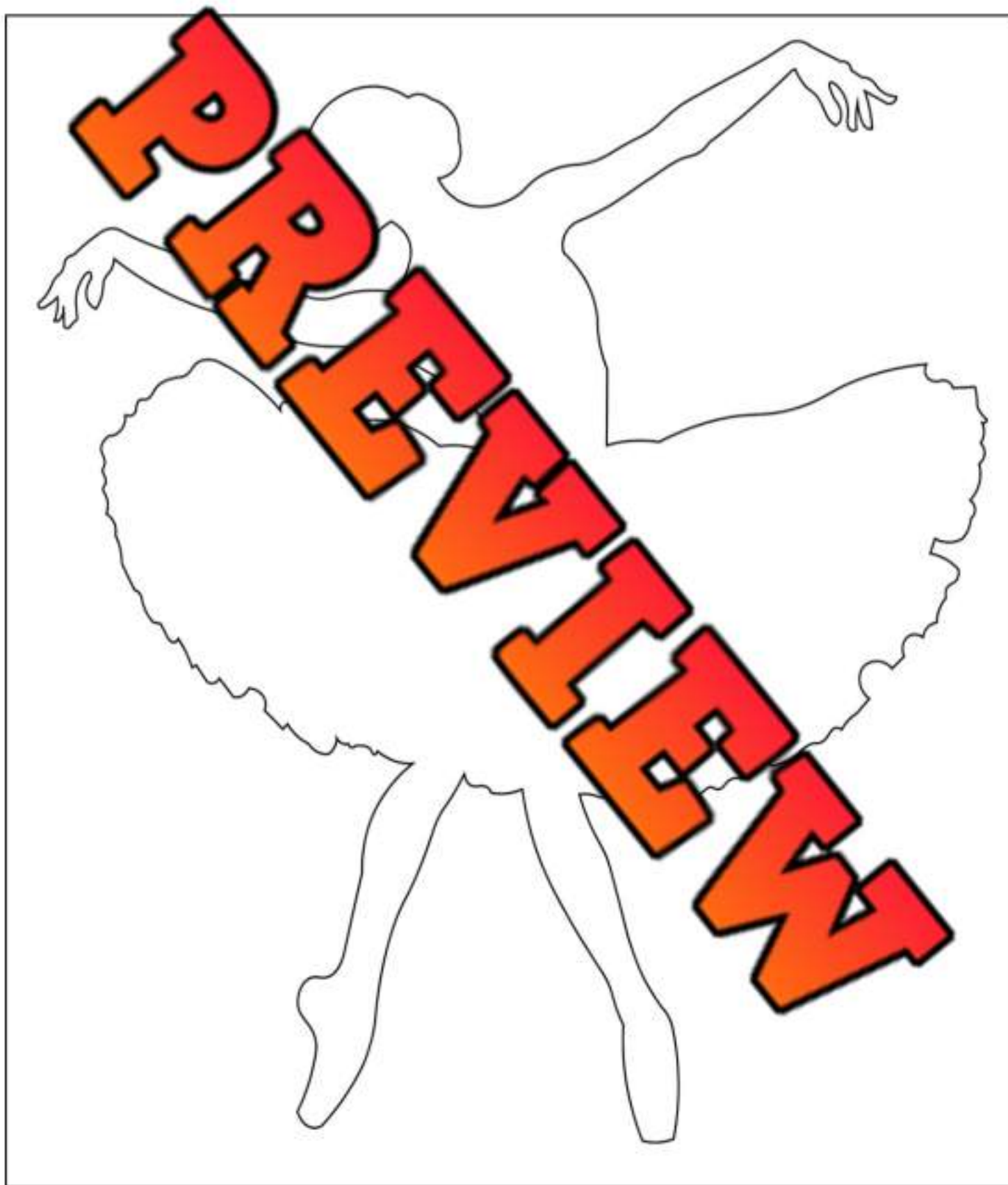
**Fill In The Blank**

Fill in the blank with the correct answer.

- 1) Photographers use silhouettes to create \_\_\_\_\_.
- 2) Silhouettes do not show \_\_\_\_\_ inside the shape.
- 3) One way to make a silhouette is by using \_\_\_\_\_ paper.
- 4) A \_\_\_\_\_ is a dark shape seen against a lighter background.
- 5) Photographers take silhouette pictures during \_\_\_\_\_ or sunset.

**Silhouette  
Worksheet**

Use a black crayon, marker, or pencil crayon to colour the ballerina shape completely black to create a silhouette with no details inside.



## Activity: Silhouette Pet Scene Collage

### Objective

What are we learning about?

Students will learn about silhouettes and contrast by creating a collage of their favourite domestic pet. They will explore how black and white create strong visual effects and enhance their work with a background scene that tells a story.

### Materials

What do you need for the activity?

- Black construction paper
- White construction paper
- Pencils, Scissors & Glue
- Markers or coloured pencils



### Instructions

How will you complete the activity?

1. Think of your favourite domestic pet and its shape in your mind.
2. Use a light-coloured pencil to draw the outline of your pet on black construction paper. Try to make it as large as possible on the page.
3. Carefully cut out the pet silhouette using scissors.
4. Take a sheet of white construction paper and place your pet silhouette in the middle.
5. Glue the silhouette onto the white paper, making sure it is flat.
6. Use markers or coloured pencils to draw a scene around your pet. You can add a house, a tree, mountains, a fence, or any place where your pet might be.
7. Add small details like grass, or clouds to make the scene more interesting.
8. Look at your finished artwork and check if everything is glued down properly.
9. Allow students to walk around the room and look at each other's artwork.

**Pets**

Here are some common pets you can choose from to create a silhouette.



A Dog



An Owl



A Parrot



A Hamster



A Rabbit

**How-To-Guide**

Here are steps to create your unique pet silhouette.

Steps	Description
1 <b>Choose Your Pet</b>	Think about the kind of pet you want in your collage. It could be a dog, cat, bird, fish, or any other animal you like. Decide how many pets you want to include.
2 <b>Imagine a Fun Scene</b>	Imagine your pet in a fun place. Is your dog running in a park, or is your cat sitting by a window?
3 <b>Prepare Your Materials</b>	Gather all the materials: black paper for silhouettes, coloured paper for the background, glue, scissors, and pencils. Make sure you have everything you need to start.
4 <b>Trace Your Pet Silhouettes</b>	Draw the shapes of your pets on black paper using a pencil. Make the shapes simple, then add details like tails, ears, or wings to show their features.
5 <b>Cut Out Your Silhouettes</b>	Use scissors to carefully cut out your pet silhouettes. Follow the lines you drew and be patient. Keep it smooth.
6 <b>Create Your Background Scene</b>	On a large sheet of coloured paper, create the background. Add grass, sky, or water, depending on your scene. Use crayons, markers, or more paper shapes to create the scene.
7 <b>Glue Your Silhouettes</b>	Arrange your pet silhouettes on the background where you want them. Once everything looks good, use glue to attach them carefully, pressing them gently so they stick.
8 <b>Add Extra Decorations</b>	Add fun details to your scene, like food bowls, toys, flowers, or anything else that fits your story.
9 <b>Check Your Work</b>	Look over your collage to make sure everything is in place. Fill in any empty areas and make sure all pieces are glued down neatly. Then display your collage with your classmates.

**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Drawing the Pet Shape</b>	Draw your pet's shape big on black paper. Make smooth lines.
<b>Cutting Neatly</b>	Use scissors to cut the pet shape neatly. Stay on the lines.
<b>Gluing Neatly</b>	Glue the pet silhouette flat in the middle of white paper.
<b>Adding a Background</b>	Draw things like a house, tree, or mountains around the pet.
<b>Creative Details</b>	Add fun details like clouds, grass, or toys to the scene.

**Example**

An example of a favorite pet silhouette collage.



**Planning**

Answer the questions below.

1) What pet are you going to create a silhouette for?

2) What details do you add to your pet's silhouette to make it special?

3) What is the method for making your pet silhouette?

☐ Glue your☐ Cut out your pet shapes☐ Choose your paper and scissors☐ Other:

4) List three colours you will use for your background.

5) Write four things you will include in your background.

1)

2)

4)

6) What will you use to draw your pet silhouette?

☐ Crayons☐ Pen☐ Marker☐ Other

7) Sketch the details like pet food bowls or pet toys, and add your art.

Name: \_\_\_\_\_

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Curriculum Connection  
D1.3, D1.4, D2.2

**Rough Copy**

Draw a sketch of the pet you will include in your silhouette art.

**PREFACE**

**Class Gallery Walk**

Walk around the classroom and look at everyone's art. Write down three things you learned from your classmates' pet silhouettes.

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

Write a sentence about what you are proud of your art and what message it sends.

**Next Time I Will Improve By...**

Write a sentence about what you would do better to make your art even more powerful.

**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Drawing the Pet</b>	Pet shape is small or messy.	Pet shape is medium size and okay lines.	Pet shape is big with smooth lines.	Pet shape is big, smooth, and detailed.
<b>Cutting Carefully</b>	Cuts are messy.	Some cuts are neat; some are messy.	Most cuts are neat and follow the lines.	All cuts are clean and stay on the lines.
<b>Gluing Neatly</b>	Glue is messy and pet is unbalanced.	Glue is neat, but pet is unbalanced.	Glue is neat, and pet is placed well.	Glue is neat, and pet is centred perfectly.
<b>Adding a Background</b>	Few or no details are in the scene.	Some details are in the scene.	Many details match the pet's environment.	Background is full and matches the pet well.
<b>Creative Details</b>	No extra details are added.	Some extra details are added.	Many details make the scene look better.	Many creative details make the scene lively.

Teacher Comments

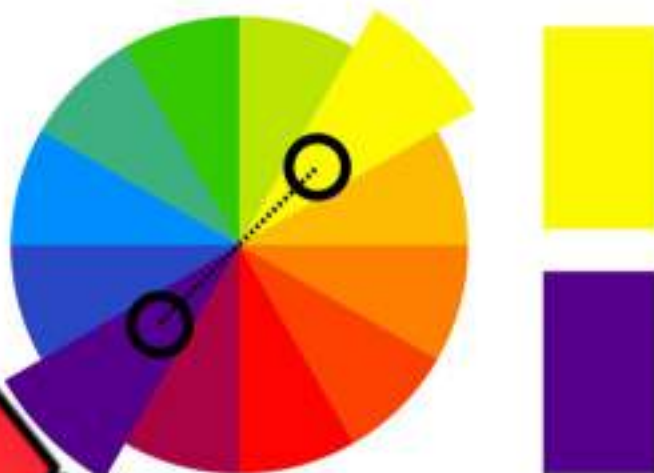
Mark

Student Comments – What Could You Do Better?

# Understanding Complementary Colours

## What Are Complementary Colours?

**Complementary colours** are pairs of colours that look bright and bold when placed next to each other. They are found across the colour wheel. For example, red and green, blue and orange, and yellow and purple are all complementary colours. Artists and designers use complementary colours to make things **stand out**.



## How Do Complementary Colours Work?

When **complementary colours** are placed next to each other, they create a strong contrast. This means they make each other look more **exciting**. For example, if you put red next to green, the red looks **brighter** and the green looks **richer**. This is because the colours are very different from each other.

## Where Do We See Complementary Colours?

We see complementary colours all around us. Here are some examples:

- **Nature:** Red flowers often have green leaves.
- **Sports Teams:** Some teams use blue and orange on their uniforms to stand out.
- **Art:** Painters like Vincent van Gogh used complementary colours in his paintings.
- **Signs:** Many stop signs and road signs use colours like red and green or yellow and purple to catch your attention.

By learning about complementary colours, we can use them to make art, designs, and even clothes look bold and exciting.

**Question**

Answer the questions below.

1) What are complementary colours?

2) Give three complementary colour pairs

➤

➤

➤

**True Or False**

Is the statement true (T) or false (F)?

1) Red and green are an example of complementary colours.	T	F
2) Complementary colours are often used to make designs look bright.	T	F
3) Yellow and orange are complementary colours.	T	F
4) Complementary colours make each other look dull and less vibrant.	T	F
5) Complementary colours are next to each other on the colour wheel.	T	F

**Fill In The Blank**

Fill in the blank with the correct answer.

- 1) Complementary colours are \_\_\_\_\_ from each other on the colour wheel.
- 2) Blue and \_\_\_\_\_ are complementary colours..
- 3) Artists use complementary colours to make their art stand \_\_\_\_\_.
- 4) In nature, red flowers often have \_\_\_\_\_ leaves.
- 5) \_\_\_\_\_ and purple are a complementary colour pair.

**Complementary  
Colours Worksheet**

Colour the flower using complementary colours you like. Use one colour for the petals and the other for the stem & leaves.



## Activity: Complementary Colour Landscapes

**Objective** What are we learning about?

Students will learn how to use complementary colours by creating a landscape drawing using complementary colours. They will learn how colour combinations like red-green, blue-orange, yellow-purple can create strong contrasts in their artwork.

**Materials** What do we need for the activity?

- White paper (one for each student)
- Pencils
- Markers in complementary colours (red, blue, yellow, orange, green, purple)
- Erasers



**Instructions** How will you complete the activity?

1. Start by teaching students about complementary colours (red-green, blue-orange, yellow-purple). Show how these colours are opposite on the colour wheel.
2. Give each student a piece of white paper and ask them to sketch a simple landscape, such as hills, a tree, a river, and the sun. Encourage them to include different elements.
3. Once their sketches are ready, provide markers for colouring. Explain that each part of their landscape should use complementary colours (e.g., green for the grass and red for the sun).
4. Instruct students to carefully outline their pencil drawing with a marker before colouring it in for a neat finish.
5. Guide them to fill the areas with solid colours, avoiding overlap between different sections to keep the colours clear and bold.
6. Once they finish colouring, allow students to share their artwork with the class and discuss how they used complementary colours in their landscapes.

**Instructions** Follow the steps below to create a complementary colour landscape.

Steps		Description
1	<b>Learn Complementary Colours</b>	Start by learning about complementary colours, which are opposite on the colour wheel, like red-green, blue-orange, and yellow-purple.
2	<b>Sketch a Simple Landscape</b>	Use a pencil to sketch a simple landscape with features like trees, a river, and a sun. Make sure the drawing fills the page.
3	<b>Outline Your Sketch</b>	Use a black marker to carefully outline your sketch. Make the lines neat and clear to keep your artwork clear and tidy.
4	<b>Pick Your Complementary Colours</b>	Choose complementary colour pairs for your drawing. For example, use blue and orange for the sun, or red and green for trees.
5	<b>Colour Inside the Lines</b>	Fill in your drawing with markers. Be careful to colour inside the lines and not to overlap the colours for a clean finish.
6	<b>Add Interesting Details</b>	Add fun details to your drawing like patterns on trees or waves in rivers. These details will make your landscape look more interesting.
7	<b>Check Your Work</b>	Look at your drawing to make sure it is clear and neat. Fix any small mistakes to make your work even better.
8	<b>Share Your Art</b>	Show your completed landscape to the class. Talk about what complementary colours you used and how they made your picture stand out.

## Criteria

Use the criteria below to complete the activity.

Criteria	Description
Drawing a Landscape	Sketch a simple and neat landscape with details like hills, trees, and a river.
Complementary Colours	Use complementary colour pairs (red-green, blue-orange, yellow-purple) for each part of your picture.
Outlining and Drawing	Use markers to outline your pencil sketch before colouring to a neat finish.
Adding Details	Include small details like patterns on trees or waves in the river to make your drawing interesting.

## Example

An example of a complementary colour landscape.



**Planning**

Answer the questions below.

1) Which complementary colour pair do you want to use for your landscape?



2) List \_\_\_\_\_ objects you want to include in your landscape.



3) What details \_\_\_\_\_ add to make your landscape look interesting?



4) What tool should you use to line \_\_\_\_\_ drawing?



Pencil or Marker

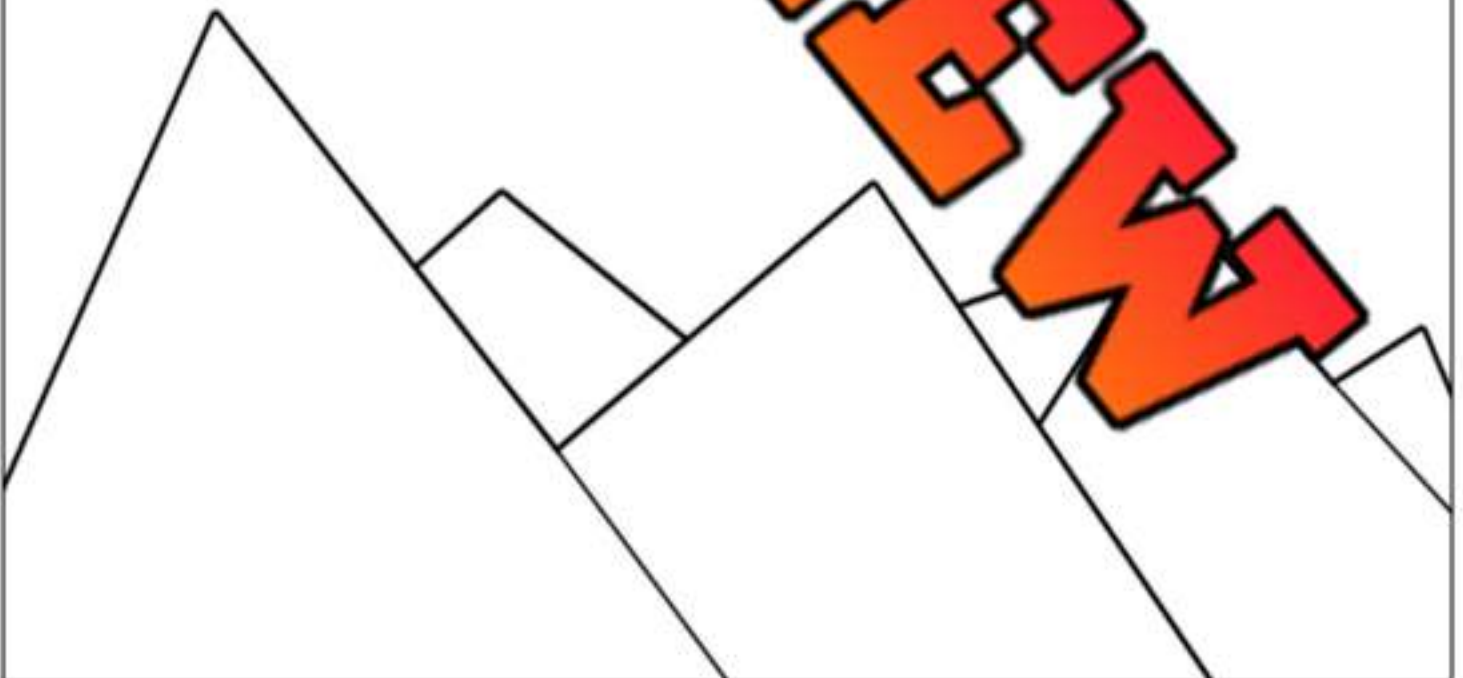
Rulers



Glue

Scissors

5) Colour the mountain shapes with complementary colour pair you plan to use on your landscape



Name: \_\_\_\_\_

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Curriculum Connection  
D1.1, D1.3, D2.4

Rough Copy

Draw your landscape using pencil.

**PERVALE**

**Peer Assessment** Assess the complementary colour landscape of another student.

Name Of Student Being Assessed: \_\_\_\_\_ Assessor's Name: \_\_\_\_\_

	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Drawing a Clear Landscape				
Choosing Complementary Colours				
Outlining the Drawing				
Adding Details				

**Two Stars And A Wish** Identify two strengths (stars) and one area for improvement (wish) about your peers' complementary colour landscape.

Write two strengths and one weakness of your peer's landscape.



**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Drawing Landscape</b>	Drawing is missing or very unclear.	Some landscape elements are messy or missing.	Most elements are clear but lack details.	The landscape is neat and includes all key details.
<b>Choosing Complementary Colours</b>	Complementary colours are not used.	Some complementary colours are used incorrectly.	Most complementary colours are used correctly.	All complementary colours are used in the drawing.
<b>Outlining the Drawing</b>	No outlining done.	Some outlining done.	Most of the drawing is outlined neatly.	The entire drawing is outlined clearly and neatly.
<b>Adding Details</b>	No extra details are added.	Few details are added but are unclear.	Details are added and look clear.	All details are added clearly and enhance the work.

Teacher Comments:

Mark

Student Comments – What Could You Do Better?

## Activity: Surprise Easter Egg Message Card

### Objective

What are we learning about?

Students will create a Surprise Easter Egg Message Card, where a hidden Easter message appears when the egg is cracked open.

### Materials

What do you need for the activity?

- Coloured construction paper or cardstock
- Markers, crayons, or coloured pencils
- White paper, Scissors
- Decorative materials like glitter or sequins



### Instructions

How will you complete the activity?

1. Create the Easter Egg: Draw a large egg shape on coloured paper and carefully cut it out using scissors to create the base for decoration.
2. Decorate the Egg: Use crayons, markers, or coloured pencils to decorate the egg with patterns like zigzags, circles, stars, dots, etc., to make it colourful.
3. Cut the Egg into Two Pieces: Cut the decorated egg in half using a zigzag pattern to make it look like a broken egg, ensuring the pieces fit together perfectly.
4. Prepare the Hidden Message Paper: Cut a strip of white paper smaller than the egg, write "Happy Easter!" in the middle, and add small drawings of bunnies or flowers.
5. Attach the Hidden Message Paper to the Egg: Glue the bottom half of the egg halves to the white paper, leaving enough space so the message is visible when the egg is closed.
6. Fold the Paper to Hide the Message: Fold the white paper so the message is hidden, making it look whole. When opened, the paper unfolds to reveal the surprise Easter message.
7. Final Touches: Ensure the egg aligns neatly and decorate around the hidden message. Add extra details to personalize and enhance the overall Easter theme.
8. Share and Display: Students can exchange their Easter egg cards with friends and family or display them in the classroom for a fun and festive Easter celebration!

**How-To-Guide**

Here are steps to create your surprise easter egg message card.

Steps	Description
1 <b>Make the Egg</b>	Take a piece of coloured paper. Draw a big egg shape in the middle of the paper. Cut it carefully, keeping the edges smooth and neat.
2 <b>Decorate the Egg</b>	Use markers, markers, or coloured pencils to decorate your egg with patterns like zigzags, dots, stars, or swirls. Make your egg bright and colourful!
3 <b>Cut the Egg in Half</b>	Cut your egg into two pieces using a zigzag line across the middle. Make sure the pieces are even and look like a crack.
4 <b>Write Your Message</b>	Take a strip of white paper that is smaller than the egg. In the middle of the paper, write "Happy Easter!" or a kind Easter message.
5 <b>Add Decorations to the Message</b>	Draw fun Easter designs like bunnies, flowers, or eggs around the message. Use bright colours to make the message paper look creative and happy!
6 <b>Attach the Egg to the Message</b>	Glue the bottom of each egg half to the white paper on either side of the message. Make sure the message is hidden when the egg is closed.
7 <b>Fold the Paper Neatly</b>	Fold the white paper in half so the two egg halves meet in the middle. Check that the egg looks whole when closed and opens smoothly to show the message.
8 <b>Add Final Touches</b>	Look at your egg and make sure it's decorated nicely. Add stickers, glitter, or extra patterns to make your egg and message even more exciting!

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Cutting The Egg Shape</b>	Cut out a large egg shape neatly from coloured paper, making both edges without jagged or uneven cuts.
<b>Decorating the Egg</b>	Decorate at least <b>two different patterns</b> like zigzags, dots, or stars to the egg with bright and neat colouring.
<b>Making a Zigzag Cut</b>	Cut the egg into <b>two pieces</b> using a zigzag pattern to make it look like an egg, keeping both sides even.
<b>Writing a Clear Message</b>	Write "Happy Easter!" or another kind message in big, clear letters so it is easy to read when the egg is opened.
<b>Attaching the Egg Correctly</b>	Glue the pieces to the white message paper only at the bottom for the paper to fold and hide the message.

**Example** An example of a surprise egg message card.



**Planning**

Answer the questions below.

1) What tool is best for cutting the egg shape?

☐ Marker☐ Glue stick☐☐ Pencil

2) List four patterns you will draw on your Easter egg.

➤

➤

➤

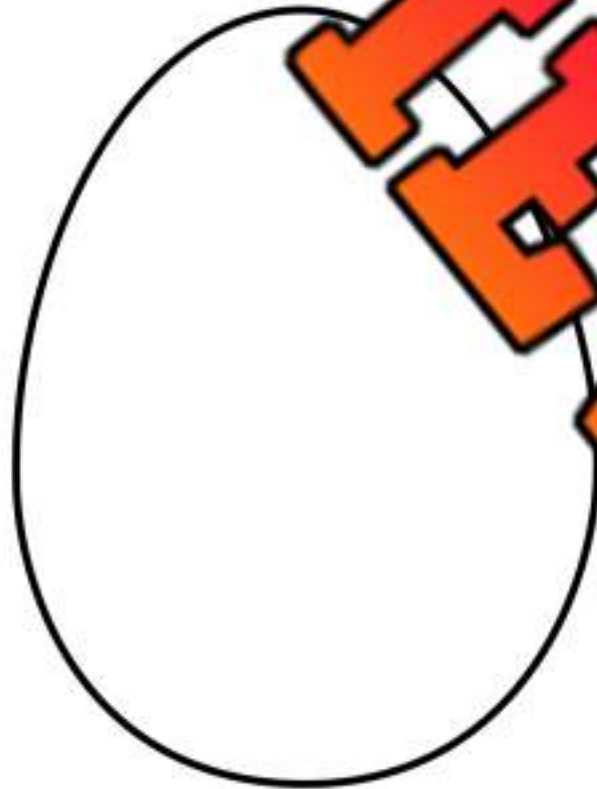
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3) What Easter message will you write inside your egg?

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4) Here's an egg shape! Decorate it with zigzags, dots, or stars. Use the colours you plan to use for your real egg.



Name: \_\_\_\_\_

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Curriculum Connection  
D1.3, D1.4, D2.4

**Rough Copy**

Practice drawing a big egg shape. Try to make it round and smooth.

**PERVALEZ**

## Self-Assessment

Cut out the self-assessment questions below.

Name: \_\_\_\_\_

Circle the box of your choice.

1) Did you draw a big egg shape neatly on your paper?	✓	✗
2) Did you decorate your egg with at least two different patterns?	✓	✗
3) Did you use bright colours to make your egg look fun and creative?	✓	✗
4) Did you write a clear Easter message in the middle of your paper?	✓	✗

Name: \_\_\_\_\_

Circle the box of your choice.

1) Did you draw a big egg shape neatly on your paper?	✓	✗
2) Did you decorate your egg with at least two different patterns?	✓	✗
3) Did you use bright colours to make your egg look fun and creative?	✓	✗
4) Did you write a clear Easter message in the middle of your paper?	✓	✗

Name: \_\_\_\_\_

Circle the box of your choice.

1) Did you draw a big egg shape neatly on your paper?	✓	✗
2) Did you decorate your egg with at least two different patterns?	✓	✗
3) Did you use bright colours to make your egg look fun and creative?	✓	✗
4) Did you write a clear Easter message in the middle of your paper?	✓	✗

Name: \_\_\_\_\_

Circle the box of your choice.

1) Did you draw a big egg shape neatly on your paper?	✓	✗
2) Did you decorate your egg with at least two different patterns?	✓	✗
3) Did you use bright colours to make your egg look fun and creative?	✓	✗
4) Did you write a clear Easter message in the middle of your paper?	✓	✗

**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Cutting the Egg</b>	Edges are messy.	Edges are mostly smooth.	Edges are smooth with few issues.	Edges are perfectly smooth.
<b>Decorating With Patterns</b>	One pattern, not neat.	Two patterns, not neat.	Two patterns, neat and creative.	Two+ patterns, neat and creative.
<b>Making a Zigzag Cut</b>	Zigzag is uneven, doesn't line up.	Zigzag is uneven, doesn't line up.	Zigzag is neat, alignment good.	Zigzag is neat, alignment perfect.
<b>Writing a Clear Message</b>	Message unclear or messy.	Message is clear and neat.	Message is clear and neat.	Message is very clear and creative.
<b>Attaching the Egg Correctly</b>	Pieces not glued or folded well.	Pieces are glued, fold not smooth.	Pieces are glued well, fold mostly smooth.	Pieces are glued perfectly, fold smooth.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

## Understanding Resist Paintings

### How Resist Paintings Work

**Resist painting** is an art technique where some materials do not **absorb paint**. This happens because of materials, like wax or glue, which resist paint. When you paint over these materials, the design you made before **stays clear** because the paper gets painted. Which will make the lines stand out against the painted background. Artists use this method to create **bold** and **interesting** effects in their artwork.



### Materials for Resist Painting

To make a resist painting, you can use the following materials:

- **Crayons or Oil Pastels** – The wax in these blocks resists paint.
- **White Glue** – When dry, glue creates a barrier that resists paint.
- **Tape or Stickers** – These cover parts of the paper, keeping it from paint.



### Where Do We See Resist Painting?

- **In Traditional Art** – Resist painting is used in traditional art forms like batik, which comes from Indonesia.
- **In Holiday Crafts** – Many people use wax resist to make colourful designs on Easter eggs.

**Questions**

Answer the questions below.

1) What happens when you paint over a resist drawing?

2) What are the things you can use for resist painting?

**Fill In The Blank**

Fill in the blanks with correct answers.

1) Resist painting is a method where \_\_\_\_\_ of the paper do not absorb \_\_\_\_\_.

2) People often use resist painting to decorate \_\_\_\_\_ for holidays.

3) Resist painting is used in fabric design, such as \_\_\_\_\_ from Indonesia.

4) To keep some areas of the paper free from paint, \_\_\_\_\_ can be used.

**True or False**

Is the statement true or false?

1) White glue works best for resist painting when it is wet.	True	False
2) Easter eggs can be decorated using a resist painting method.	True	False
3) Wax crayons can be used to block paint in Resist Paintings.	True	False
4) Batik is a type of resist painting from Canada.	True	False
5) Stickers and tape help keep some parts of paper free of paint.	True	False

## Activity: Name With Resist Painting

### Objective

What are we learning about?

Students will create name artwork using the resist painting technique. They will use wax crayons to write their name and decorate around it before applying watercolours to resist effect.

### Materials

What do you need for the activity?

- White paper.
- Wax crayons (various colours).
- Watercolour paints & Paintbrushes.
- Small containers of water & Paint.



### Instructions

How will you complete the activity?

1. Write your name in large, bold letters on white paper using a wax crayon. Press firmly to make sure the wax is thick.
2. Add patterns or designs around your name using the same crayon colours. You can draw stars, swirls, or shapes to make it more interesting.
3. Dip your paintbrush into water and then into the watercolour paint. Pick bright colours that will contrast with your crayon drawings.
4. Brush the paint over your entire paper, including your name. The wax crayon resists the paint, making your name stand out.
5. Try using different colours to create a layered effect. Let the colours blend and mix to create new shades.
6. Once you are happy with your painting, set it aside to dry completely.
7. Once dry, observe how the wax resisted the paint and how the colours interact.

**How-To-Guide**

Here are steps to create your name resist painting.

Steps	Description
1 <b>Write Your Name</b>	Use a wax crayon to write your name in large, bold letters on the paper. Press firmly to make sure the wax fully covers the paper. This will resist the paint later. Make your letters clear.
2 <b>Add Fun Patterns</b>	Draw fun patterns, like swirls, stars, or zigzags, around your name with crayons. Use bright colours and press hard so the patterns stand out.
3 <b>Choose Paint Colours</b>	Pick your favourite colour paint colours for the background. Choose colours that will contrast with your crayon drawings. This will help your name and patterns stand out when the painting is finished.
4 <b>Paint Over Your Drawing</b>	Dip your paintbrush into the paint. Gently brush the paint over the entire paper, covering your name and patterns. Cover all areas of the paper but do not rub over the crayon lines too hard.
5 <b>Blend Colours Neatly</b>	Try blending your paint colours smoothly for a creative background. Mix two colours gently where they meet but avoid making the paper too wet.
6 <b>Let It Dry</b>	Put your painting in a safe spot to dry completely. Make sure no one touches it while it is wet. Waiting helps the paint dry and keeps your art from smudging or tearing.
7 <b>Check Your Work</b>	Once the painting is dry, look carefully at your work. Check if the crayon lines are clear and bright. Make sure the colours in your background are smooth and that the patterns around your name look amazing.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Writing Name Clearly</b>	Write your name big and bold with a wax crayon so it is easy to see.
<b>Pressing Down Firmly</b>	Press down firmly with the crayon so the wax fully covers the background and resists the paint.
<b>Choosing Bright Colours</b>	Choose bright crayon colours that will stand out when you paint.
<b>Blending Colours Neatly</b>	Mixing two or more paint colours to create a fun background without making it messy.

**Example** An example of my name

**Planning**

Answer the questions below.

1) What is your name?

2) How will your name stand out on the paper?

3) What watercolour colours will you use for your background colours?



4) What colours will you use for your name?



5) List two shapes you can use as patterns around your name.



6) What material do you use to write your name?

☐ Watercolour paint☐ Paint over the crayon again☐ Other

7) What should you do after painting your paper?

☐ Touch the wet paint☐ Let it dry☐ Pencil☐ Other

8) What patterns can you draw around your name?

☐ Swirls and zigzags☐ Numbers and letters☐ Random scribbles☐ Other

Name: \_\_\_\_\_

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Curriculum Connection  
D1.4, D2.4

**Rough Copy**

Draw your name you using big and bold letters below.

**PERVALE**

**Peer Feedback**

Look at your partner's painting of their name carefully. Use the checklist below to give them feedback.

**1) Your Partner's Name:****2) Name:**

- ☐ Is the name written in a clear and bold?
- ☐ Are the letters of the name easy to read?

**3) Crayon Use:**

- ☐ Did they press hard enough with the crayon for it to resist the paint?
- ☐ Are the crayon lines thick and smooth without gaps?

**4) Creativity:**

- ☐ Did their name and picture look fun and interesting?
- ☐ Does the overall design look neat and exciting?

**5) Painting and Colours:**

- ☐ Did they choose bright, fun paint colours that contrast with the crayon?
- ☐ Are the colours blended smoothly without making the painting messy?

**6) Something I liked about your resist painting is:****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)
<b>Writing Name Clearly</b>	Name is too small or hard to read.	Name is written but not bold or clear.	Name is clear, but could be larger or bolder.	Name is large, bold, and very easy to read.
<b>Pressing Hard With Crayon</b>	Crayon lines are faint.	Some crayon lines are pressed hard enough.	Most crayon lines resist paint properly.	Crayon lines are strong and fully resist paint.
<b>Choosing Bright Colours</b>	Colours are dull and do not stand out.	Some colours are bright but not stand out well.	Most colours are bright and stand out well.	All colours are bright and stand out perfectly.
<b>Blending Colours Neatly</b>	Paint is messy and colours are not blended.	Some blending is done, but it looks uneven.	Colours are blended neatly.	Blending is smooth and looks creative.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

## Exploring Picasso's Face Art

### Who Was Picasso?

**Pablo Picasso** was a famous artist from Spain who lived from 1881 to 1973. He is known for his creative and different way of drawing. **Picasso** started drawing when he was just 4 years old. By the time he was 9 years old, he had already started his first painting! He later became one of the most important artists in the world.



### What Makes Picasso's Faces Special?

**Picasso's faces** are unique because they don't look real. Instead of drawing faces the way people normally see them, Picasso uses shapes like triangles, squares, and circles. He would show a face from the front and the side at the same time! This style of art is called Cubism. It was a new way of looking at people and objects.



### Fun Facts About Picasso's Faces

- 1) **Different Eyes:** Picasso often painted one eye bigger than the other, and put the nose in the wrong place to show a different pose.
- 2) **Bright Colours:** He loved using bright colours like red, yellow, and blue that stand out.
- 3) **Many Materials:** Picasso didn't just use paint. He made art using paper, metal, and even sand!

Picasso's faces teach us to see things in new and fun ways, showing that art doesn't have to look **perfect** to be special.

**Questions**

Answer the questions below.

1) What kind of shapes did Picasso use in his faces?

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2) Name two things Picasso used in his artwork.

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**Word Scramble**

Use the letters from the word bank

Word Bank			
Picasso	Circle	Face	Noses
Circles	Cubism	Eyes	Triangles
TSERLIGAN			
CAFE		PICASSO	
UMISBC		SOSE	

**Fill In The Blank**

Fill in the blanks with the correct answers.

- Picasso often painted faces using shapes like \_\_\_\_\_.
- Picasso made his first painting when he was \_\_\_\_\_ years old.
- Picasso's faces teach us that art doesn't have to look \_\_\_\_\_ to be special.
- Instead of using just paint, Picasso also used \_\_\_\_\_ and \_\_\_\_\_ to make art.
- In Cubism, Picasso painted people and objects using \_\_\_\_\_ shapes.

## Activity: Picasso Paper Face Collage

### Objective

What are we learning about?

Students will create a Picasso-style face using cut-out face parts. They will mix and match different features to design a unique and abstract portrait.

### Materials

What do we need for the activity?

- White construction paper (for the base face shape).
- Coloured paper or markers (crayons, markers, etc.).
- Scissors & glue sticks.
- Printed sheets with different eyes, noses, mouths.



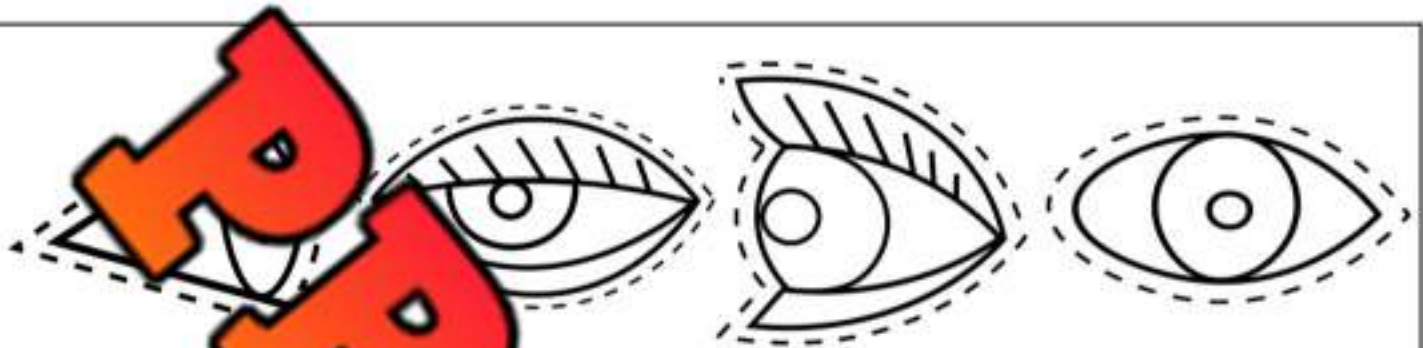
### Instructions

How will you complete the activity?

1. Give each student a white piece of paper for the base face shape.
2. Provide sheets with different face parts (eyes, nose, mouth). Let students cut them out.
3. Encourage students to colour the face parts with different colours.
4. Ask students to mix and match the parts to create an abstract, many-looking face.
5. Once they are happy with their design, they should glue the parts onto the base face.
6. Encourage students to add extra details, like patterns or accessories, using crayons or markers.
7. Let the collages dry and then display them in the classroom.
8. Discuss Picasso's Cubist style and how their artwork looks different from a real-life face.

**Eyes, Noses  
Mouths & Ears**

Cut out the eyes, noses, mouths, and ears you like. Colour each piece, then glue them onto the face shape provided.



Choose Two Eyes You Want To Use For Your Collage



Choose Two Ears You Want To Use For Your Collage



Choose The Nose You Want To Use For Your Collage



Choose The Mouth You Want To Use For Your Collage

**How-To-Guide**

Here are steps to create a Picasso paper face collage.

Steps	Description
1	<b>Prepare Your Base</b> Start with the pre-drawn face provided by your teacher. Use a yellow pencil to divide it into different sections with lines. Then, colour each section using a different bright and bold colour.
2	<b>Choose Your Face Parts</b> Select eyes, noses, and mouths from the printed sheets provided by your teacher. Look for shapes that are interesting or unique to you.
3	<b>Cut the Face Parts Neatly</b> Use scissors to cut the chosen face parts. Stay as close to the lines as possible so the pieces are neat and easy to use.
4	<b>Colour Your Face Parts</b> Use bold and bright colours to colour each face part. Think about how different colours can make your collage exciting and interesting to look at.
5	<b>Arrange the Pieces on the Base</b> Place your cut-out face parts on the base. Move them around to see how they look together until you find a design you like.
6	<b>Glue the Parts in Place</b> Once you are happy with your arrangement, glue each piece onto the base. Press firmly so everything sticks and doesn't move.
7	<b>Add Creative Details</b> Use crayons or markers to add fun patterns, like stripes. You can also draw accessories like hair or glasses to make it unique.
8	<b>Share Your Artwork</b> Show your finished Picasso face to the class. Share why you chose the colours and shapes, and what makes your artwork special and creative.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
Cutting Carefully	Cut out the face parts (eyes, noses, and mouths) neatly and stay on the lines.
Colorful	Use bright and strong colours to make the face parts stand out, just like Picasso did.
Mixing and Matching	Mix and match eyes, noses, and mouths to make a fun and unique face.
Creating a Unique Face	The face you create looks different from a real face, like Picasso's style.

**Example** An example of a face collage.

**Planning**

Answer the questions below.

1) How will you make your Picasso face look fun and creative?

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2) What is the first step in the activity?

☐ Cut the☐ Colour the pre-drawn face sections☐ Glue the parts in place☐ Other:

3) List four bright colours you will use for your Picasso face.

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4) List three tools you will need to

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5) List four face parts you will cut and glue onto the base face.

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6) What is the first step in the activity?

☐ Cut the face parts☐ Colour the pre-drawn sections☐ Glue the parts in place☐ Other:

7) How will you arrange the face parts to make your collage unique?

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Name: \_\_\_\_\_

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Curriculum Connection  
D1.2, D1.4, D2.4

**Rough Copy**

Draw the Picasso's face art below.

**PERVALEZ**

Name: \_\_\_\_\_

118

Curriculum Connection  
D1.2, D1.4, D2.4

**Rough Copy**

Draw the Picasso's face art below.



**Peer Assessment**

Mark your classmate's art using the checklist below.

My Name	Who I Am Assessing	
Critical Thinking	Description	Stars (1: Worst, 5: Best)
<b>Cutting Carefully</b>	Did your classmate cut the face parts (eyes, nose, mouth) neatly & stay on the lines?	☆☆☆☆☆
<b>Colouring Boldly</b>	Did your classmate use bright and bold colours to make their art stand out?	☆☆☆☆☆
<b>Mixing and Matching</b>	Did your classmate match different face parts to create a fun & creative design?	☆☆☆☆☆
<b>Creating a Unique Face</b>	Did your classmate make a face that looks unique and different from the rest?	☆☆☆☆☆

**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)
<b>Cutting</b> Carefully	Parts are messy and don't stay on the lines.	Some parts are neat, but others are uneven.	Most parts are neatly cut with small mistakes.	All parts are cut neatly and stay on the lines.
<b>Colouring Boldly</b>	Colours are not used.	Colours are used but not very bright.	Colours are mostly bright and bold.	Colours are very bright, bold, and eye-catching.
<b>Mixing and Matching</b>	Features are not arranged or don't look creative.	Features are arranged and creative.	Most features are creative and unique.	All features are mixed and matched creatively.
<b>Creating a Unique Face</b>	The face looks plain and like a real one.	The face looks a little different from real life.	The face is creative and fun.	The face is very unique and shows great creativity.

Teacher Comments

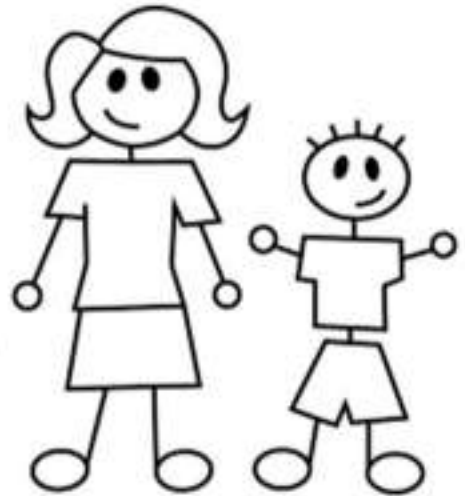
Mark

Student Comments – What Could You Do Better?

## Exploring Figure Drawing Art

### What Is Figure Drawing?

**Figure drawing** is when artists draw **people**. It helps them understand the shapes and movements of the human body. Artists can use **pencils, charcoal, or markers** to create drawings. Sometimes, artists draw a person standing still, while other times, they draw someone moving.



### Why Do Artists Practice Figure Drawing?

Artists practice figure drawing to learn how to draw people better. It helps them see the shapes of arms, legs, and the body. They also learn how to draw **muscles** and how the **body moves**. This practice helps their art look more real.

### Interesting Facts About Figure Drawing

- 1) Artists often start by drawing a simple figure to get the right shape before **adding details**.
- 2) A famous artist named **Leonardo da Vinci** made many figure drawings to study how the body works.
- 3) Some artists draw for only 30 seconds to practice **quick sketches**.
- 4) People who stay in a pose for **figure drawing** are called **models**. They stay in one pose so artists can draw them.

### How Do Artists Use Figure Drawing?

Artists use **figure drawing** in paintings, sculptures, and comics. It helps them show people's **emotions**, movements, and even the clothes they wear. They can use these skills to make art for books, movies, and more.

**Questions**

Answer the questions below.

1) What is figure drawing?

2) What is a "life model"?

**Fill In The Blank**

Fill in the blanks with correct answers.

- 1) Artists often use \_\_\_\_\_ to create figure drawings.
- 2) A person who stays in a pose for artists is \_\_\_\_\_.
- 3) Artists often start with a \_\_\_\_\_ before adding more details.
- 4) Figure drawing skills are also used in comics, \_\_\_\_\_ and sculptures.
- 5) In figure drawing, artists can draw a person standing, still or \_\_\_\_\_.

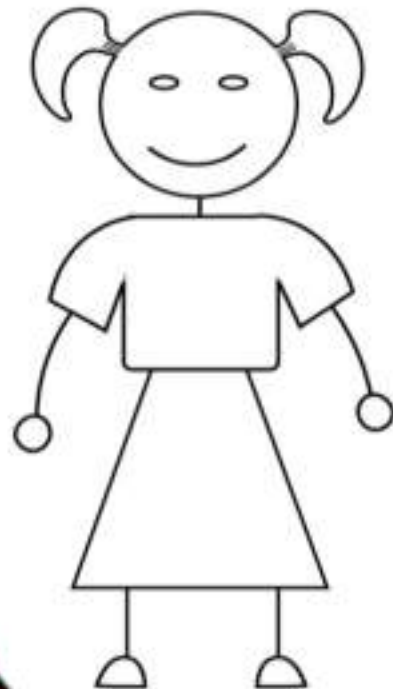
**True Or False**

Is the statement true or false?

- |                                                                    |      |       |
|--------------------------------------------------------------------|------|-------|
| 1) Life models stay in one pose for artists to draw.               | True | False |
| 2) Artists start with tiny details before drawing stick figures.   | True | False |
| 3) Figure drawing can include pencils, charcoal, and markers.      | True | False |
| 4) Figure drawing cannot show how the body moves or muscles.       | True | False |
| 5) Life models in figure drawing are always standing, not sitting. | True | False |

**Figure Drawing  
Worksheet**

Look at the stick figures and carefully draw them in the empty spaces below. Try your best to make them look the same!

**Male Stick figure drawing****Female Stick figure drawing****Male Stick figure drawing****Female Stick figure drawing**

## Activity: Stick Figure Family Portrait Drawing

**Objective** What are we learning about?

Students use creativity and observation skills to draw their family as stick figures. Adding unique details to represent each family member's personality, hobbies, or favourite things.

**Materials** What do you need for the activity?

- White paper (1 sheet per student)
- Pencils (1 per student)
- Markers, crayons, or coloured pencils (variety of colours)

**Instructions** How will you complete the activity?

1. Start by giving each student a sheet of paper and a pencil.
2. Ask students to think about each person in their family and what makes them special. For example, what hobbies do they have? What colours do they like?
3. Have students begin by drawing stick figures for each family member, including themselves.
4. Instruct students to add unique details to each stick figure. For example, draw a soccer ball for someone who likes soccer or long hair for someone with long hair.
5. Encourage students to colour each family member using their favourite colour or a colour that matches their personality.
6. After finishing their drawings, have students write the name of each family member under their stick figure.
7. Display the portraits in the classroom or have students share their drawings with the class, explaining the details they included.



**How-To-Guide**

Here are steps to create a stick figure family portrait drawing.

Steps	Description
1	Start with a pencil to draw one stick figure for each family member. Make sure each stick figure has a head, body, arms, and legs. Keep the drawing neat so it's easy to add details later.
2	Add Unique Details Think about what makes each person special. Draw things like favourite objects, or hairstyles. Add these details on the stick figures to show who they are.
3	Add Favourite Colours Use your favourite colours to colour the clothes, hair, or accessories of your family members. Use these colours that match their favourite things or their personality.
4	Label Each Family Member Write each person's name next to their stick figure so everyone knows who they are. Write the labels clearly and neatly so the labels are easy to read.
5	Check Your Work Look carefully at your drawing. Make sure you include all the family members, details, and colours you planned. If you forgot something, add it now to make your drawing complete.
6	Make the Background Fun Add a background to your picture. Draw something your family likes to do, like playing games, holding hands, or playing the park. This will help tell the story of your family.
7	Colour the Background Use bright, neat colours to fill in the background. Colour the ground, sky, or anything else you've drawn. Stay inside the lines so your artwork looks tidy and beautiful.
8	Add Final Details Look over your drawing again. Add extra touches like patterns, small objects, or other decorations to make your picture more creative and complete. Take your time to finish it nicely.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Draw Clear Stick Figures</b>	Draw neat and clear stick figures for each family member. Make sure they have arms, legs, and heads.
<b>Add Details</b>	Add something special for each person, like a hobby, favourite colour, or hairstyle.
<b>Use Favourite Colours</b>	Use colours that match each person's favourite colour or show their personality.
<b>Label Each Person</b>	Write the name of each family member under their stick figure.
<b>Show Creativity</b>	Make the drawing more interesting by adding things that show what makes your family unique.

**Example** An example of a stick figure drawing of my family.

Noah Emma Olivia Amelia Liam Sophia

**Planning**

Answer the questions below.

1) How many people are in your family?

2) What kind of activity are you going to draw your family doing?

☐ Playing a game☐ Jumping☐ Other: \_\_\_\_\_

3) Where will you stick figure on the paper?

☐ Random place☐ All standing in a straight line☐ In a fun group shape

4) How will you show who each person is?

☐ Add their favourite object☐ Use bright colours☐ Draw them smiling☐ \_\_\_\_\_

5) What details can you add to your drawing to show what makes your family special?

6) Write your family members' names, their relationship to you (like mother, father or sister), and their unique details in the table.

Family Member Name	Relationship (Mother, Brother ...)	Details
➤	➤	➤
➤	➤	➤
➤	➤	➤
➤	➤	➤

Name: \_\_\_\_\_

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Curriculum Connection  
D2.1, D2.4

Rough Copy

Sketch one object or hobby for each family member to include in the portrait.

**PREVIEW**

## Peer Assessment

Mark your classmate's art using the checklist below.

My Name	Who I Am Assessing	
Description		Stars (1: Worst, 5: Best)
Drawing Clear Figures	Did the student draw clear stick figures with legs, and heads?	☆☆☆☆☆
Adding Unique Details	Did the student add hobbies, favourite colours, or hair styles for each person?	☆☆☆☆☆
Using Favourite Colours	Did the student use colours to match people's favourite colours?	☆☆☆☆☆
Labeling Each Person	Did the student label each stick figure with their name clearly?	☆☆☆☆☆
Showing Creativity	Did the student add any unique ideas to make their drawing special?	☆☆☆☆☆

## Learn And Question

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

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

**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Draw Clear Shapes and Figures</b>	Figures are not clear or missing parts.	Some parts of figures are missing.	Figures are mostly clear with minor errors.	Figures are neat and complete.
<b>Add Unique Details</b>	No details are added.	One or two details are added.	Several details are added but may be simple.	Creative and unique details for each person.
<b>Use Favourite Colours</b>	For no favourite colour is used.	Some favourite colours are used.	Most colours match each person's personality.	All colours match and are thoughtfully chosen.
<b>Label Each Person</b>	No names are written under figures.	Some names are written neatly.	Most names are written neatly.	All names are written clearly.
<b>Show Creativity</b>	The drawing is plain with few ideas.	Some creative ideas are shown.	Several creative ideas are included.	The drawing is very creative and unique.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

## Activity: Paper Poppy For Remembrance Day

### Objective

What are we learning about?

Students will make a paper poppy to understand the significance of Remembrance Day for those who have served.

### Materials

What do we need for the activity?

- White paper with pre-drawn poppy petal shapes.
- White paper with pre-drawn poppy centre.
- White paper with a pre-drawn stem.
- Red, black, and green crayons or markers.
- Scissors & glue stick.



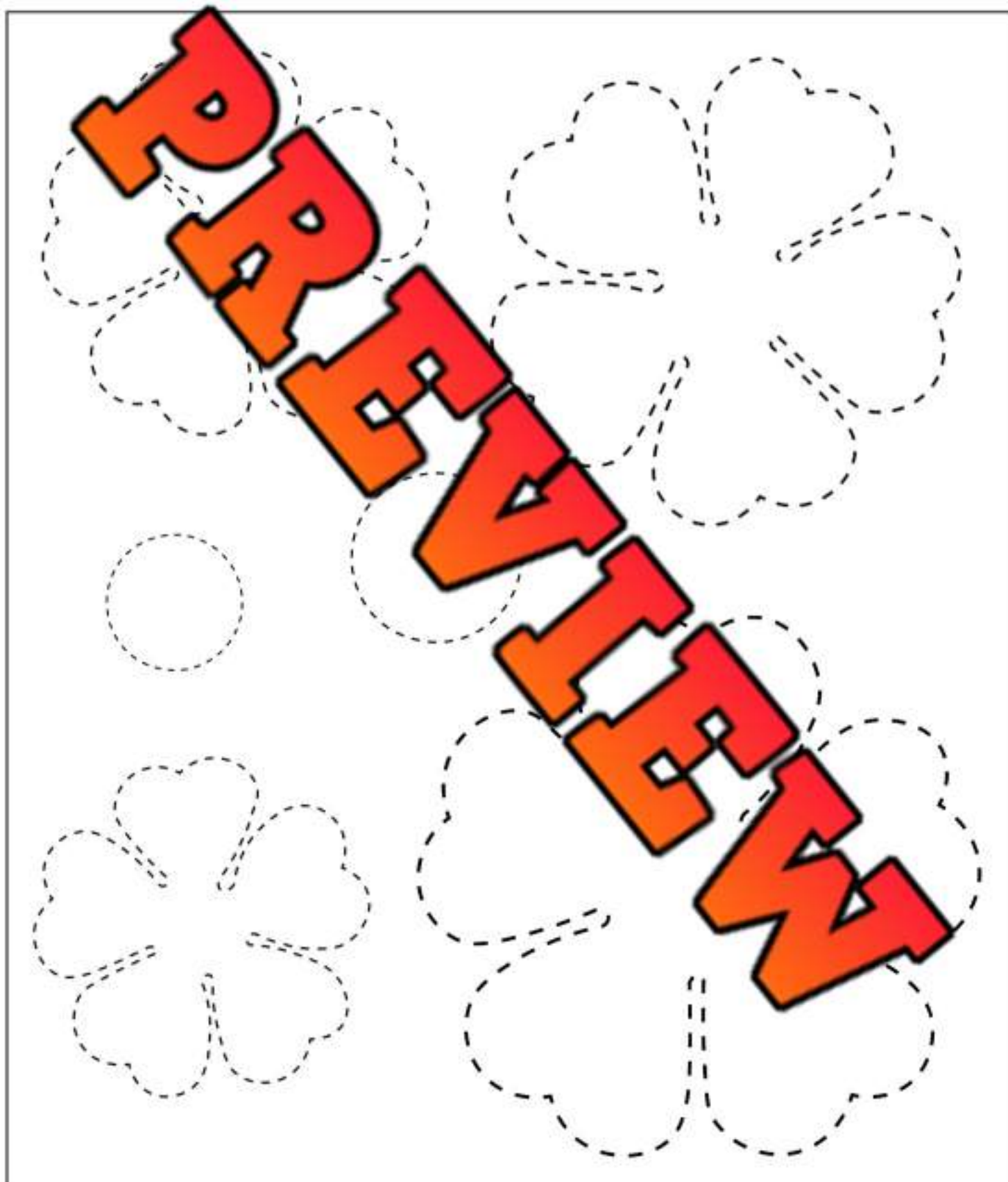
### Instructions

How will you complete the activity?

1. Give each student a sheet with pre-drawn poppy petal shapes.
2. Have them colour the petal shapes red with crayons or markers.
3. After colouring, they will carefully cut out the petal shapes.
4. Students will then take two poppy petals and overlap them slightly, to create a flower shape.
5. Provide another sheet with a pre-drawn circle for the centre of the poppy.
6. Students will colour the circle black and then cut it out.
7. They will glue the black centre on top of the layered red petals to complete the poppy.
8. Give students a sheet with a pre-drawn stem. They will glue their finished poppy flower onto the stem.
9. Students will colour the stem green to complete their Remembrance Day poppy.
10. Write a message on a piece of lined or blank paper honouring those who have served in the nation's defence.

**Petals & Centre  
Circle**

You can cut out and use these poppy petals and centre circle for your paper poppy flower for Remembrance day.



**How-To-Guide**

Here are steps to create a paper poppy for remembrance day.

Steps	Description
1 <b>Colour the Petals</b>	Take the pre-drawn petal shapes and colour them red. Stay inside the lines and carefully cover every area to make it look like a real flower.
2 <b>Cut the Petals</b>	Use scissors to carefully cut out each petal shape. Follow the outline closely to keep the edges smooth.
3 <b>Glue the Petals Together</b>	Take two petals and glue them together by overlapping slightly. Press them gently to make sure they stick and hold their shape.
4 <b>Colour the Poppy Centre</b>	Find the small circle in the center and colour it black. Make sure to fill the entire circle carefully, staying inside the lines for a clean look.
5 <b>Cut Out the Centre</b>	Carefully cut out the black circle using scissors. Follow the outline slowly to keep the shape round and neat without any jagged edges.
6 <b>Add the Centre to the Petals</b>	Take the black circle and glue it in the center of the petals. Press it gently so it sticks firmly and doesn't move or wrinkle.
7 <b>Glue the Poppy to the Stem</b>	Glue your completed poppy flower to a pre-drawn green stem on another paper. Make sure it is glued firmly and placed in the right spot.
8 <b>Colour the Stem Green</b>	Colour the stem green using crayons or markers. Stay inside the lines and fill in all the spaces to make it look bright and even.
9 <b>Write a Message</b>	Write a message to honour those who have served. Your message can include why Remembrance Day is important or a thank-you note.

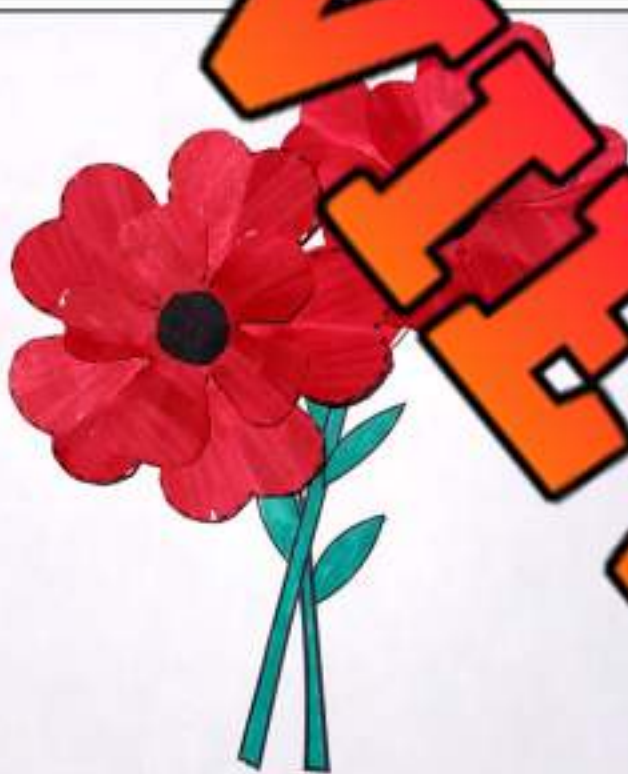
**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
Colouring The Petals	Colour the poppy petal shapes fully with red. Try to stay inside the lines.
Cutting Out The Petals	Cut out the petals and the poppy centre carefully, following the lines.
Gluing The Petals	Glue the petals together so they overlap a little and look like a flower.
Attaching The Flower To The Stem	Attach the poppy flower onto the pre-drawn stem on another sheet of paper.
Colouring The Stem	Use a green crayon to colour the poppy stem neatly.

**Example**

An example of a Remembrance Day paper poppy craft



Thank you for protecting our Country.  
You are very brave. We will always  
Remember YOU!

**Planning**

Answer the questions below.

1) Why do we celebrate Remembrance day?

2) What colour will you use for the poppy petals?

3) What colour will you use to colour the stem of the poppy?

4) List the materials you will need to make the paper poppy.

➤

➤

➤

➤

5) List three things you need to complete this activity.

➤

➤

➤

6) Write the steps you will follow to complete the steps to make your poppy.

1)

4)

2)

3)

6)

7) What is the first step in making the paper poppy?

☐ Cutting the petals☐ Colouring the petals☐ Gluing the petals☐ Other

8) Write a message to those who have served in the nation's defence.

Name: \_\_\_\_\_

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Curriculum Connection  
D1.4, D2.1, D2.4

Rough Copy

Draw a paper poppy for Remembrance Day.

PREVALENZ

Name: \_\_\_\_\_

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Curriculum Connection  
D1.4, D2.1, D2.4

Pre-Drawn Flower  
Stems, & Leaves

Colour and glue your petals, then write a nice message to those who have served in the nation's defence.



**Peer  
Feedback**

After exchanging your art with your partner, answer these questions with 'yes' or 'no' and share what you think.

1) Your Name			
2) Partner			
3) Did your partner place the petals neatly inside the lines?	Yes	No	
4) Did your partner place the petals and circle with clean edges?	Yes	No	
5) Did your partner place the petals together without glue marks?	Yes	No	
6) Is the black dot placed in the centre of the petals?	Yes	No	
7) Is the poppy glue secured to the pre-drawn stem?	Yes	No	
8) Did your partner colour inside the lines?	Yes	No	
9) What is your favourite part of your partner's paper poppy flower?			
_____			
_____			
_____			
10) What could your partner do to make their paper poppy flower better?			
_____			
_____			
_____			
11) How does your partner's paper poppy flower make you feel?			
_____			
_____			
_____			
12) How would you rate your partner's paper poppy flower?			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Okay	<input type="checkbox"/> Poor

**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Colouring the Petals	Petals are messy during colouring, many white spaces left.	Some petals coloured, some spaces left.	Petals mostly coloured neatly.	Petals fully coloured, very neat.
Cutting the Petals	Petals are cut but edges are rough.	Petals are cut but edges are rough.	Petals cut mostly smooth.	Petals cut perfectly smooth.
Gluing the Petals	Petals are not glued well, overlap is not neat.	Petals are glued but overlap is not neat.	Petals glued with neat overlap.	Petals glued perfectly and evenly.
Attaching to the Stem	Poppy is not glued well to the stem.	Poppy is glued but not neatly.	Poppy glued neatly on the stem.	Poppy glued perfectly in the right spot.
Colouring the Stem	Stem is messy or has white spaces.	Stem mostly coloured, some white spaces left.	Stem is neatly coloured.	Stem fully and neatly coloured.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

## Understanding Abstract Painting

### What Is Abstract Painting?

**Abstract** is a type of art that does not show things as they are in **real life**. Instead, it uses **colours, shapes, and lines** to share ideas, emotions, or feelings. **Artists** want you to feel something when you look at their work, even if you don't see a picture of a person, animal, or place.



### How Did Abstract Painting Begin?

**Abstract painting** began over 100 years ago. One of the first abstract artists was Wassily Kandinsky, who made his first abstract painting in 1910. He believed art could show **feelings**, like music, without showing **real images**. This was different from other painters who focused on painting **people, landscapes, or still objects**.

### Key Elements of Abstract Painting

Here are some things that make abstract paintings special:

- 1) **No Real-Life Pictures:** They don't show real objects or scenes.
- 2) **Bright Colours:** Artists often use bold, eye-catching colors to make you feel happy, calm, or excited.
- 3) **Shapes and Lines:** Circles, squares, zigzags, and curves are common in abstract art.
- 4) **Textures:** Some abstract paintings look smooth, while others may look rough or bumpy.

**Questions**

Answer the questions below.

1) What is abstract painting?

2) List two shapes found in abstract paintings?

**Fill In The Blanks**

Fill in the blanks with the correct answers.

1) Abstract painting uses \_\_\_\_\_, &amp; \_\_\_\_\_ to share ideas.

2) \_\_\_\_\_ is one of the \_\_\_\_\_ artists.

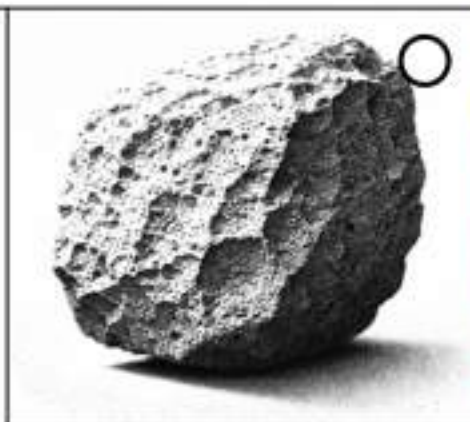
3) Abstract artists often use \_\_\_\_\_ to \_\_\_\_\_ feel calm, or excited.

4) Abstract paintings don't show any \_\_\_\_\_ and \_\_\_\_\_.

5) Some abstract paintings look smooth, while \_\_\_\_\_.

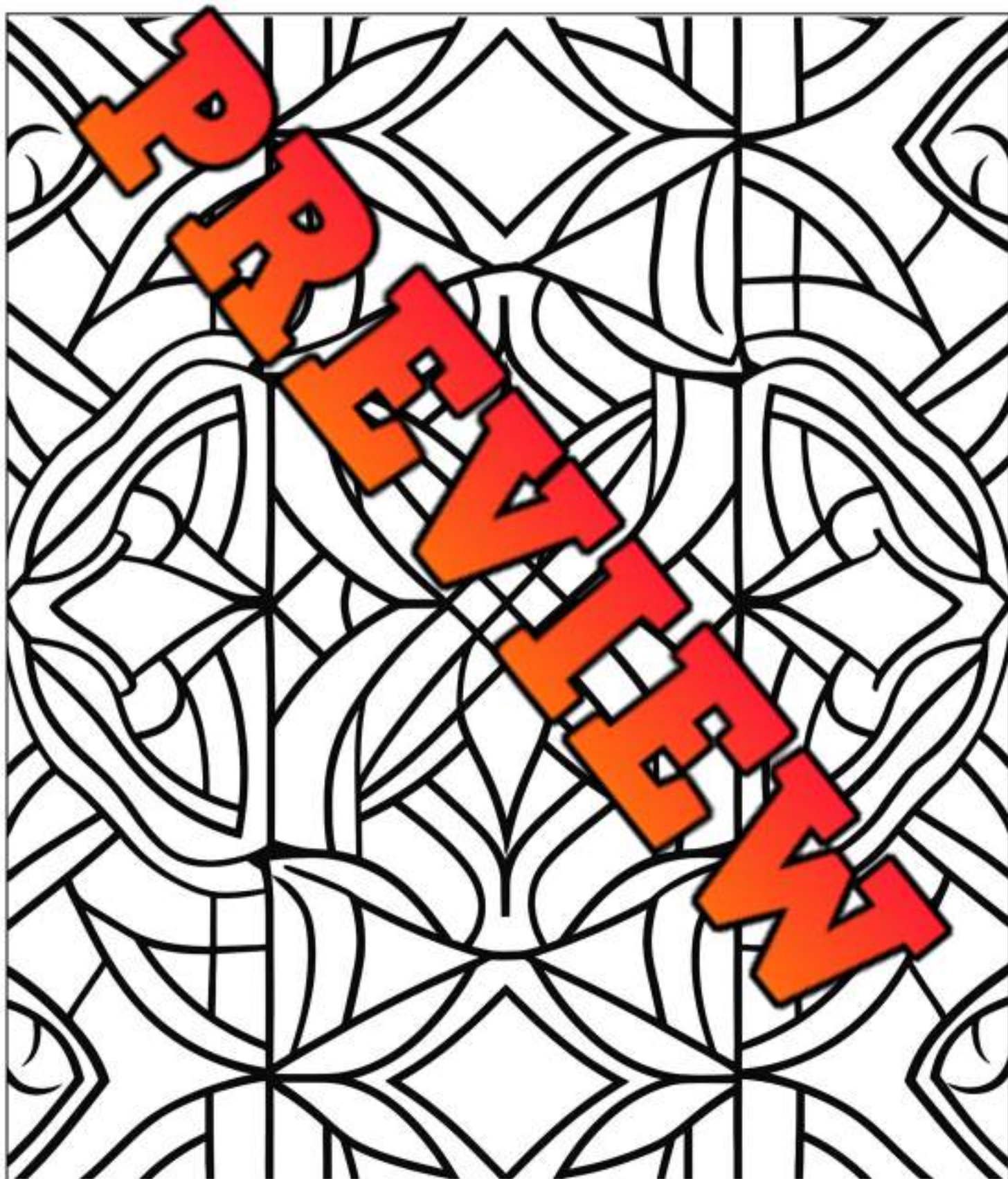
**Identify**

Identify the drawings that best represent abstract painting and place a check mark (✓) in the provided circle.



**Abstract Painting  
Colours Worksheet**

Use crayons or markers to colour these abstract shapes. Use bright colours! Make sure to use different colours for each part.



## Activity: Abstract Paper Collage Creation

**Objective** What are we learning about?

Students learn about abstract art by creating a colourful collage using geometric and free-form paper shapes. This activity encourages creativity, shape recognition, and understanding of abstract design principles.

**Materials** What do you need for the activity?

- Construction paper in various colors
- Scissors (one per student)
- Glue sticks, Markers or Colored Pencils
- Base paper (white or black construction paper)
- Rulers (optional, for drawing straight lines)



**Instructions** How will you complete the activity?

1. Begin by giving each student a piece of construction paper and a pair of scissors. Explain that they will be cutting out shapes of different sizes—these can include triangles, circles, squares, and any other shapes they imagine.
2. Ask students to decorate the shapes using markers or colored pencils. They can add patterns like stripes, dots, zigzags, or swirls to make their shapes more interesting.
3. Provide each student with a base paper. Instruct them to arrange the decorated shapes on the base paper in a way that looks interesting and creative. Encourage them to overlap some shapes or leave some gaps to create visual variety.
4. Once students are happy with their arrangement, have them glue the shapes down, starting with the larger ones and adding the smaller ones on top.
5. Let the collages dry completely before displaying them around the classroom.

**How-To-Guide**

Here are steps to create an abstract paper collage.

Steps	Description
1 <b>Gather Your Materials</b>	Gather your materials: construction paper in bright colours, scissors, glue, markers, crayons, and base paper for your collage. These are the materials you will need to make your abstract artwork come to life.
2 <b>Think About Your Shapes</b>	Imagine the shapes you want to include in your collage. You can use squares, rectangles, circles, or even zigzags and wavy lines. Think about making big, small, and medium-sized shapes for variety.
3 <b>Cut Out Your Shapes</b>	Use your scissors to cut out the shapes you planned. Take your time to make clean edges. Mix up sizes by cutting some shapes large and some smaller for more interesting designs.
4 <b>Decorate Your Shapes</b>	Add patterns to your shapes using markers or crayons. Draw things like dots, stripes, zigzags, or swirls. These patterns will make your shapes stand out and add fun details to your artwork.
5 <b>Arrange the Shapes</b>	Lay your shapes on the base paper without gluing yet. Move them around and try different arrangements. Think about where the shapes will look best before deciding on your layout.
6 <b>Overlap Some Shapes</b>	Try overlapping some shapes by placing one on top of another. This will make your collage look more layered and interesting. You can also leave some shapes separate for balance.
7 <b>Glue Shapes Neatly</b>	Glue your shapes one by one, starting with the largest. Apply glue carefully to avoid mess, then press each shape down firmly so it sticks well to your base paper.
8 <b>Let It Dry</b>	Place your finished collage somewhere safe to dry. Let the glue set for a few minutes. Once it's dry, your colourful abstract paper collage will be ready to display or share!

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Using Different Shapes</b>	Use a mix of shapes like circles, squares, triangles, and wavy shapes to make your collage unique.
<b>Adding Patterns</b>	Decorate your shapes with fun patterns like dots, stripes, or zigzags to make them exciting.
<b>Choosing Bright Colours</b>	Use bright and colourful paper and crayons or markers to make your collage look lively.
<b>Arranging Shapes Creatively</b>	Arrange your shapes in a way that looks interesting, like overlapping and leaving space for others.
<b>Filling The Space</b>	Make sure the paper has shapes, and there are no big empty spaces.

**Example** An example of a creative collage.

**Planning**

Answer the questions below.

1) What shapes do you think you will use the most in your collage?


2) Colour the bright colours you plan to include in your collage.


3) Which patterns will you add to your collage?

 Zigzags 	 Dots 	 Spirals 
 Wavy lines 	 Other : _____	

4) What part of the collage do you think will be the most time to complete?


5) List two things you want people to notice about your collage.

➤ _____
➤ _____

6) What should you do first before starting your collage?

<input type="checkbox"/> Plan your colours and shapes	<input type="checkbox"/> Assemble markers or crayons
<input type="checkbox"/> Draw right away without thinking	<input type="checkbox"/> Other : _____

Name: \_\_\_\_\_

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**Rough Copy**

Draw the shapes you plan to use in your collage and colour them.

**PERVALE**

**Peer  
Feedback**

After exchanging your abstract paper collage art with your partner, answer these questions with 'yes' or 'no' and share what you think.

1) Your Name			
2) Partner's Name			
3) Did your partner use a variety of different shapes?	Yes	No	
4) Are the shapes decorated with creative patterns?	Yes	No	
5) Did your partner use a variety of colours in their collage?	Yes	No	
6) Are the shapes neatly glued without messy glue marks?	Yes	No	
7) Is the entire space of the collage filled with shapes?	Yes	No	
8) Did your partner arrange the shapes in an interesting way?	Yes	No	
9) What is your favourite part of your partner's abstract paper collage?	<hr/> <hr/> <hr/>		
10) What could your partner do to make their collage better?	<hr/> <hr/> <hr/>		
11) How do the patterns and colours in your partner's collage make you feel?	<hr/> <hr/> <hr/>		
12) How would you rate your partner's abstract paper collage?	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Okay <input type="checkbox"/> Poor		

**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Using Different Shapes</b>	Used very few shapes.	Used some shapes but not varied.	Used many different shapes.	Used a wide variety of shapes!
<b>Adding Creative Patterns</b>	Patterns were not used.	Simple patterns were used.	Patterns were creative.	Very detailed and creative patterns!
<b>Choosing Bright Colours</b>	Colours were plain or dull.	Used a few bright colours.	Used many bright colours.	Bright colours make it stand out!
<b>Arranging Shapes Creatively</b>	Shapes are scattered randomly.	Some shapes are well arranged.	Shapes are well arranged.	Creative arrangement stands out!
<b>Filling the Space</b>	Lots of empty spaces are left.	Some empty spaces remain.	Most of the space is filled.	Entire space is filled beautifully!

Teacher Comments

Mark

Student Comments – What Could You Do Better?