



Preview – Information



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Workbook Preview



Ontario – Arts Curriculum

Grade 7 – Drama

	Learning Experiences	Pages
B1.1	Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities	5-9, 12-17, 20-23, 94-96
B1.2	Demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects	26-30, 33-37, 40-41, 44-49
B1.3	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	65
B1.4	Compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places	74, 86, 99
B2.1	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	38, 83,
B2.2	Compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places	31, 82,
B2.3	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	18-19, 24-25, 31-32, 38-39, 42-43, 50-51, 57, 66, 71, 75-76, 82-83, 87, 93, 100, 111, 116-117, 122-123, 128
B3.1	Compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places	101-110, 112-115
B3.2	Identify and describe several ways in which drama and theatre	118-121, 124-127

Preview of 15 activities from this unit that contains 22 activities in total.

Activity: Timeless Treaty Talks

Objective What are we learning more about?

Students explore diverse perspectives on treaty rights by engaging in group discussions from historical figures or modern stakeholders. This activity aims to deepen their understanding of the emotional and ethical dimensions of treaty rights and enhance their empathy for different viewpoints.

Materials What do we need for our activity?

- ✓ Basic costumes (shirts, pants, shoes, hats)
- ✓ Name tags or labels for identification
- ✓ A whiteboard and markers for discussion

Instructions How do we complete the activity?



- 1) **Introduction:** Explain the concept of treaty rights and provide a brief historical background. Discuss the importance of understanding multiple perspectives in treaty rights discussions.
- 2) **Group Division:** Divide students into four groups of five students each. Assign each group a different topic or issue related to treaty rights and characters and perspectives.
- 3) **Role Assignment:** Within each group, students form 2 sub-groups, each representing different characters with different perspectives on the assigned topic or issue.
- 4) **Preparation:** Allow students time to connect with their assigned point of view and prepare arguments for the debate. Encourage them to use costumes to enhance their portrayal.
- 5) **Debate:** Arrange the two sub-groups involved in the discussion in a circle or semicircle. Facilitate a debate where each student presents their character's perspective on the assigned treaty rights issue. Encourage students to stay in character and respond authentically to others' viewpoints.
- 6) **Reflection:** Ask students to write a journal entry from the viewpoint of their character, reflecting on the emotional and ethical dimensions of treaty rights.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Staying in Character	Consistently portray the assigned character, including their background, beliefs, and viewpoints.
Communication	Clearly and effectively communicate the character's perspective during the debate.
Active Participation	Engage in the debate by presenting arguments, asking questions, and responding to others.
Respect for Opposing Views	Listen respectfully to opposing viewpoints and respond thoughtfully and authentically.
Depth of Analysis	Provide insightful and well-reasoned arguments during the debate, showing a deep understanding of the issue.

Planning

Answer the questions below

1) What are the key beliefs and values of your character?

2) What information do you need to research to better understand your character's viewpoint?

3) What are the main arguments your character would make about the equality rights issue?

4) How will you respond to opposing viewpoints while staying true to your character?

Topic

Conduct a treaty topic discussion on the topics below

Topic: Economic Development and Treaty Rights

Characters (Pro-Indigenous Economic Development)		Characters (Pro-General Development)	Perspective
Indigenous Economic Developer	Promotes economic initiatives that respect treaty rights, support Indigenous self-sufficiency, and provide financial support to Indigenous communities. They support businesses that respect cultural traditions.	Fossil Fuel Industry Representative	Argues for the continued use of fossil fuels for energy security and economic stability. They believe that responsible resource development can benefit all stakeholders, including Indigenous communities.
Indigenous Entrepreneur	Supports innovative job creation within Indigenous businesses, arguing that economic development should be driven by the community and respect treaties and cultural values.		Balances energy needs with economic growth, arguing that energy projects should include Indigenous consultation and benefit-sharing as part of respecting treaty rights.
Indigenous Consumer Advocate	Emphasizes the importance of economic initiatives that provide long-term benefits and uphold treaty rights. They argue for sustainable projects that offer real improvements to community living standards.	Utility Company Executive	Focuses on the reliability and cost-effectiveness of energy infrastructure, arguing that economic development is necessary for overall prosperity but must include Indigenous input in planning and implementation.
Indigenous Rights Activist	Urges immediate recognition and implementation of treaty rights in all economic projects, arguing that treaty agreements are foundational to fair and just development. They stress that any economic activity must have full, prior, and informed consent from Indigenous communities.	Industrial Manufacturer	Concerned with maintaining productivity, efficiency and economic growth, arguing that while treaty rights should be respected, economic development must proceed to ensure national prosperity.

Topic

Conduct a treaty topic discussion on the topics below

Topic: Urban Development and Treaty Rights

Characters (Pro-Indigenous Space)	Characters (Pro-Urban Development)	Perspective
Urban Indigenous Leader Supports the creation of green spaces within urban areas. They believe these spaces help maintain cultural practices and provide a sense of community.	City Council Member	Prioritizes urban development to meet housing and commercial needs, arguing that modern infrastructure is necessary for economic growth and accommodating urban expansion.
Indigenous Community Planner Emphasizes community engagement and the creation of urban spaces that reflect Indigenous culture and heritage. They believe this approach fosters inclusivity and honors treaty agreements.	Construction Worker	Focuses on job creation and economic benefits of urban development, arguing that construction projects can lead to prosperity for all city residents, including Indigenous people.
Local Indigenous Resident Values urban green spaces that are designated for Indigenous practices and gatherings, arguing that these areas improve quality of life and honour treaty commitments.	Shopping Mall Developer	Argues for using urban land for commercial development, stating that malls and shopping centres provide economic opportunities and meet community needs, potentially benefiting Indigenous entrepreneurs as well.
Indigenous Youth Activist Advocates for urban spaces that reflect and preserve Indigenous culture, arguing that these spaces are essential for identity and community well-being. They believe treaty rights include cultural representation in urban planning.	Real Estate Investor	Interests in maximizing land use for profit, arguing that investing in urban development can yield high returns. They believe that urban growth should balance economic benefits with respect for treaty rights.

Topic

Conduct a treaty topic discussion on the topics below

Topic: Education and Cultural Preservation in Treaty Rights			
Characters (Pro-Indigenous Education)	Perspective	Characters (Pro-Standard Curriculum)	Perspective
Indigenous Elder	Believes that education should honor Indigenous languages, traditions, and values. They argue that this approach respects rights and strengthens identity.	Government Education Official	Supports a standardized curriculum to ensure all students receive a consistent education. They argue that this approach prepares students for national exams and aligns with governmental policies.
Indigenous Parent	Wants children to learn about their cultural heritage as promised in treaties, while also ensuring they understand their rights and roots. They believe this fosters pride and continuity within the community.	Non-Indigenous Parent	Prefers a curriculum focused on national standards to ensure their child is competitive across Canada. They believe a standardized education is necessary for success in broader society.
Cultural Anthropologist	Stresses the importance of including Indigenous knowledge in education as part of honoring treaty agreements. They believe this offers diverse perspectives and enriches the educational experience.	School Principal	Emphasizes the need for consistent education across schools to maintain high standards. They argue that a unified curriculum ensures equal opportunities for all students.
Indigenous Youth	Wants to see their culture represented and understood in school, as it makes them feel valued and respected. They believe that including Indigenous perspectives in the curriculum helps combat stereotypes and promotes inclusivity.	Education Policy Analyst	Advocates for standardization to streamline educational resources, making it easier to allocate funding and resources efficiently across the education system.

Topic

Conduct a treaty topic discussion on the topics below

Topic: Land and Resource Rights in Treaty Talks			
Characters (Pro-Indigenous)	Perspective	Characters (Pro-Development)	Perspective
Indigenous Land Protector	Believes in protecting land and resources as per treaties, arguing that land is sacred and holds cultural significance. They stress that treaties were made to preserve these rights.	Government Official	Supports development for economic growth, arguing that it brings jobs and revenue. They believe development can be done while respecting treaties and ensuring economic benefits for all.
Indigenous Environmental Scientist	Emphasizes the need to protect natural resources and land based on treaty agreements. They argue that preserving these areas is crucial for ecological and cultural sustainability.	Business Developer	Sees economic opportunities in developing Indigenous lands, arguing that it can lead to prosperity for the entire community if done with mutual agreement and respect for treaty terms.
Indigenous Rights Advocate	Stresses the importance of adhering to treaties that guarantee land and resource rights. They believe that these agreements are legally binding and essential for the well-being of Indigenous communities.	Real Estate Developer	Focuses on building infrastructure and attracting investment, arguing that development can enhance living standards. They believe in negotiating fair deals that respect treaty rights while promoting growth.
Indigenous Historian	Highlights the historical significance of land and resources guaranteed by treaties, arguing that these agreements must be honoured to rectify past injustices and uphold Indigenous sovereignty.	Tour Operator	Wants to promote tourism in Indigenous territories, believing that showcasing Indigenous culture and land can be profitable and educational, benefiting both Indigenous communities and the broader economy.

**Reflection
Journal**

Describe your experience with the Treaty Rights Discussion activity.

Reflect on the Treaty Rights Discussion activity we did in class today. Write a journal entry focusing on the emotional and ethical dimensions of the activity.

PREPARED

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Staying in Character	Rarely stays in character, often breaks	Sometimes stays in character, occasional breaks.	Mostly stays in character, few breaks.	Consistently stays in character throughout.
Effective Communication	Communicates ideas with some clarity, but sometimes unclear.	Communicates ideas clearly and effectively.	Communicates ideas very clearly, engaging and persuasive.	
Active Participation	Participates minimally, often disengaged.	Participates actively, generally engaged.	Participates very actively, fully engaged	
Respect for Opposing Views	Rarely listens to or respects others' views, often interrupts.	Mostly listens to and respects others' views, occasional interruptions.	Always listens to and respects others' views, never interrupts.	
Depth of Analysis	Provides superficial or no analysis, lacks understanding	Provides some analysis, but lacks depth and detail.	Provides insightful and thorough analysis, showing deep understanding.	

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Freeze Frame Feelings

Objective What are we learning more about?

Students work in small groups to create a series of tableaux that illustrate the different stages of a relationship. They will focus on using body positioning and facial expressions to show emotional changes over time. The goal is to maintain consistent physicality to effectively communicate the progression of the relationship.

Materials What do we need for our activity?

- ✓ Index cards with different relationship stages (e.g., meeting for the first time, falling in love, having a disagreement, reconciliation, and parting ways)
- ✓ Simple props (optional, such as a chair or book)
- ✓ Open space for group performance



Instructions How do we complete the activity?

- 1) **Preparation:** Divide the students into small groups and give them a set of index cards, each describing a different stage of a relationship to choose from.
- 2) **Planning:** Each group discusses and plans how to use the stage of the relationship using tableaux. Students decide on body positioning and facial expressions for each tableau, emphasizing the importance of maintaining consistent physicality to show the progression of emotions as the relationship changes.
- 3) **Rehearsal:** Allow groups to rehearse their tableaux, ensuring smooth transitions between stages and provide constructive feedbacks when needed.
- 4) **Performance:** Each group performs their series of tableaux in front of the class. Encourage the audience to observe the body positioning and facial expressions used to convey emotional changes.
- 5) **Reflection:** Provide students with reflection journals or sheets of paper to answer the reflection questions.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Body Position	Use distinct and intentional body positions to clearly depict each stage of the relationship.
Expressive Facial Expressions	Employ facial expressions that accurately convey the emotions associated with each stage.
Consistent Physicality	Maintain consistent physicality throughout the tableaux to show the progression and changes in the relationship.
Smooth Transitions	Ensure smooth and logical transitions between each tableau to enhance storytelling.
Team Collaboration	Work effectively as a group, with each member contributing to the creation and performance of the tableaux.

Planning

Use the questions below

1) How will you maintain consistent physicality throughout the progression of emotions and changes in the relationship?

2) What is the key to staying in character and maintaining consistency during performance?

3) What is your plan to ensure that your transitions between each tableau are smooth and logical?

Index cards Create a tableau that depicts the different stages of relationship

Title		Relationship stages
Friendship Rollercoaster		Meeting for the First Time
		Discovering Shared Hobbies
		Experiencing a Major Disagreement
		Feeling Isolated and Loneliness
		Apologizing and Reconnecting
Team Dynamics and Conflict		Forming a Strong Group
		Facing a Big Challenge Together
		Experiencing a Serious Misunderstanding
		Resolving the Conflict
		Celebrating a Major Achievement

Index cards Create a tableau that depict the different stages of relationship

Title	Relationship stages
Support and Betrayal	Supporting a Friend in Need
	Feeling Betrayed by a Friend
	Confronting the Friend
	Seeking and Granting Forgiveness
Celebration and Loss	Rebuilding Trust
	Celebrating Friend's Major Success
	Experiencing a Heartbreaking Loss
	Providing Comfort and Support
	Finding Moments of Joy Again
	Honoring the Memory Together

Index cards

Create a tableau that depict the different stages of relationship

Title	Relationship stages
Adventure and Crisis	Going on an Exciting Adventure
	Facing an Unexpected Crisis
	Working Together Under Pressure
	Facing a Moral Crisis
	Reflecting on the Experience
Trust and Resilience	Building Initial Trust
	Experiencing Betrayal
	Struggling with Trust Issues
	Rebuilding Trust Slowly
	Achieving Stronger Bond

Peer Assessment

Assess the performance of another student

Name of student being Assessed: _____	Assessor's Name: _____			
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Critiquing				
Classroom Positioning				
Expressiveness Facial Expression				
Consistency of Physicality				
Smoothness of Transitions				
Overall Impact				

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) of a peer's performances.

Write two strengths and one weakness of a peer's performance.

★	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
★	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
★	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Rubric

How did you do on the assignment?

Criteria	1 Point	2 Points	3 Points	4 Points
Clear Body Positions	Body positions are unclear and confusing.	Some body positions are clear, some are not.	Most body positions are clear and effective.	All body positions are distinct and intentional.
Expressive Facial Expressions	Facial expressions are unclear and confusing.	Some facial expressions are clear.	Most facial expressions accurately convey emotions.	Facial expressions are highly expressive and accurate.
Consistent Physicality	Physicality is inconsistent and confusing.	Some physicality is consistent and clear.	Physicality is mostly consistent and effective.	Physicality is consistent throughout.
Smooth Transitions	Transitions are awkward and unclear.	Some transitions are smooth and clear.	Most transitions are smooth and clear.	Transitions are seamless and greatly enhance the storytelling.
Team Collaboration	Group work is uncoordinated, with minimal contribution from members.	Group work shows some coordination, with uneven contribution from members.	Group work is coordinated, with most members contributing.	Group work is highly coordinated, with all members contributing significantly.

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

Gibberish Conversations: Non-Verbal Communication

Objective What are we learning more about?

Students will convey meaning through tone, pitch, and body language by having conversations in gibberish. This activity focuses on enhancing non-verbal communication and social skills.

Materials What do we need for our activity?

- ✓ An open space for movement
- ✓ A timer or stopwatch

Instructions How do we complete the activity?



- 1) Explain to the students the concept of gibberish conversations, where they will communicate using made-up sounds instead of actual words.
- 2) Divide the students into pairs.
- 3) Instruct each pair to choose a simple scenario for their conversation, such as asking for directions to a restaurant, or having a debate.
- 4) Have one student in each pair start the conversation using gibberish, focusing on using tone, pitch, and body language to convey their meaning.
- 5) The other student should respond in gibberish, continuing the conversation while also using non-verbal cues to communicate.
- 6) Allow the conversation to continue for 2-3 minutes, then signal for the pairs to switch roles and repeat the exercise with a new scenario.
- 7) After both rounds, gather the students and discuss their experiences. Allow some pairs to perform their conversations in front of the class.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Using Tone and Pitch	I effectively used different tones and pitches to convey meaning.
Expressing Myself with Body Language	I used my body language to enhance the message I was trying to convey. I communicated so that I could convey different emotions.
Engagement and Focus	I was engaged and focused throughout the conversation.
Interpreting Partner's Cues	I was able to understand my partner's gibberish through their non-verbal cues.
Creativity and Effort	I put a lot of thought and effort into my gibberish. Our conversations were interesting, showing different emotions.

Reflection

Answer the questions below.

1) How did it feel to communicate with your partner using actual words?

2) What non-verbal cues did you use to make your message clear?

3) How did tone and pitch help you understand your partner's gibberish?

Scenarios

Cut out the scenarios below

Scenario

1. Asking questions in a new city

2. Ordering food at a restaurant

3. Shopping at a store

4. Arguing over sports game result

5. Explaining a science concept

6. Describing a funny dream

7. Planning a surprise party

8. Giving a tour of a museum

9. Asking for help with homework

10. Telling a ghost story

11. Teaching a dance move

12. Complaining about the weather

13. Making a phone call

14. Discussing a book or movie

15. Explaining how to play a game

Activity: Gesture Evolution

Objective What are we learning more about?

Students will explore how a specific emotion or idea can evolve and be interpreted by each individual. This activity helps students understand the fluidity of emotions and perspectives through the adaptation of gestures.

Materials What do we need for our activity?

- ✓ Open space for the activity
- ✓ List of emotions or ideas (e.g., happiness, fear, anger, surprise, excitement, confusion)
- ✓ Reflection journals or sheets of paper



Instructions How do we complete the activity?

- 1) **Preparation:** Prepare emotion slips with different emotions written on them. Divide the class into small groups and explain the objective of the activity: to explore how emotions or ideas can evolve and be interpreted differently through gestures.
- 2) **Starting the Gesture:** Randomly bring one student to the center. The first student in the circle choose a starting emotion slip and demonstrate a simple gesture that represents it (e.g., a big smile and open arms for happiness).
- 3) **Adapting the Gesture:** The second student modifies the gesture slightly to show a shift in perspective or emotion (e.g., turning away with a more thoughtful expression to represent contentment). The next student observes the previous gesture and adapts it further. Continue this process until all students in the group have participated.
- 4) **Discussion:** After all the groups finished performing the activity, discuss the changes observed. How did the gesture evolve? What new emotions or ideas emerged?
- 5) **Reflection:** Provide students with reflection journals or sheets of paper to answer the reflection questions.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Observation	Carefully observe the previous student's gesture to understand the emotion or perspective being expressed.
Adaptation	Modify your gesture slightly to show a clear shift in perspective or emotion.
Expression	Use facial expressions and body language to effectively convey the new emotion.
Creativity	Demonstrate creativity in your gesture and interpret the gesture.
Engagement	Actively participate and engage with the process, respecting each student's contribution.

Slips

Express the emotions below through gestures.

Happy	Excited
	Scared
Angry	Confused
Surprised	Tired
Proud	Nervous
Bored	Disgusted
Curious	Embarrassed

Reflection Journal

Describe your experience with the gesture evolution activity.

Reflect on the 'Gesture Evolution' activity we did in class today. Write a journal entry discussing your experience.

PRE-EVALUATE

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Observation	Did not observe previous gesture.	Somewhat observed previous gesture.	Mostly observed previous gesture accurately.	Carefully and accurately observed previous gesture.
Adaptation	Little or no adaptation.	Some adaptation, but not very clear.	Clear adaptation showing a shift in perspective.	Creative and clear adaptation showing a strong shift.
Expression	Limited use of facial expressions and body language.	Some use of facial expressions and body language.	Good use of facial expressions and body language.	Excellent use of facial expressions and body language.
Creativity	Showed little creativity in adaptation.	Shown in adaptation.	Good level of creativity in adaptation.	Highly creative and unique adaptation.
Engagement	Minimal participation and engagement.	Some participation and engagement.	Active participation.	Fully engaged and actively participated throughout.

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

Activity: Rapid Character Switch

Objective What are we learning more about?

Students develop their improvisation skills by quickly rotating through character interpretations to a scenario that explores complex motivations and relationships. This activity focuses on adaptability and quick thinking to develop layered character motivations on the spot.

Materials What do we need for our activity?

- ✓ Index cards with different character descriptions (e.g., the shy student, the class leader)
- ✓ Scenario prompts (e.g., school event, a family dinner)
- ✓ A timer or stopwatch



Instructions How do we complete the activity?

- 1) **Preparation:** Write different character descriptions on index cards and prepare scenario prompts that involve these characters in complex relationships.
- 2) **Introduction:** Explain the objective of the activity and the importance of quick thinking and adaptability in improvisation. Divide students into small groups (5-6 students per group).
- 3) **Character Assignment:** Randomly distribute the index cards among the students and assign a scenario prompt to each group. Groups should quickly discuss the sequence in which they switch characters in the improvisation round.
- 4) **Improvisation Rounds:** Set the timer for 1-2 minutes per round. Start the improv based on the scenario prompt, with members acting as their assigned characters. When the timer goes off, students switch characters, continuing the scenario and adding their interpretations. Rotate until all students have played all the characters.
- 5) **Reflection:** Provide students with reflection journals or sheets of paper. Ask students to share their experiences, focusing on what they found challenging and what they enjoyed.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Understanding	Show a clear understanding of the assigned character's traits and motivations.
Adaptability	Quickly and effectively switch to a new character, maintaining the flow of the scene.
Expression	Use body language and facial expressions to clearly convey the character's emotions and intentions.
Consistency	Maintain consistent character traits and motivations throughout the improvisation.
Collaboration	Work well with group members, supporting each other's character interpretations and scenario development.

Index Cards

Quickly switch between these characters in your improv

Scenario Prompt	Characters
Planning a Surprise Birthday Party	
	- The planner who loves organizing events.
	- The creative decorator with unique ideas for decorations.
	- The budget-conscious student who keeps track of spending.
	- The enthusiastic student who keeps everyone excited.
	- The friend who knows all the birthday person's likes and dislikes.

Scenario Prompt	Characters
Organizing a Talent Show	
	- The talent coordinator looking for the talent show.
	- The nervous performer worried about stage fright.
	- The supportive friend who boosts confidence.
	- The critical judge giving feedback.
	- The excited host organizing the show.

Index Cards

Quickly switch between these characters in your improv

Scenario Prompt	Characters
Forming a New School	
	- The student who wants to start a sports club.
	- The student who wants to start an arts and crafts club.
	- The student who wants to start a science club.
	- The student who wants to start a book club.
	- The student who wants to start a club for fun activities.

Scenario Prompt	Characters
Planning a Sleepover	
	- The planner who wants to plan all the activities.
	- The sleeper who wants to keep it relaxed and simple.
	- The movie buff who wants to watch a marathon of movies.
	- The game lover who wants to play board games all night.
	- The snack enthusiast who focuses on what snacks to prepare.

Index Cards

Quickly switch between these characters in your improv

Scenario Prompt	Characters
Choosing a Game for recess	
	- The sports enthusiast who suggests active games like soccer.
	- The gamer who prefers video games or indoor games.
	- The reader who suggests quiet activities like reading or drawing.
	- The mediator who helps decide fairly.
	- The energetic student who just wants to have fun and doesn't mind what is.

Scenario Prompt	Characters
Deciding on a Class Party Theme	
	- The adventurous student who loves wild and crazy ideas.
	- The cautious student who prefers a simple and safe theme.
	- The creative student who has fun and artistic ideas.
	- The practical student who focuses on what is easy to organize.
	- The peacemaker who tries to get everyone to agree.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Character Understanding	Limited understanding of character traits.	Some understanding of character traits.	Good understanding of character traits.	Excellent understanding and portrayal of character traits.
Adaptability	Difficulty switching characters.	Some difficulty in switching characters.	Able to switch characters effectively.	Switches characters seamlessly and effectively.
Expression	Minimal use of body language and facial expressions.	Some use of body language and facial expressions.	Good use of body language and facial expressions.	Excellent use of body language and facial expressions.
Consistency	Inconsistent portrayal of character traits.	Some consistency in character portrayal.	Mostly consistent portrayal of character traits.	Very consistent and convincing portrayal of character traits.
Collaboration	Minimal collaboration with group members.	Some collaboration with group members.	Good collaboration with group members.	Excellent collaboration with group members.

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

Yes, And... - The Improv Collaboration Game

Objective What are we learning more about?

Students will learn the fundamentals of improvisation and collaboration by building on each other's ideas, enhancing their listening, acceptance, and creativity skills.

Materials What do we need for our activity?

- ✓ An open space for movement
- ✓ A timer or stopwatch
- ✓ A list of simple scenarios (optional)



Instructions How do we complete the activity?

- 1) Begin by explaining the concept of improvisation to the students. Emphasize that the goal is to accept their partner's ideas and build on them.
- 2) Divide the students into pairs or small groups.
- 3) Have one student start a scene with a simple statement such as "I can't believe we're at the beach today!"
- 4) The next student must respond by starting their sentence with "Yes, and...", accepting the initial idea and adding to it, like "And I brought my surfboard!"
- 5) Continue the activity with each student in the group contributing to the scene by starting their sentence with "Yes, and..."
- 6) Set a timer for 5 minutes and allow the scene to develop organically.
- 7) Rotate partners or groups and repeat the exercise with a new prompt or without any prompt to encourage creativity.
- 8) After several rounds, gather the students and discuss their experiences.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Active Listening	pay close attention to my partner's ideas and respond thoughtfully.
Accepting Contributions	always start my responses with "Yes, and..." to affirm my partner's contributions.
Enhancing the Scene	add creative and relevant details to build on the scene.
Maintaining Positivity	keep contributions positive and supportive, fostering a collaborative environment.
Smooth Collaboration	work seamlessly with my partner to ensure the scene progresses naturally.

Reflection

Answer the questions below

1) What challenges did you face while performing the scene?

2) Do you enjoy improv like this? Explain why or why not.

3) Describe your strengths and weaknesses when performing improv.

Strengths**Weaknesses**

Scenarios

Cut out the simple statements below to use as sentence starters

Opening Statement

1. I can't believe we're exploring Mars today!
2. Wow, this jungle is full of hidden treasures!
3. I've never been as busy as this restaurant's!
4. Look at this! We might solve the mystery after all!
5. Did you see how well we play as superheroes?
6. The waves are perfect for piggybacking!
7. Imagine creating new sweet treats every day!
8. Taking care of animals at the zoo is such a rewarding job!
9. This haunted house is so spooky on Halloween!
10. Our discovery of this new element will change the world forever!
11. Fixing a satellite in space is harder than I thought!
12. Painting a mural on this wall brings so much color to the city!
13. Planning a school field trip is more fun than I expected!
14. Preparing for our concert makes me feel like a real musician!
15. Planting a new garden is going to make this place beautiful!

Activity: Music and Mood in Drama

Objective What are we learning more about?

Students will learn how to choose and synchronize music to enhance the emotional impact and support the narrative of a dramatic presentation.

Materials What do we need for our activity?

- ✓ Speakers and audio system
- ✓ A variety of music tracks (different genres and moods)
- ✓ A short script or scene for dramatic presentation
- ✓ Playback device (smartphone, tablet, or computer)



Instructions How do we complete the activity?

- 1) **Introduction:** Begin with a brief lesson on how music can influence the mood of a scene. Use examples from movies or TV shows to illustrate the point.
- 2) **Script preparation:** Provide students with a short script or scene. Split the class into small groups, each responsible for presenting the same scene with different musical choices.
- 3) **Music Selection:** Allow each group time to choose their preferred music tracks. Encourage them to think about the emotional tone of the scene and choose music that enhances that mood.
- 4) **Synchronization:** Each group should practice synchronizing their chosen music with their performance. They should ensure that the timing of the music matches the action on stage.
- 5) **Performance:** Have each group perform their scene with the synchronized music for the class.
- 6) **Discussion:** After the performances finish, discuss as a class how the music choice impacted the scene. Compare the different music choices and their effects on the same scene.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Effective Music Selection	Choose music that appropriately matches the emotional tone and atmosphere of the scene.
Synchronization	Ensure the music starts, changes, and ends in sync with the key moments and actions in the scene.
Enhanced Emotional Impact	Use music to heighten the emotional impact of the performance, so the audience feels the intended emotions.
Consistent Volume Levels	Maintain consistent volume levels so that the music complements the dialogue and action without overpowering them.
Creative Integration	Show creativity in integrating the music with the performance, using it to enhance the story effectively.

Planning

Answer the questions below

1) How will you make sure the music is played at the right times during your performance?

2) Can you identify parts of your performance when the music makes the scene more powerful or emotional?

3) How can you creatively use music to support the story you are telling in your scene?

Script

Find a sound effect that enhances the emotion in the script below

Character	Script
Alex	"Everyone, I can't find my homework! It's due today and I'm freaking out!"
Taylor	"Calm down, Alex. Maybe you left it at home. Did you check your bag thoroughly?"
Jamie	"I saw it in the library yesterday. You must have forgotten it. We have to get it before the bell rings!"
Sam	"Let's go to the library and find it. We don't have much time. Morgan, can you search the library?"
Morgan	"Of course, I don't mind. We'll find it. Riley, can you check the classroom for any cases?"
Riley	"On it! Alex, take a deep breath. We'll get your homework back in no time."
Alex	"Thanks, everyone. I'm so nervous. This assignment is really important for my grade. Thank you!"
Taylor	"Alright, let's split up. Jamie and I will check the library. Sam and Morgan, you check the hallway. Alex, stay here and try to remember where you last saw it."
Jamie	"Taylor, I think I see something under the table. What is it?"
Taylor	"No, just some old papers. Keep looking. We have to find it!"
Sam	"Morgan, did you find anything in the hallway?"
Morgan	"Not yet, Sam. Let's check near the lockers. Maybe it fell out of Alex's bag."
Riley	"Guys, I found something! There's a paper sticking out of the classroom window. Could it be Alex's homework?"

Script

Find a sound effect that enhances the emotion in the script below

Character	Script
Alex	"Hey, please check! I hope it's mine. I don't know what I'll do if I don't find it."
Taylor	"Jamie, we need to hurry. Time is running out. Check behind the bookshelf."
Jamie	"I found it! It was under the pile of books near the corner. We've got our homework!"
Alex	"Oh my goodness, Jamie! You're a lifesaver. I was so worried!"
Sam	"Phew, good find! Let's get back to class before the bell rings."
Morgan	"That was a close call, everyone. We make a great team!"
Riley	"Yes, we do! Alex, you can rely on us. Everything's going to be alright."
Alex	"I can't thank you all enough. You really came through for me. Let's get this homework turned in and celebrate!"
Taylor	"I'm so relieved we found it. Let's stick together and win this whenever we face a challenge."
Jamie	"Agreed. Now let's get to class and turn in our work!"
Sam	"Here we go, team. Another crisis averted. Good job!"
Morgan	"We did it! Let's keep this positive energy going for the rest of the day."
Riley	"Absolutely. Onward to class, everyone. We've got this!"

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Effective Music Selection	Music does not match the scene's mood.	Music somewhat matches the scene's mood.	Music matches the scene's mood well.	Music perfectly matches and enhances the scene's mood.
Seamless Synchronization	Music timing is inconsistent.	Music timing is inconsistent.	Music is mostly well-timed with the scene.	Music is perfectly timed with the scene.
Enhanced Emotional Impact	Music does not enhance the emotions of the scene.	Music slightly enhances the emotions of the scene.	Music enhances the emotions well.	Music greatly enhances the emotions of the scene.
Consistent Volume Levels	Music volume is distracting or overpowering.	Music volume is inconsistent.	Music volume is mostly balanced.	Music volume is perfectly balanced and complements the scene.
Creative Integration	Music integration is minimal or unclear.	Music integration is basic.	Music integration is creative.	Music is highly creative and supports the narrative excellently.

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

Activity: Silent Expressions

Objective What are we learning more about?

Students will learn how to communicate abstract concepts such as freedom or betrayal using non-verbal communication techniques, focusing on body language, facial expressions, and movement.

Materials What do we need for our activity?

- ✓ A spacious area for students to perform
- ✓ Simple props (chairs, tables, etc.) or items to enhance expressions
- ✓ Music player (optional for background music)

Instructions How do we complete the activity?



1. **Introduction:** Start with a discussion about abstract concepts like freedom, betrayal, love, and fear. Ask students to brainstorm how these ideas might be expressed without words.
2. **Warm-Up:** Lead a warm-up activity to help students become comfortable with using their bodies and faces to express emotions.
3. **Group Division:** Divide the class into small groups. Assign each group scenes with different abstract concepts to convey.
4. **Planning:** Give each group time to plan their scene. Encourage them to think creatively about how they can use body language, facial expressions, and movements to convey their assigned concept. Allow them to practice if desired. There is no talking allowed in their acting.
5. **Rehearsal:** Have each group rehearse their scene. Walk around to provide guidance and feedback. Remind them to focus on clarity and creativity.
6. **Performance:** Each group performs their scene for the class. Encourage the audience to guess the abstract concept being communicated.
7. **Discussion:** After each performance, have a brief discussion about what worked well and what could be improved. Highlight effective non-verbal techniques used by each group.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Body Language	Use clear and expressive body movements to convey the assigned abstract concept.
Expressive Facial Expressions	Utilize facial expressions effectively to enhance the understanding of the assigned abstract concept.
Effective Use of Space	Use the stage and the space purposefully to help illustrate the abstract concept.
Interaction with Peers	Engage with fellow group members non-verbally to support the conveyance of the abstract concept.
Creativity and Innovation	Show creative innovation in using props or movements to represent the abstract concept uniquely.

Planning

Answer the questions below.

1) What abstract concept are we trying to convey?

2) What body movements can best show the assigned abstract concept?

3) What facial expressions would best convey the emotions associated with this concept?

4) What unique or creative ideas do you have to make your scene stand out?

Scenes

Use your body and faces to convey the emotions in the scenes below

Five friends go on a day out, deciding to explore the nearby forest where they feel free and unrestricted, showing their joy and excitement through their movements and expressions. (Freedom)

A group of friends works on a project, but one of them shares their work with another group, leading to feelings of betrayal and hurt among the friends. (Betrayal)

A family prepares for a party for their grandmother, showing their love and affection through caring actions, hugs, and warm expressions. (Love/Affection)

A group of friends has a disagreement over a misunderstanding, expressing their anger through body language and expressions. (Anger/Conflict)

Students wait anxiously for the results of a competition they entered, showing hope and anticipation through their body language as they support and encourage each other. (Anticipation)

Five students receive unclear instructions from a new assignment and try to figure out what to do, showing their confusion through puzzled looks and uncertain gestures. (Confusion/Uncertainty)

Friends console one another after the loss of a loved one, expressing their grief and sadness through comforting gestures and somber expressions. (Grief/Sadness)

A student accidentally breaks a friend's prized possession, but the group shows forgiveness as they console the upset friend and offer support. (Forgiveness/Consolation)

Five friends are faced with climbing a high ropes course. One is very scared, but with encouragement, they all muster the courage to complete the course together. (Fear/Encouragement)

During a talent show, one student feels jealous of another's performance. The scene shows the struggle with jealousy through body language and how the group helps address and resolve those feelings. (Jealousy/Resolution)

**Reflection
Journal**

Describe how it felt to express an abstract concept without using words and what you learn about the power of non-verbal communication.

PREVAILED

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clear Body Language	Movements are unclear and do not convey the concept	Some movements convey the concept	Most movements clearly convey the concept	Movements clearly and effectively convey the concept
Facial Expressions	Facial expressions are unclear and do not enhance the concept	Some appropriate facial expressions	Most expressions enhance the concept	Facial expressions clearly and effectively enhance the concept
Effective Use of Space	Rarely uses space effectively	Some uses space effectively	Mostly uses space effectively	Uses space very effectively to convey the concept
Interaction with Peers	Little to no interaction	Some interaction that supports the concept	Good interaction that supports the concept	Excellent interaction that clearly supports the concept
Creativity and Innovation	Lacks creativity in expression	Some creative elements present	Use of creative elements in expression	Highly creative and innovative in expressing the concept

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

Activity: Impact Ads

Objective

What are we learning more about?

Students will learn how to create a persuasive commercial addressing a social issue using dramatic elements and rhetorical strategies to engage and convince their audience.

Materials

What do we need for our activity?

- ✓ Paper and pen for scriptwriting
- ✓ Simple props and costumes (optional)
- ✓ A video camera or smartphone for recording (optional)



Instructions

How do we complete the activity?

- 1) Discuss advocating for different social issues with the students, such as environmental conservation, anti-bullying, healthy eating, and mental health awareness. Explain that their objective is to create a commercial addressing one of these issues using dramatic elements and persuasive techniques.
- 2) Divide the class into small groups and let them choose a social issue they are passionate about. Then guide the students to brainstorm ideas on how to address the issue in a commercial. Discuss target audience and the message they want to convey.
- 3) Each group writes a script for their commercial, focusing on the use of rhetorical strategies (ethos, pathos, logos) and dramatic elements (dialogue, body language, facial expressions). Encourage creativity in conveying their message.
- 4) Groups rehearse their commercials, ensuring they use dramatic techniques to enhance persuasion. The teacher provides feedback and suggestions to improve their performance.
- 5) Have each group present their commercial to the class. After each presentation, have a brief discussion on the effectiveness of the commercial in addressing the social issue.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Message	The commercial clearly addresses the chosen social issue and conveys a specific message to the audience.
Use of Persuasive Strategies	The commercial effectively uses ethos (credibility), pathos (emotion), and logos (logic) to persuade viewers.
Engaging Dialogue and Visual Elements	The commercial incorporates engaging dialogue, body language, and visual expressions to enhance persuasion.
Creative Use of Props/Costumes	Props and costumes are used creatively to support the message and make the commercial more impactful.
Effective Collaboration	All group members contribute to the planning, rehearsal, and performance of the commercial.

Planning

Answer the questions

1) What social issue are you choosing to address in your commercial? Why?

2) What facts or information do you need to research about your chosen issue?

3) Who is the target audience for your commercial (e.g., students, parents, community members)? What is this audience interested in?

Tips

Use the drama element tips below in your script writing

Drama Element	Tips
Dialogue	<p>Keep the dialogue clear and concise to make the message easy to understand.</p> <ul style="list-style-type: none"> • Use everyday language that your audience can relate to. • Ask questions or calls to action to engage the audience (e.g., "What can you do to help?"). • Use repetition for key points to emphasize the message. • Control the pace of the dialogue to maintain interest.
Body Language	<ul style="list-style-type: none"> • Use hand gestures to match the words being spoken to reinforce the message. • Stand confidently to show credibility and trustworthiness. • Move around the space to keep the audience's attention, but avoid touching. • Use open body language (e.g., arms open, standing tall) to appear approachable and sincere. • Match your body language to the emotion you want to convey (e.g., slumped shoulders for sadness).
Facial Expressions	<ul style="list-style-type: none"> • Use facial expressions to show emotion and make your message more relatable. • Practice in front of a mirror to see how your expressions look and feel. • Exaggerate expressions slightly to ensure they are visible to the audience. • Change expressions to match the tone of the dialogue (e.g., smile for positive messages). • Avoid looking blank or neutral; always have an expression that adds to the message.

Tips

Implement the rhetorical strategies below in your commercial

Rhetorical Strategy	Tips
Ethos (Credibility)	<p>Use a confident and sincere tone to build trust.</p> <p>Cite experts or reputable sources to support your message.</p> <p>Dress appropriately and use props that enhance your credibility (e.g., lab coat for a science topic).</p> <p>Show that you care about the issue and have experience or knowledge about it.</p> <p>Include testimonials or quotes from trustworthy individuals.</p>
Pathos (Emotion)	<ul style="list-style-type: none"> • Use expressive language and facial expressions to convey emotions. • Tell a relatable personal experience to connect with the audience's feelings. • Use music or sound effects to enhance the emotional impact. • Show images or videos that evoke strong feelings (e.g., happy families, suffering animals). • Use descriptive language to create vivid pictures in the audience's mind.
Logos (Logic)	<ul style="list-style-type: none"> • Present clear and logical arguments supported by facts and evidence. • Use statistics, graphs, or charts to illustrate key points. • Organize your information in a logical order, making it easy to follow. • Explain the benefits or consequences clearly to persuade the audience. • Use real-life examples or case studies to demonstrate the effectiveness of your solution.

Social Issues

Create a commercial addressing one of the social issues below

Social Issue	Description
Environmental Conservation	Promoting recycling, reducing plastic use, protecting wildlife, and conserving natural resources.
Anti-Bullying	Addressing the impact of bullying, promoting kindness, and encouraging peer support.
Healthy Eating	Encouraging balanced diets, the importance of fruits and vegetables, and reducing junk food.
Mental Health Awareness	Promoting mental well-being, reducing stigma, and encouraging seeking help when needed.
Internet Safety	Teaching safe online behavior, protecting personal information, and recognizing cyberbullying.
Animal Cruelty Prevention	Advocating for humane treatment of animals and the importance of adopting from shelters.
Water Conservation	Highlighting the importance of saving water and ways to reduce water waste.
Littering and Pollution	Raising awareness about the effects of littering and pollution on the environment.
Physical Fitness	Promoting regular exercise, the benefits of staying active, and ways to stay fit.
Diversity and Inclusion	Encouraging acceptance of different cultures, backgrounds, and abilities, and promoting inclusivity.

Reflection**Answer the following questions**

1) Describe how the rhetorical strategies and dramatic elements help convey your message and persuade your target audience.

2) What was the hardest part of this activity and how did you manage it?

3) After watching other groups' commercials, what techniques did you see apply better than yours? Describe them.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Message	Message is unclear and does not address the issue	Message is somewhat clear, partially addresses the issue	Message is clear and mostly addresses the issue	Message is very clear and effectively addresses the issue
Use of Rhetorical Strategies	Does not use rhetorical strategies effectively	Occasionally uses rhetorical strategies	Often uses rhetorical strategies effectively	Always uses rhetorical strategies effectively
Engaging Dramatic Elements	Lacks engaging dialogue and expression	Engaging dialogue and expression are present	Mostly engaging with good dialogue and expression	Highly engaging with excellent dialogue and expression
Creative Use of Props/Costumes	Props and costumes are not used effectively	Some props and costumes are used creatively	Most props and costumes are used creatively	Props and costumes are used very creatively and effectively
Effective Collaboration	Group members do not work well together	Some members contribute	Most group members contribute	All group members contribute effectively and equally

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

Activity: Freeze the Action

Objective

What are we learning more about?

Students will use freeze frame techniques at pivotal moments during a performance and analyze the effectiveness of dramatic choices in communicating themes. This will help them understand the power of visual imagery and moment selection in storytelling.

Materials

What do we need for our activity?

- ✓ Scripts or scenes for performance (can be student-created or teacher-provided)
- ✓ Props and costumes (optional to enhance the scene)
- ✓ Camera or smartphone (optional for capturing freeze frames)



Instructions

How do we complete this activity?

- 1) **Introduction:** Explain the concept of a freeze frame technique where actors hold a pose at a specific moment in a video. Discuss the importance of identifying pivotal moments in storytelling and how visual imagery can convey themes and emotions.
- 2) **Scene Selection:** Divide students into small groups and provide them a scene to perform.
- 3) **Planning and Rehearsal:** Have each group identify pivotal moments in their scene where they will use the freeze frame technique. Encourage groups to think about body language, facial expressions, and positioning for the freeze frame. Groups rehearse their scenes, practicing the freeze frame at chosen moments.
- 4) **Performance:** Each group performs their scene in front of the class. At the pivotal moments, they will freeze and hold their pose for a few seconds. The other students will attentively follow the performance.
- 5) **Discussion:** After each performance, discuss the quality of the freeze frames with the class. Analyze how the freeze frame captured the theme and emotions of the moment.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Effective Freeze Frames	Create clear and visually striking freeze frames at pivotal moments in the scene.
Expressive Body Language	Use body language that clearly conveys emotions and themes during the freeze frames.
Engaging Facial Expressions	Use expressive facial expressions that enhance the meaning of the scene during the freeze frames.
Team Coordination	Ensure all group members work together to create cohesive and synchronized freeze frames.
Theme Communication	Use freeze frames to highlight and communicate the central theme of the scene.

Planning

Answer the questions

1) What are the pivotal moments in your scene? What are crucial for conveying the theme?

2) How can you use your body language and facial expressions to enhance the freeze frames?

3) What cues or signals will you use to know when to freeze and when to resume the action?

Scenes

Create freeze frames using the scenes below

Students hold signs and banners advocating for environmental conservation at a protest rally.

A group of friends search for a lost pet in a park, showing emotions of concern, hope, and relief when they find it.

A student performs first aid on an injured classmate while others call for help, showing urgency and care.

Students participate in a community clean-up event, showcasing teamwork and environmental responsibility.

A group of friends misunderstands a statement that leads to an argument, followed by attempts to reconcile and ultimately resolving their differences.

A group of friends decide to explore a supposedly haunted house, encountering spooky events, uncovering the truth behind the hauntings, and ensuring everyone's safety.

A group of students participates in a fire preparedness drill, responding to simulated emergencies, practicing evacuation routes, and working together to ensure everyone's safety.

A group of friends create a music video, brainstorming ideas, filming scenes, and editing the footage to produce a final product.

Students participate in a drama workshop, practicing improvisation exercises, exploring different acting techniques, and performing short skits for each other.

During a school campout, students must quickly set up an emergency shelter in response to sudden bad weather, working together to ensure everyone's safety and comfort.

Five students explore a virtual reality simulation, reacting to the immersive environment, solving virtual challenges, and discussing their experiences afterward.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Effective Freezing	Freeze frames are unclear or missing	Some pivotal moments are clear	Most pivotal moments are clear	All pivotal moments are clear and impactful
Expressive Body Language	Body language is unclear	Some expressive body language	Mostly clear and expressive	Very clear and highly expressive
Engaging Facial Expressions	Facial expressions are unclear	Some engaging facial expressions	Mostly clear and engaging	Very clear and highly engaging
Team Coordination	Little to no coordination	Some coordination	Mostly coordinated	Highly coordinated and synchronized
Theme Communication	Theme is unclear or not communicated	Theme is somewhat communicated	Theme is mostly communicated	Theme is very clear and effectively communicated

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

Activity: Costume Chronicles

Objective

What are we learning more about?

Students will create costumes that reflect the personality and circumstances of a character from a different era or society, discussing how attire influences perception and status. They will also analyze the elements of the character's background and role.

Materials

What do we need for our activity?

- ✓ Paper and pencils for sketching costume designs
- ✓ Colored pencils or markers
- ✓ Reference books or internet access for historical and cultural research
- ✓ Fabric swatches (optional)



Instructions

How do we complete the activity?

1. **Introduction:** Begin with a discussion about how clothing can reveal a lot about a person's character, background, and role in society. Use examples from history and different cultures to illustrate the point.
2. **Character Selection:** Divide the class into groups of 4 students. Have each group randomly pick a character from a different era or society. This could be a historical figure, a character from literature, or a character from a specific cultural background.
3. **Research:** Allow each group time to research their chosen era or society. Encourage them to look for information on typical clothing styles, fabrics, and accessories. They should also consider the character's personality and circumstances. Are they wealthy or poor? A leader or a commoner? Outgoing or reserved?
4. **Design:** Each group will sketch a costume design for their character, including details that reflect the character's background and personality.
5. **Presentation:** Have each group present their costume design to the class. They should explain the choices they made and how their design reflects the character's personality and circumstances.
6. **Discussion:** Facilitate a class discussion on the importance of attire in understanding a character's background and role.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Historical Accuracy	The costume reflects accurate styles, colors, and materials from the chosen era or society.
Role Representation	The costume design clearly represents the character's personality and circumstances.
Detail and Creativity	The costume includes thoughtful details and creative elements that enhance its visual appeal.
Research Integration	The design incorporates findings from research into historical and cultural aspects of the character.
Presentation Clarity	The group clearly explains the choices made in their costume design and how they relate to the character.

Planning

Answer the questions below

- 1) What era is your character from?
- 2) What role does your character play in their society? (e.g., noble, peasant, warrior, etc.)?
- 3) What types of clothing were common in your character's time and place?
- 4) Are there any specific accessories or items that are important to include in your design?
- 5) Explain how those accessories reflect your character's personality?

Characters

Create a costume for one of the different characters below

Ancient Egyptian Noble

Medieval European Peasant

Victorian British Aristocrat

Edo Period Japanese Samurai

Renaissance Merchant

1920s American Flapper

Ancient Roman Gladiator

Indigenous North American

18th Century French Royalty

Modern Day Maasai Warrior

Name: _____

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Curriculum Connection
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Sketch

Draw your sketch below

PREVALENCE

Write

Describe the choices you made for your costume. Use these questions to guide your explanation.

- 1) What type of clothing did you choose for your character?
- 2) What accessories did you choose and why?
- 3) What shoes did you choose and what do they represent?
- 4) How does your character's costume reflect their social status or occupation?
- 5) Why did you choose specific materials or fabrics for your character's costume?
- 6) How does your character's costume show their personality traits (e.g., brave, shy, hardworking)?

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Historical Accuracy	Little to no historical elements	Some historical elements present	Mostly accurate historical elements	Highly accurate and detailed historical elements
Character Reflection	Little reflection on character's traits and circumstances	Some reflection of character's traits	Mostly reflects character's traits	Clearly reflects character's personality and circumstances
Detail and Creativity	Story is not engaging and lacks detail	Story is somewhat engaging but lacks detail	Story is clear and engaging.	Story is very clear, engaging, and memorable.
Research Integration	Minimal use of research	Research is somewhat integrated	Research is mostly integrated	Research is fully and effectively integrated
Presentation Clarity	Explanation is unclear or incomplete	Some clear explanation	Mostly clear explanation	Very clear and comprehensive explanation

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

Pass the Object: Transformative Mime Activity

Objective

What are we learning more about?

Students use their creativity and imagination by transforming an imaginary object through actions and mime as it is passed around the circle.

Materials

What do we need for our activity?

- ✓ An open space for students to form a circle

Instructions

How do we complete this activity?



- 1) Have the students stand in a circle.
- 2) Explain that they will be passing an imaginary object around the circle, and each student must transform the object into something else using their actions and mime.
- 3) Start with a simple imaginary object, such as a ball, and perform an action that defines it (e.g., bouncing it).
- 4) Pass the imaginary ball to the next student, who transforms it into a different object (e.g., a flower). The student should perform an action that defines the new object (e.g., smelling the flower).
- 5) Continue passing the object around the circle, with each student transforming it into something new and performing a corresponding action.
- 6) Encourage students to use their imagination and be as creative as possible with their transformations.
- 7) Once the object has gone around the circle a few times, gather the students for a reflection discussion.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Transformation	I clearly transformed the imaginary object into something new through my actions.
Creative Imagination	I used my imagination to come up with unique and creative objects.
Engagement and Participation	I was fully engaged and participated actively in the activity.
Effective Use of Mime	I effectively used mime techniques to convey the new object.
Understanding and Interpretation	I accurately interpreted my classmates' transformations as objects.

Reflection

Answer the questions below.

1) How did you decide what the imaginary object would be when it was your turn?

2) What was the most creative transformation you saw during the activity?

3) What challenges did you face while trying to think of a new object and action?

Sample Ideas

Show these ideas to get students thinking

Sample Ideas

1. A bouncing ball
2. A balloon
3. A coffee mug
4. A broom
5. A paintbrush
6. A pair of binoculars
7. A magnifying glass
8. A pillow
9. A book
10. A pair of sunglasses
11. A hat
12. A fishing rod
13. A flashlight
14. A camera
15. A toy car
16. A laptop
17. A water bottle
18. A notebook
19. A rubber duck
20. A skipping rope

Activity: Mime Time Tales

Objective

What are we learning more about?

Students will perform a complete story through pantomime, focusing on clarity and precision of movements to ensure the audience understands the narrative without words. This activity emphasizes the precision and expressiveness required to convey an engaging story through pantomime.

Materials

What do we need for our activity?

- ✓ Open space for performance (classroom or gym)
- ✓ Simple props (optional to enhance pantomime)
- ✓ Paper and pens for planning and rehearsal

Instructions

How do we complete the activity?



1. **Introduction:** Explain the concept of pantomime and its importance in drama. Discuss how clarity and exaggerated movements help to convey a story without words.
2. **Story Selection:** Divide the class into small groups and let them choose a simple story or scenario to perform. Encourage students to think about the beginning, middle, and end of their story.
3. **Planning and Rehearsal:** Each group should outline their story, identifying key actions and moments that need to be clearly conveyed through pantomime. Groups rehearse their pantomime story, focusing on precision, expressiveness, exaggerating their movements and using facial expressions.
4. **Performance:** Each group performs their pantomime story in front of the class. Encourage the audience to pay close attention to the movements and expressions to understand the narrative.
5. **Discussion and Feedback:** After each performance, have a brief discussion about what worked well and what could be improved. Highlight effective use of pantomime techniques.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clarity of Movement	Perform actions with clear, distinct, and understandable movements to convey the story.
Exaggerated Movements	Exaggerate movements to ensure the audience can easily interpret actions and emotions.
Expressive Facial Expressions	Use facial expressions effectively to enhance the storytelling and convey emotions clearly.
Narrative Structure	The pantomime has a clear beginning, middle, and end, making the story easy to follow.
Group Coordination	Work together as a group to create a cohesive and synchronized performance.

Planning

Answer the questions below

1) What are the key actions and moments in your story that need to be clearly conveyed through pantomime?

2) How can you make sure your movements are clear and easy for the audience to understand?

3) What emotions will your characters experience in the story? How will you convey them?

4) What cues or signals will you use to coordinate your movements and transitions?

Scenarios

Create a pantomime based on one of the scenarios below

Surviving a Storm at Sea

Experiencing a Roller Coaster Ride

Competing in a Dance Competition

A Day's Work on a Farm

Running a Lemonade Stand

Helping with Disaster Relief Efforts

Rescuing a Cat from a Tree

Exploring a Haunted Forest

Experiencing an Earthquake

Getting Lost in a Big City

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clarity of Movements	Movements are unclear and hard to follow	Some movements are clear	Most movements are clear	Movements are very clear and easy to follow
Exaggeration of Movements	Movements are not exaggerated	Some movements are exaggerated	Most movements are exaggerated	Movements are highly exaggerated and effective
Expressive Facial Expressions	Facial expressions are unengaging or absent	Some facial expressions are engaging	Most facial expressions are engaging	Facial expressions are highly engaging and clear
Narrative Structure	Story lacks a clear beginning, middle, and end	Story has a clear beginning, middle, and end	Story has a clear beginning, middle, and end	Story has a very clear and engaging structure
Group Coordination	Little to no coordination	Some coordination	Good group coordination	Excellent group coordination and synchronization

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

Activity: Poetry in Motion

Objective

What are we learning more about?

Students will explore poems that showcase different social values from a variety of cultures and historical periods. They will discuss how the themes and the way the poems are written reflect the culture they originated from. The activity will encourage expressive reading and physical actions to highlight the cultural context and emotional depth of the poems.

Materials

What do we need for our activity?

- ✓ Copies of selected poems from various cultures and historical periods
- ✓ A space for performance
- ✓ Simple props or costumes to enhance performance



Instructions

How do we complete the activity?

1. **Introduction:** Begin with a discussion about how poetry can reflect the social values, beliefs, and traditions of different cultures and historical periods.
2. **Poem Selection:** Provide students with a selection of poems from different cultures and historical periods. Allow students to choose a poem that resonates with them or assign different poems to each group.
3. **Preparation:** Divide the class into small groups, each working on a different poem. Have students divide the parts of their poem and read it several times to understand its meaning, rhythm, and emotional tone. Discuss the cultural and historical context of the poem with their group.
4. **Rehearsal:** Encourage students to practice expressive reading with vocal variety, pacing, and intonation to convey the poem's emotional meaning. Incorporate physicality: gestures, facial expressions, and movement that enhance the cultural context and emotional resonance of the poem. Use simple props if desired.
5. **Performance:** Each group performs their poem in front of the class. Encourage the audience to observe how the performance reflects the cultural and historical context of the poem.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Expressive Reading	Use clear, expressive voice to convey the emotions and themes of the poem.
Engagement with Audience	Maintain eye contact and connect with the audience to enhance the impact of the performance.
Physical Expression	Use gestures and body language to enhance the performance and reflect the poem's cultural context.
Theme Reflection	Clearly convey the themes and social values reflected in the poem.
Collaboration and Preparation	Work effectively as a group to prepare and rehearse the performance, ensuring each member contributes.

Tips

Use the tips below to enhance your performance.

Tips	Examples
Expressive Reading	<ul style="list-style-type: none"> Practice reading the poem aloud multiple times to find the right tone and pace. Emphasize important words and phrases to highlight the poem's meaning.
Engagement with Audience	<ul style="list-style-type: none"> Maintain eye contact with different audience members to create a connection. Use pauses effectively to let important lines resonate and to maintain audience interest.
Physical Expression	<ul style="list-style-type: none"> Use gestures and movements that match the emotions and actions described in the poem.
Theme Reflection	<ul style="list-style-type: none"> Discuss the poem's themes as a group to ensure everyone understands them. Think about how the themes relate to the originating culture and reflect this in your performance.

Cultural Poems

Option 1: The Highwayman (Victorian England)

The Highwayman (Victorian England)

Wind was a torrent of darkness among the gusty trees,
Moon was a ghostly galleon tossed upon cloudy seas,
Road was a ribbon of moonlight over the purple moor,
And the highwayman came riding—
Riding—riding—
The highwayman came riding, up to the old inn-door.
He had a habit of that on his forehead, a bunch of lace at his chin,
A coat of scarlet velvet, and breeches of brown doe-skin;
They shone with never a wrinkle: his boots were up to the thigh!
And he smiled with a jeweled twinkle,
His boots a-twinkle,
His eyes a-twinkle under the jeweled sky.
Over the cobbles he clattered and clashed in the dark inn-yard,
He tapped with his whip on the door but all was locked and barred;
He whistled a tune to the wench who should be waiting there
But the landlady's daughter,
Bess, was in her chamber,
Plaiting a dark red love-knot into her black hair.
And dark in the dark old inn-door the wheel it creaked
Where Tim the ostler listened, and he was who had peaked;
His eyes were hollows of madness, his hair was like dry hay,
But he loved the landlady's daughter,
The landlord's red-lipped daughter,
Dumb as a dog he listened, and he heard the robber say
"One kiss, my bonny sweetheart, I'm after you to the grave or the gall;
But I shall be back with the yellow gold before the moon is in the bay;
Yet, if they press me sharply, and harry me through the streets,
Then look for me by moonlight,
Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way."
He rose upright in the stirrups; he scarce could reach her hand,
But she loosened her hair 't the casement! His face burnt like a brand
As the black cascade of perfume came tumbling over his breast;
And he kissed its waves in the moonlight,
(Oh, sweet black waves in the moonlight!)
Then he tugged at his rein in the moonlight, and galloped away to the west.

Cultural Poems

Option 2: The Song of Hiawatha (19th Century American)

The Song of Hiawatha (19th Century American)

Gitche Gumee,
Sea-Water,
Stood the wigwam Nokomis,
Daughter of the Gitche Gumee,
Dark beaded her breast,
Rose the black and white pine-trees,
Rose the first white firs upon the hill;
Right before the wigwam,
Beat the clear and merry bells.

There the wrinkled old Nokomis
Nursed the little Hiawatha;
Rocked him in his linden cradle,
Bedded soft in moss and rushes,
Safely bound with reindeer sinews,
Stilled his fretful wail by saying,
"Hush! the Naked Bear will hear thee!"
Lulled him into slumber, singing,
"Ewa-yea! my little owlet!
Who is this, that lights the wigwam?"

With his great eyes lights the wigwam?
Ewa-yea! my little owlet!"
Many things Nokomis taught him
Of the stars that shine in heaven;
Showed him Ishkoodah, the comet,
Ishkoodah, with fiery tresses;
Showed the Death-Dance of the spirits,
Warriors with their plumes and war-
clubs,
Flaring far away to northward
In the frosty nights of winter;

Showed the broad white road in heaven,
Pathway of the ghosts, the shadows,
Running straight across the heavens,
Crowded with the ghosts, the shadows.

At the door on summer evenings
Sat the little Hiawatha;
Heard the whispering of the pine-trees,
Heard the lapping of the water,
Sounds of music, words of wonder;

"Wah-wawa!" said the pine-trees,
"Way-aushka!" said the water.
Saw the fire-fly, Wah-wah-taysee,
Flitting through the dusk of evening,
The twinkle of its candle
Shining up through brakes and bushes,
And he sang the song of children,
And the old Nokomis taught him:

"Wah-taysee! little fire-fly,
Little, shining, white insect,
Little, shining, white creature,
Light me with thy candle,
Ere upon my knee I sit,
Ere in sleep I doze;
Saw the moon rise over the water
Rippling, rounding, on the water,
Saw the flecks and shadows on it,
Whispered, 'What is that, Nokomis?'"

Cultural Poems

Option 3: Caged Bird (Contemporary American)

Caged Bird (Contemporary American)

The free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
the bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.
The caged bird sings
with a fearful trill
of things unknown
but longed for still
his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another
chance of flight
and the trade winds soft through
his plumed hair
and the fat worms waiting on a
bright clean lawn
and he names the sky his own.

But a caged bird stands on the graveyard
dream
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

Cultural Poems

Option 4: The Raven (American Gothic)

The Raven (American Gothic)

On a midnight dreary, while I pondered, weak and weary,
Many a quaint and curious volume of forgotten lore—
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
"Tis some visitor," I muttered, "tapping at my chamber door—
Only this and nothing more."

Remember it was in the bleak December;
And while my dying ember wrought its ghost upon the floor.
Eager I wished to borrow more—vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels name Lenore—
Sorrow for evermore.

And the silken curtaining of each purple curtain
Thrilled me—filled with terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
"Tis some visitor entreating entrance to my chamber door—
Some late visitor entreating entrance to my chamber door;—
This it is and nothing more."

Presently my soul grew stronger than ever—
"Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you"—here I opened wide the door;—
Darkness there and nothing more.

Deep into that darkness peering, long I stood wondering and fearing,
Doubting, dreaming dreams no mortals ever dared to dream before;
But the silence was unbroken, and the stillness was no idle story—
And the only words there spoken were the whispered words of—
This I whispered, and an echo murmured back the word, "Tis so—
Merely this and nothing more."

Back into the chamber turning, all my soul within me burning,
Soon again I heard a tapping somewhat louder than before.
"Surely," said I, "surely that is something at my window lattice;
Let me see, then, what thereat is, and this mystery explore—
Let my heart be still a moment and this mystery explore;—
'Tis the wind and nothing more!"

Cultural Poems

Option 5: The Song of Wandering Aengus (Irish Mythology)

The Song of Wandering Aengus (Irish Mythology)

I went out to the hazel wood,
Because a fire was in my head,
And cut and peeled a hazel wand,
And hooked a berry to a thread;

And when the moths were on the wing,
And the lights were flickering out,
I caught a silver trout.
When I had laid it on the floor

I went to look for the flame,
But some had put it out on the floor,
And someone called me by my name:

It had become a dream of a girl,
With apple blossoms on her hair,
Who called me by my name,
And faded through the light

Though I am old with wandering
Through hollow lands and hilly lands,
I will find out where she has gone,
And kiss her lips and take her hand;

And walk among long dappled grass,
And pluck till time and times are done,
The silver apples of the moon,
The golden apples of the sun.

Cultural Poems

Option 6: A Moment of Happiness By Jalaluddin Rumi – Persian Culture

A Moment of Happiness By Jalaluddin Rumi – Persian Culture

A moment of happiness
you and I sit together, ah,
apparently two different souls, you and I.
We feel the flowing water of life, you and I,
with the garden's beauty
and the birds singing.

The stars will be watching us,
and we will show them
what it is to be a thin crescent moon.
You and I, unselfed, will be together,
indifferent to idle speculation, you and I.

The parrots of heaven will be cracking sugar
as we laugh together, you and I.
In one form upon this earth,
and in another form in a timeless sweet land.

Cultural Poems

Option 7: Drinking Alone by Moonlight - By Li Bai (Chinese Culture)

Drinking Alone by Moonlight - By Li Bai - Chinese Culture

Amongst the _____ of wine
I pour alone lack _____ companion
So, raising the cup _____ wife
Then turn to my shadow _____ of us
Because the moon does not _____ how
My shadow merely follows my body
But for the moment I make moon _____ company
To enjoy the springtime before too late
The moon lingers while I am singing
The shadow scatters while I am dancing
We share the cheer without any of the drunken
At last, we part and go our separate ways
I hope we'll meet again someday
Far across the Milky Way.

Cultural Poems

Option 8: Ballad of the Army Carts By Du Fu

Ballad of the Army Carts By Du Fu – Chinese Culture

The carts send a trundle,
Horses run so bony.
Each has his bow and arrows at his belt.
Fathers, brothers, wives, look to the road ahead,
As far as they can see.
Where the clouds are up.
The husbands will not return.
Coming and going many years?
At the frontier, not but grass and bones.

The leader of Qin, in his war,
Has not thought of stopping the war.
The soldiers are driven in like chickens,
By the "Profound Distance."
There is no house or home.
The maidens have no embroidery.
The farmers no ploughs.
For the leader of Qin,
They wage a war a thousand miles away.
Though their spirits want to resist,
The force is great. Heads hanging down,
Their thoughts cannot be known.

Two men of the army talk together.
"Have you ever seen a man try to avoid battle,
And get killed, without being an enemy?"
The other replies, "The borders are always in a state of emergency.
And the leaders won't allow people to leave.
What else can we do?
We go up to the mountains,
Even to the Blue Heaven,
But it is always the same.
Though we are like this,
How can we complain?
Even if the Emperor was benevolent,
What could he do?"

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Expression	Monotone voice; little expression	Some expression; limited variation	Good expression; uses tone to convey emotion	Excellent expression; voice is engaging and dynamic
Engagement with Audience	Does not look at audience; no effort	Occasionally looks at audience; some effort	Often looks at audience; engages well	Consistently looks at audience; highly engaging
Physical Expression	Limited movement; basic gestures	Some movement; basic gestures	Good use of movement and gestures	Excellent use of movement; enhances performance
Theme Reflection	Minimal understanding of theme	Some understanding; conveys theme	Good understanding; conveys theme well	Deep understanding; powerfully conveys theme
Collaboration and Preparation	Little participation; unprepared	Some participation; preparation incomplete	Participates; preparation complete	Fully participates; thoroughly prepared

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

Activity: Miming Cultures

Objective What are we learning more about?

Students will communicate cultural stories or traditions using mime, enhancing their understanding of non-verbal communication and respecting different cultures. The activity will use the clarity and clarity of mime to effectively and respectfully convey cultural stories.

Materials What do we need for our activity?

- ✓ List of cultural stories or traditions (provided by the teacher)
- ✓ Simple props (optional: headbands, hats, or symbolic items relevant to the stories)
- ✓ Open space for performance



Instructions How do we complete the activity?

- 1) Begin with a brief explanation of mime and its importance in non-verbal communication.
- 2) Divide students into small groups. Assign each group a different cultural tradition to mime. Provide a brief background of each tradition to ensure understanding.
- 3) Students will read the description and instructions of their assigned tradition and plan how to convey it through mime. They should focus on key elements of the story and decide on specific gestures and expressions to use. Encourage students to think about how to represent characters, actions, and emotions without words.
- 4) Groups rehearse their mime performances, paying attention to accuracy. The teacher circulates to provide feedback and ensure respectful representation of cultural elements.
- 5) Each group performs their mime for the class. Remind students to watch closely and interpret the non-verbal cues.
- 6) After all performances, hold a class discussion about the different stories and how they were conveyed through mime.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Accuracy of Mime	Ensure that the mime accurately represents the cultural tradition being depicted.
Movements	Use clear and precise movements to effectively communicate the story without words.
Expressiveness	Use facial expressions and body language to enhance the story and convey emotions.
Team Collaboration	Work effectively as a group, with all members contributing to the performance.
Respect and Sensitivity	Show respect and sensitivity towards the cultural tradition being portrayed, avoiding stereotypes.

Planning

Answer the questions

1) What are the key elements of the cultural tradition that you want to include in your mime?

2) What specific movements and expressions will you use to convey the story?

3) What steps will you take to avoid stereotypes or misrepresentation?

Scripts

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

Cultural Tradition	Description	Instructions for Mime
Mexican Día de los Muertos	A Mexican holiday honoring deceased loved ones with altars, marigolds, and food.	Students can mime decorating an altar with flowers and pictures, lighting candles, and sharing food with family and friends. Use expressive gestures to show celebration and remembrance.
Indian Diwali Festival	The Hindu festival of lights, celebrating victory over darkness and evil. It involves lighting oil lamps, fireworks, and sharing sweets.	Students can mime lighting oil lamps, setting off fireworks, and sharing sweets with family and friends. Use bright and energetic movements to convey the joy and festivity of the occasion.
Chinese Dragon Dance	A traditional dance performed during Chinese New Year to scare away evil spirits and bring good luck. Dancers manipulate a long dragon puppet.	Students can mime coordinating the movements of a dragon puppet, with one student acting as the dragon's head and others manipulating the body and tail. Use synchronized and fluid movements to represent the dragon's dance.
American Thanksgiving Dinner	A traditional American holiday where families and friends gather to give thanks and share a meal, typically including turkey, stuffing, and pie.	Students can mime setting the table, roasting the turkey, and sharing a meal with family. Use gestures that emphasize cooking, serving, and eating together in a festive and grateful atmosphere.

Scripts

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

Cultural Tradition	Description	Instructions for Mime
Indian Henna Ceremony	A traditional pre-wedding celebration in India where intricate henna designs are applied to the bride's hands and feet. It is a beautiful and joyful occasion.	Students can mime applying henna designs, showing the intricate patterns, and celebrating with music and laughter. Use detailed and careful movements to illustrate the application process and the joyful atmosphere.
Maasai Jumping Ceremony	A traditional Maasai ceremony in Kenya, involving high jumping and demonstrating strength and readiness for adulthood.	Students can mime the act of jumping high in the air, displaying their strength, and being cheered on by the community. Use energetic and powerful movements to showcase the ceremonial aspect and the community support.
Hawaiian Lei-Making	The Hawaiian tradition of making and giving leis, which are garlands made of flowers, leaves, or shells, symbolizing affection and respect.	Students can mime picking flowers, stringing them together to make leis, and presenting them to each other with respectful movements to show careful creation and giving.
Scottish Highland Games	A traditional Scottish event featuring athletic competitions like caber toss, hammer throw, and tug-of-war. It celebrates Scottish culture and heritage.	Students can mime the events like caber toss (throwing a log), hammer throw, and tug-of-war. Use strong and determined movements to depict the athleticism and competitive spirit of the games.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Accuracy	The mime does not accurately present the tradition.	The mime somewhat represents the tradition.	The mime accurately represents the tradition.	The mime very accurately and clearly represents the tradition.
Clarity of Movements	Movements are not clear and hard to understand.	Movements are sometimes clear but can be confusing.	Movements are clear and understandable.	Movements are very clear and easy to understand.
Expressiveness	Lacks facial expressions and body language.	Shows some facial expressions and body language.	Uses facial expressions and body language effectively.	Uses facial expressions and body language very effectively.
Team Collaboration	Little to no teamwork is evident.	Teamwork is evident but inconsistent.	Good teamwork with all members participating.	Excellent teamwork with all members fully engaged.
Respect and Sensitivity	Shows little respect and sensitivity to the tradition.	Shows respect but may include stereotypes.	Shows respect and sensitivity.	Shows great respect and sensitivity, avoiding all stereotypes.

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



Workbook Preview



Grade 7 – The Arts Unit

VISUAL ARTS

	Specific Expectations	Pages
D1.1	Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view	23-33
D1.2	Demonstrate an understanding of composition, using multiple principles of design and the "rule of thirds" to	34-35, 37-45, 80, 82-90, 93, 138-139,
D1.3		140
D1.4		80, 8, .
D2.1		45, 115
D2.2	in their own and others' art work to communicate meaning or understanding	138-139, 141-156
D2.3	Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works	36, 46-57, 140
D2.4	Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art	129-137
D3.1	Identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations	59, 81, 91-92, 94-107
D3.2	Demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity	34-35, 157-166

Preview of 15 activities from this unit that contains 29 activities in total.

VISUAL ARTS

PERVALE

Exploring Still Life Art

What is Still Life Art?

Still life is a type of art that focuses on drawing or painting objects that are **not alive**, like fruits, flowers, or everyday items. These objects are arranged in a specific way to create an interesting composition. Artists have been making still life art for centuries. This form of art is used to show how they see the world and to capture small details like light, shadow, and texture.



Key Features of Still Life Art

Still life art is different from other types of art because it doesn't show people or animals. Instead, it shows objects carefully arranged to highlight their shapes, colours, and textures. Artists use various techniques to make the objects appear **realistic** and sometimes even tell a story.

Here are some key features that artists use when creating still life art:

- **Composition:** The way objects are arranged in the artwork. Artists use different techniques to create a balanced and interesting composition.
- **Lighting:** Artists control the light in a still life to create shadows and highlights, making objects look **three-dimensional**.
- **Texture:** Artists use different brush strokes and shading techniques to show the surface quality of objects, whether they are smooth, rough, or soft.
- **Colour:** Colour is used to create mood or draw attention to certain parts of the artwork.

History of Still Life Art

Still life has been around for a long time, dating back to ancient Egypt and Greece. However, it became very popular during the Renaissance (15th to 17th century). Artists like Caravaggio and Jan van Huysum created still lifes to show their technical skill with light and detail. During the 17th century, Dutch artists used still life to show wealth, status, or religious themes.

Important Facts to Know

- 1) **Oldest Still Life Art:** Found in Egypt, dating back over 4,000 years, often depicting food and offerings.
- 2) **Famous Artists:** Famous still life artists include Vincent van Gogh and Paul Cézanne.
- 3) **Common Objects:** Flowers, fruits, and household items are common objects found in still life paintings.

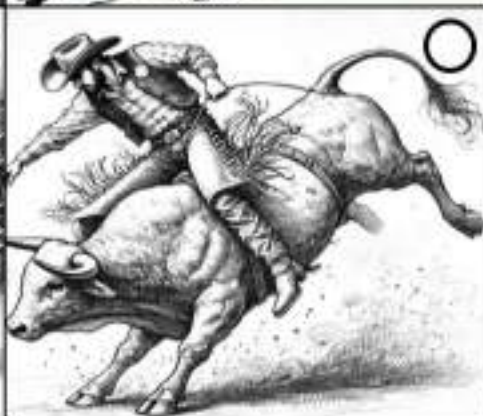
This form of art continues to inspire artists today, encouraging them to explore ordinary objects in extraordinary ways.

Question Why do artists pay close attention to shadows when creating still life drawings?

True or False Statement true or false?

1) Still life art only includes flowers and fruit and anything that's alive.	True	False
2) Texture is an important part of creating realistic still life drawings.	True	False
3) In still life art, light changes the appearance of the objects.	True	False
4) Shading is used to show the form of objects in still life drawings.	True	False
5) Highlights are the brightest areas in a still life drawing where light hits the object directly.	True	False

Identify Identify the drawings that belong to still life art and place a check mark (✓) in the provided circle.

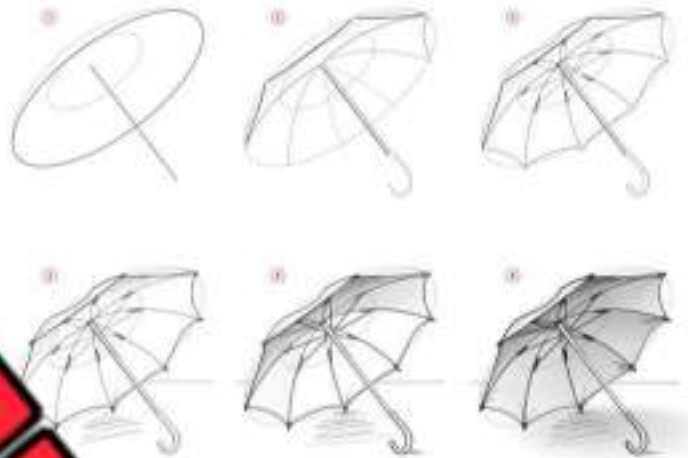


Worksheet

Refer to the example below and practice the steps for creating a still life artwork

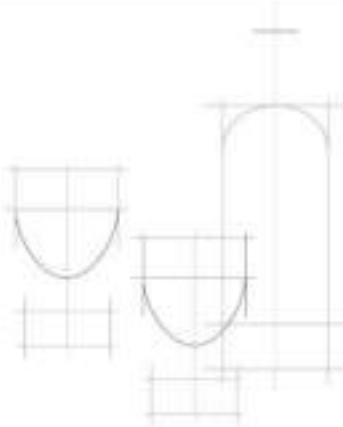
Steps to creating a still life artwork of an umbrella

- 1) **Sketch basic shapes:** Draw the main shapes of the objects using a pencil.
- 2) **Refine the shapes:** Add more detail to the shapes of the objects.
- 3) **Identify light source:** Observe the direction of light on the objects.
- 4) **Use gradual shading:** Press lightly on the pencil for lighter areas and harder for darker shadows.
- 5) **Show texture with lines:** Use fine lines or dots to create texture.



Exercise

Sketch the remaining steps for the still life artwork



Activity: Still Life Exploration

Objective

What are we learning about?

Students will develop their observational drawing skills by creating a still life artwork. Through observing shapes, shadows, and textures, they will learn how light affects objects and practice using shading techniques to create depth and realism.

Materials

What do you need for the activity.

- 2 to 3 simple objects (e.g., orange, bottle, cup)
- Pencils (HB and 2B recommended)
- Erasers & white paper
- Desk lamp or natural light source
- Coloured pencils (optional)



Instructions

How you will complete the activity

1. Set up a small area with 2 or 3 objects that are easy to draw, like a piece of fruit, a cup, and a bottle. Arrange them close together but not touching.
2. Position a lamp or use natural light to create shadows on the objects. This will help you see where light hits the objects and where shadows fall.
3. Look closely at the objects. Start by lightly sketching the basic shapes of each object with your pencil. Don't worry about details yet.
4. Once the shapes are in place, begin adding more detail to each object. Pay attention to the lines, edges, and curves.
5. Start shading the objects where the shadows fall. Use your pencil to create darker areas and lighter for areas where the light is shining.
6. After shading, add texture to your objects by using different line patterns. Think about how an orange's skin is rough or how a bottle is smooth.
7. Continue adjusting your drawing, refining the shadows and highlights to make the objects look realistic.
8. Optional: If you're using coloured pencils, lightly colour in your objects, using darker colours for shadows and lighter colours for highlights.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Accurate Proportions	Make sure the objects in your drawing are the right size compared to each other. If one object is taller, show that difference.
Shading and Lighting	Decide where the shadows fall and keep the areas where the light is bright. This will make the objects look three-dimensional.
Texture Representation	Use techniques, like short lines or dots, to show the texture of the objects. For example, an apple's surface is smooth, while a leaf is rough.
Clean Outline And Details	Draw clear outlines around the objects. Focus on getting the edges right before adding shading and adding details.
Use Of Shadows	Pay attention to where the light source is and how the shadows fall. Draw soft shadows around the objects on the table.







Ideas

Use these ideas on how to arrange items to create a still life

Item	Description
Books, Pencils, And Paints	Stack books at different heights, scatter pencils and markers diagonally across, and place paintbrushes nearby to create a colourful display.
Water Bottles And Fruit	Arrange a few water bottles upright, tilted, and a third lying down, with fruit like apples and bananas placed around them for contrast.
Rulers, Backpacks, And Paper	Stand one ruler upright, lean another against a stack of books, drape a half-open backpack with papers spilling out for texture.
Lunchboxes, Books, And Markers	Place a lunchbox next to a stack of books, with a few pencils or markers scattered across, crossing over each other for interesting lines and angles.
Notebooks, Pencils, And Water	Lay a notebook flat, stand pencils upright in a cup, and position a water bottle on the side, adding a touch of balance with everyday school items.

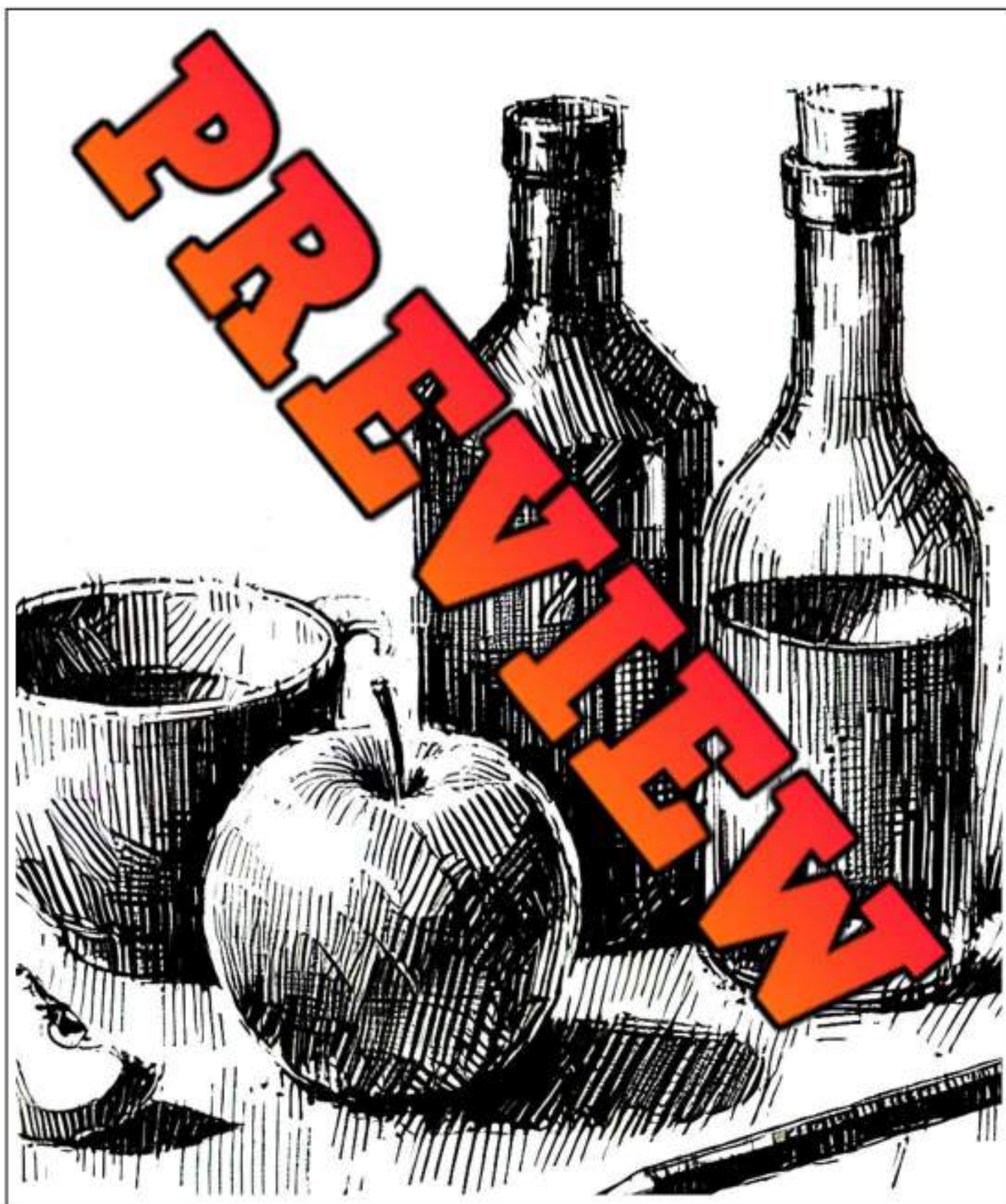
How-To-Guide

The steps below will guide you in completing the still life art activity

Steps	Description	Example
Choose And Arrange Your Objects	<p>Pick 3 to 5 simple objects to draw.</p> <p>Arrange the objects in an interesting way, and having them touch each other.</p> <p>Place a light source (like a lamp) to one side.</p>	
Observe The Objects Closely	<p>Look carefully at the objects you are drawing. Notice the shapes, curves, & sizes.</p> <p>Identify the light source and where it hits the objects and where shadows fall.</p>	
Start With A Light Sketch	<ul style="list-style-type: none"> • Lightly sketch the outline of each object using a pencil. Don't press too hard, as you will have to erase it. • Draw the basic shapes, such as circles, rectangles, and ovals. Don't worry about details yet. • Make sure your objects are proportionate to each other. If one object is larger, it should also be taking up more of the drawing. 	
		
Add Details To Your Drawing	<ul style="list-style-type: none"> • Once the basic shapes are in place, start adding more details to each object. • Focus on the curves, edges, and textures. Add details that make the objects look realistic. 	
Shading And Light	<ul style="list-style-type: none"> • Identify where the light source is coming from and where the shadows fall. • Shade the darker areas by gently pressing down on the pencil and gradually building up the shadows & textures. Keep the lighter areas untouched to show highlights. 	
Refine The Drawing	<ul style="list-style-type: none"> • Step back and look at your drawing. Does it look balanced? Are the shadows in the right place? • Adjust details, shadows, and texture. Lighten highlights or darken shadows as needed. 	

Example

Example of still life artwork



Planning

Answer the questions below

1) What objects in the classroom can you use to create your still life?

>

>

>

>

>

>

2) How will you arrange the objects to make them look unique?

3) Where will you place the light to create strong shadows?

☐ Left☐ Right☐ Above☐ Other:

4) Which shading technique will you use to create shadows and highlights?

☐ Hatching☐☐ Stippling☐ Other :

5) Where will the lightest highlights and darkest shadows be in your drawing?

6) How will you add texture to show the differences between smooth and rough objects?

7) Will you use coloured pencils to add colour to your drawing? If yes

☐ Yes☐**Comment :**

Name: _____

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Curriculum Connection
D1.4, D2.2

Rough Copy

Sketch your still life artwork.

PEREVALLEY

**Two Stars
And A Cloud**

Review your classmate's artwork. Write two strengths and one area for improvement.

Student Name	Description
	
	
	

Question: What was the best part of the artwork presented by _____

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Accuracy Proportion	Correct sizes and shapes.	Some objects are the right size.	Most objects are proportionate.	All objects are drawn accurately and clearly.
Shading And Light	Shading is missing or inconsistent.	Shading present but inconsistent.	Shading mostly follows the light source.	Shading is well-placed and realistic.
Texture Representation	No texture or texture is unclear.	Texture present but not detailed.	Texture mostly accurate but needs refining.	Texture is clear and adds realism.
Clean Outline And Details	Outlines and details missing or unclear.	Some outlines and details are present.	Outlines mostly clear with some details.	Outlines and details are clean and accurate.
Use Of Shadows	Shadows missing or inaccurate.	Shadows present but not aligned.	Shadows mostly follow the light source.	Shadows are well-placed and realistic.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

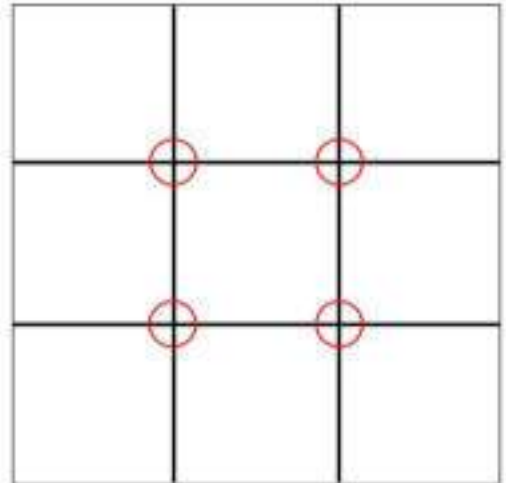
Understanding The Rule Of Thirds

Understanding The Rule of Thirds

The rule of thirds is an important guideline in both photography and painting. It helps artists and photographers arrange their work to make it more interesting and balanced. By following this rule, you can create artwork that looks more appealing to the viewer.

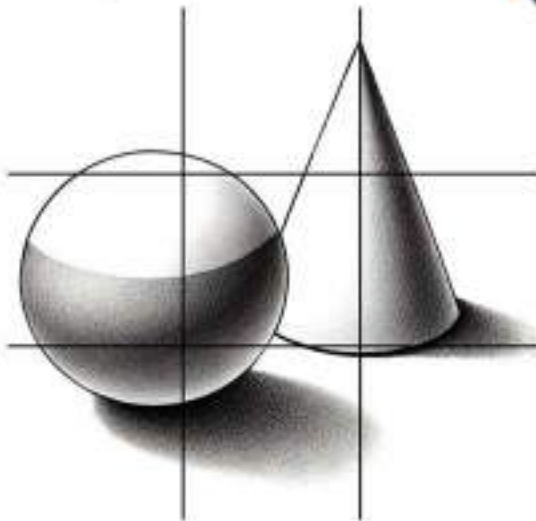
What is the Rule of Thirds?

The rule of thirds is a guideline that divides an image into nine equal parts by using two vertical lines and two horizontal lines. These lines create a grid that helps artists figure out where to place the main subjects or points of interest in their artwork. Instead of placing the subject in the center, the rule suggests that you place the most important elements along these lines or at the points where the lines meet. This makes the artwork more balanced and visually appealing.



Why Use the Rule of Thirds?

Using the rule of thirds helps to create a sense of balance and interest in your artwork. It prevents your work from looking too "flat" or centered. Here are some benefits of using this technique:



- 1) **Creates Interest:** Placing the main subject along the lines or at the intersections can make the picture look more balanced and visually appealing.
- 2) **Adds Balance:** By placing the focus away from the center, you can make the viewer's eye move around the entire image, which adds interest.
- 3) **Gives Space:** It can help create more space around the main subject, making the composition feel less cramped.

How to Apply the Rule of Thirds

When creating artwork, imagine a 3x3 grid over your canvas or paper. Then:

- Place your most important subjects where the lines intersect.
- Align horizons or backgrounds along one of the horizontal lines.
- Position vertical objects like trees or buildings along one of the vertical lines.

By following these simple steps, you can make your art more balanced, interesting, and visually appealing.

Fill In The Blank

Complete the sentences by filling in the blanks

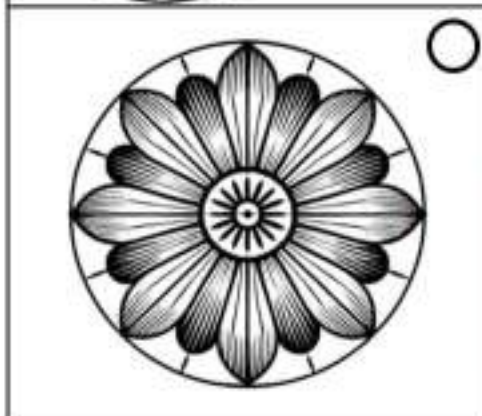
- 1) The rule of thirds divides an image into _____ equal parts.
- 2) To make a rule of thirds grid, draw two _____ lines and two _____ lines.
- 3) The rule of thirds places key elements along the _____ or where _____ meet.
- 4) The rule of thirds is used by artists to create a _____ composition in their artwork.
- 5) Artists use the rule of thirds to guide the viewer's _____ around the artwork.

Short Answer

Why is the rule of thirds important when arranging the elements in your collage?

Identify

Identify the drawing(s) that follow the rule of thirds and place a check mark (✓) in the provided space.

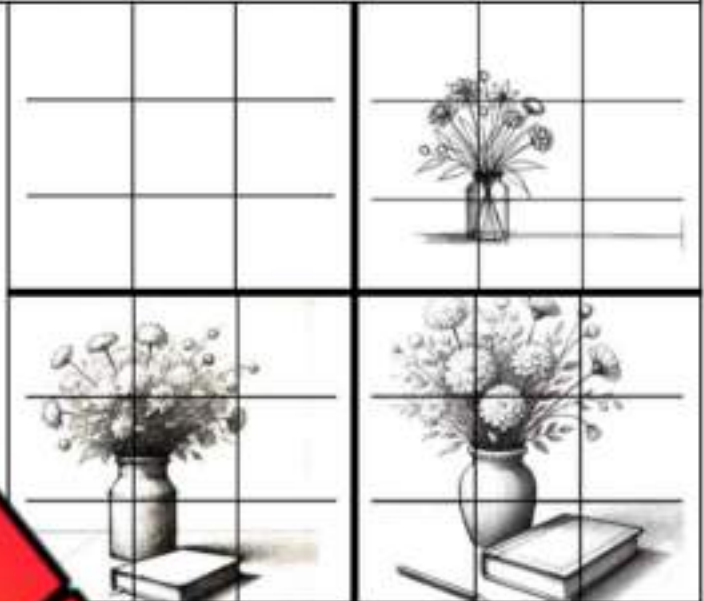


Worksheet

Refer to the example below and create an artwork that follows the rule of thirds

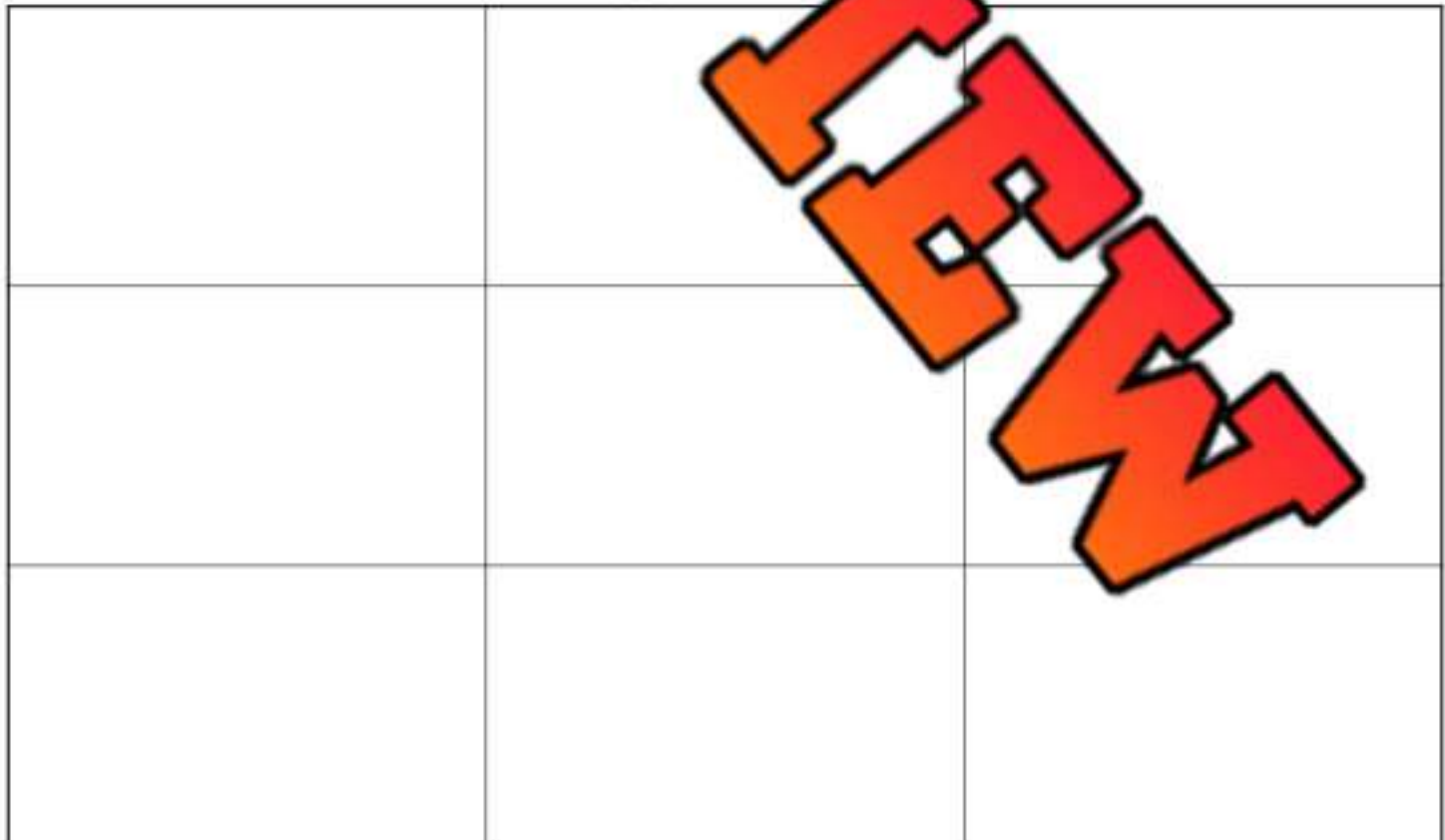
Steps to creating an artwork that follows the rule of thirds

- 1) **Create grid** Divide your canvas into 9 equal squares using two vertical and two horizontal lines.
- 2) **Plan your composition** Decide what the main focus of your artwork will be.
- 3) **Choose Your Elements** Choose one object to place in each section for visual balance.
- 4) **Sketch Lightly** Lightly sketch the objects, placing main objects along the grid lines.
- 5) **Final Touches:** Review your sketch to ensure focal points align with the rule of thirds.



Exercise

Sketch an artwork on the grid below following the rule of thirds. Be sure to place the focal points along the grid lines.



Activity: Landscape Drawing With The Rule Of Thirds

Objective

What are we learning about?

Students will learn the rule of thirds by creating a landscape drawing. They will use this rule to plan their work, placing key elements along the grid lines to create balance and visual interest.

Materials

What do you need for the activity

- Drawing paper or sketchbook
- Pencils (HB, 2B, for shading)
- Ruler (for dividing the page)
- Coloured pencils, markers or watercolours
- Erasers



Instructions

How you will complete the activity

1. **Choose a Landscape Scene:** Choose a natural landscape to draw, like a park, beach, mountain, or city skyline. Use reference images if needed.
2. **Divide Your Page Using the Rule of Thirds:** Use a ruler to divide your paper into a 3x3 grid by drawing two vertical and two horizontal lines across the page. These lines will guide your composition.
3. **Plan Your Composition:** Place key parts of your landscape, like trees or the horizon, along the grid lines or where the lines meet to make your drawing balanced and interesting.
4. **Start Your Drawing:** Begin sketching your landscape, focusing on proportion. Use the rule of thirds to make sure your key elements are placed but placed along the grid lines.
5. **Add Depth and Detail:** Add shading and details to create contrast and depth. You can use coloured pencils or watercolours to improve textures and mood.
6. **Final Adjustments:** Review your drawing to make sure the rule of thirds is correct. Make changes for clarity and balance to keep it visually appealing and balanced.
7. **Save and Submit Your Drawing:** Once satisfied with your landscape, ensure it is neat and well-presented.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Rule Of Thirds	Elements of the landscape should be placed along the grid lines or intersections to follow the rule of thirds for balance and interest.
Proportion And Perspective	Objects in the landscape should be drawn to scale, and the perspective should be accurate (e.g., smaller objects in the background).
Use Of Shading For Depth	Use shading to create contrast and give the landscape a sense of depth, with lighter areas for highlights and darker areas in the shadows.
Clarity Of Composition	The drawing should be clear, with distinct focal points and no overcrowding. The landscape should be easy to understand visually.
Final Presentation	The finished drawing should be neat and well-presented, with no smudges or unnecessary marks. It should show effort and attention to detail.

Tips

Tips to help you create a landscape drawing using the rule of thirds.

Tips	Description
Use Light Guidelines	Draw light lines when creating the grid for the rule of thirds, so they can be easily erased later.
Think About Balance	Place the most important parts of your drawing along the grid lines or intersections to keep your drawing balanced.
Start With Simple Shapes	Begin with basic shapes for trees, buildings, and hills before adding details.
Add Layers Of Shading	Use multiple layers of shading to show shadows and highlights, creating depth in your drawing.
Check Your Proportions	Make sure objects in the background are smaller and those in the front are larger for accurate perspective.
Avoid Cluttering	Don't overcrowd your drawing. Leave some space to make your artwork easy to look at.

Ideas

List of landscape ideas for students to draw using the rule of thirds

Ideas	Description
Mountain Scene	Draw a mountain range with the horizon line on the bottom third, and a large mountain peak at one of the intersections.
Beach Sunset	Place the horizon line along the bottom third, with the sun setting at one of the intersection points for balance.
Forest Path	Draw a winding path that follows a line off-center, with trees on either side, using the grid to keep balance.
City Skyline	Place the horizon line on the bottom third, with tall buildings rising from the middle, using the vertical grid lines for symmetry.
Desert Dunes	Use the bottom third for the dunes and place a cactus or rock formation along one of the vertical grid lines.
Lake With Reflection	Place the horizon line on the bottom third and show trees or mountains reflected in the lake along the top third.
Rolling Hills	Use the bottom third for the hills, with trees or a farmhouse positioned at one of the intersections to create focus.
Countryside Farm	Draw a field with a farm site positioned along the vertical lines, leaving the sky open for contrast and balance.
Ocean Cliff	Draw a cliffside with the cliff along one vertical line, showing the ocean in the background on the other side.
Park With Bridge	Place a bridge crossing a river or path along the horizontal line, with trees or a path on either side.
Snowy Mountain Cabin	Draw a small cabin nestled in a snowy mountain range in the background, placing the cabin at one of the intersections.
Island With Palm Trees	Place an island on the bottom third, with palm trees rising up from the sand, and ocean in the background.
River Through A Valley	Draw a river flowing through a valley, using the horizontal line for the river off-center and add mountains on the sides.
Autumn Forest	Draw a forest scene with trees full of autumn colors, placing a path or clearing along one of the grid lines.
Waterfall In Jungle	Draw a waterfall cascading down the vertical third, with trees and foliage framing the scene along the other grid lines.
Field Of Sunflowers	Use the bottom third for a field of sunflowers, placing a large sunflower head along one intersection point for focus.

How-To-Guide

Use the steps below to complete your landscape drawing, following the rule of thirds.

Step	Description
1	Pick a landscape to draw, such as a park, beach, mountain, or city skyline. You can use a reference image if needed.
2	Use a ruler to divide your paper into a 3x3 grid by drawing one vertical and two horizontal lines. Keep them light so they can be erased later.
3	Plan where key parts of your landscape (like trees, buildings, or the horizon) will be placed along the grid lines or intersections.
4	Start Drawing Basic Shapes by lightly drawing simple shapes for each part of the landscape (e.g., circles for trees, rectangles for buildings).
5	Add Details And Textures by adding more details. Use pencil strokes to show texture like grass, tree bark, or clouds.
6	Apply Shading For Depth by creating shadows and highlights to make the objects look more 3D and realistic.
7	Check Proportions & Perspective by making sure objects in the background are smaller and those in the foreground are larger to show proper perspective.
8	Erase Grid Lines Once you're happy with your composition, carefully erase the light grid lines you drew earlier.

Example

Example of a landscape drawing with the rule of thirds.

Mountain Path with Trees and Serenity

This landscape drawing depicts a serene mountain range with a winding path cutting through rows of trees. The drawing was carefully aligned using the rule of thirds to balance the composition. The mountains dominate the top section, with the path and trees placed along the lower grid lines, creating harmony and depth.



Planning**Answer the questions below**

1) What type of landscape are you drawing?

2) How will you create depth in your drawing?

3) a) What part(s) of the landscape will you place near the grid lines?



b) Why did you choose those part(s) of the landscape?

4) How will you ensure the composition is balanced?

5) How will you create contrast in the landscape?

6) What mood or feeling do you want to communicate?

Name: _____

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Curriculum Connection
D1.1, D1.3

Rough Copy

Sketch your landscape drawing with the rule of thirds

PREVIEW

Reflection

Answer the questions below.

1) How did the rule of thirds help you organize your drawing?

2) Create a list of three things you learned about the rule of thirds while making your landscape drawing.

First thing you
learnedSecond thing you
learnedThird thing you
learned

3) What part of your drawing are you most proud of?

4) What challenges did you face while using the rule of thirds?

5) If you were to draw this landscape again, what would you do differently?

Rubric

How did you do on the activity

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Rule of 7	No use of grid elements centered.	Some elements near the grid lines.	Most elements on grid lines.	All key elements placed correctly.
Proportion & Perspective	Objects of no scale.	Some objects in scale, unclear perspective.	Most objects scaled, some perspective.	All objects scaled, clear perspective.
Shading For Depth	No shading, flat looking.	Minimal shading, little depth.	Some shading for depth.	Effective shading, strong depth.
Composition Clarity	Cluttered and unclear.	Mostly clear with focal points.	Mostly clear with focal points.	Clear with strong focal points.
Final Presentation	Messy with many smudges.	Some smudges.	Neat with minor marks.	Clean, neat, and well-presented.

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Exploring Radial Balance in Art

What is Radial Balance?

Radial balance is a type of balance in art where elements are arranged around a central point. This means that everything in the artwork spreads out from the centre, creating a sense of movement and harmony. Artists use radial balance to make their work feel organized and visually appealing. The arrangement is often circular, but it can also be in other shapes, as long as everything leads back to the centre.

Why Radial Balance?

In art, balance is important because it ensures that no part of the artwork feels too heavy or overwhelming compared to the other parts. Radial balance is effective because it pulls the viewer's attention directly to the center of the piece, and then allows the eyes to travel outward. This kind of balance helps to create a sense of harmony and makes the artwork feel complete.

Types of Radial Balance in Art

Artists use radial balance in different ways to create visual interest in their work. Some common types of radial balance include:

- **Circular:** Shapes or lines move in a circle around the central point.
- **Spiral:** Elements swirl or spiral outward, often creating a sense of movement.
- **Symmetrical:** All parts of the design are equally weighted and balanced.



Using Radial Balance in Art

Artists use radial balance in many ways. For example, mandalas, a type of sacred geometric art, are often found in various cultures and are used to create a calming and repetitive pattern. Radial balance can also be used in architecture, like in the design of domes or round windows. When used in painting or drawing, the artist might start with a central point and then add details that flow from the center outward, creating a sense of movement and harmony.

Key Facts About Radial Balance:

- Radial balance always starts from a central point.
 - It creates movement and harmony by leading the viewer's eye from the centre outward.
 - Radial balance can be found in both natural objects and man-made art, like mandalas or domes.
 - It ensures that all parts of the artwork are equally important and balanced.
- This technique is useful to create visual interest and keep the viewer focused on the artwork.

Choose

Put a check mark beside the correct answer(s) for each question.

1) Which type of radial balance creates a sense of movement by swirling outward?

- ☐ Circular
- ☐ Spiral
- ☐ Symmetrical

2) Which natural example best shows radial balance with arms extending from the centre?

- ☐ Starfish
- ☐ Mountain range
- ☐ Oak tree

True or False

Statement true or false?

1) Radial balance is used in almost all art.

True

False

2) Radial balance ensures all parts of a network feel equally spaced.

True

False

3) Elements in radial balance draw eyes from the centre.

True

False

4) Radial balance creates a sense of movement in the artwork.

True

False

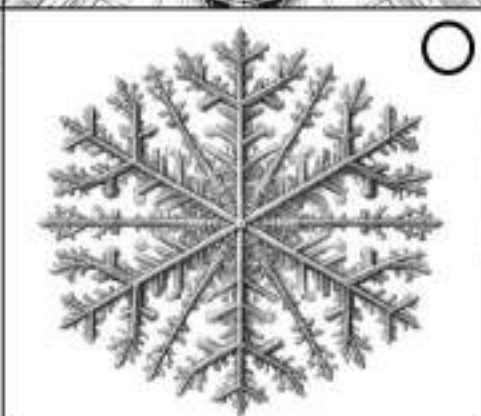
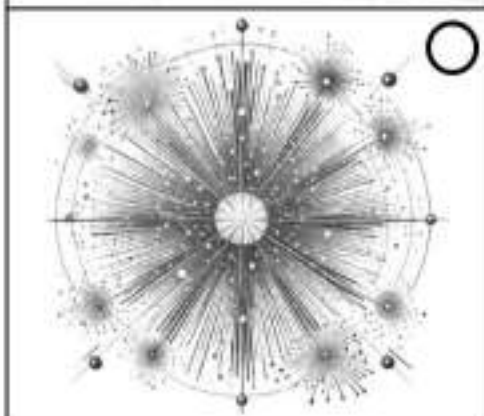
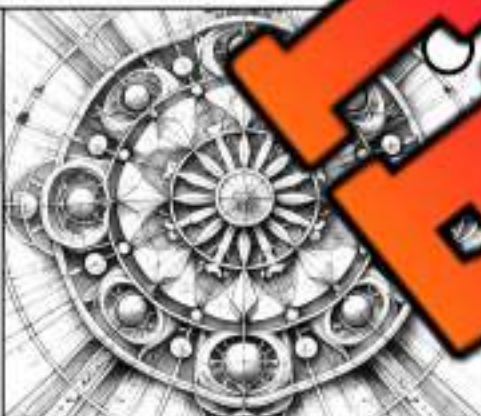
5) Symmetry is a key feature of radial balance design.

True

False

Identify

Identify the drawing(s) that show radial balance and place a check mark (✓) in the provided circle.

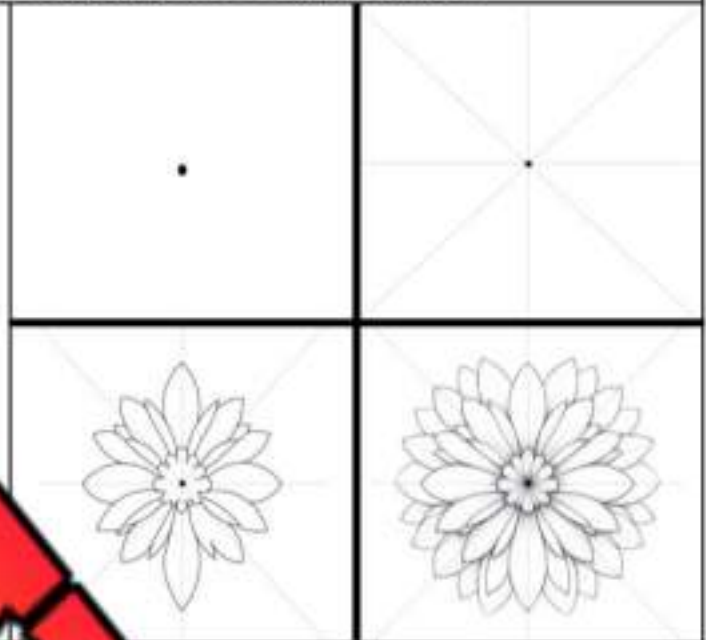


Worksheet

Refer to the example below and practice creating artwork that demonstrates radial balance.

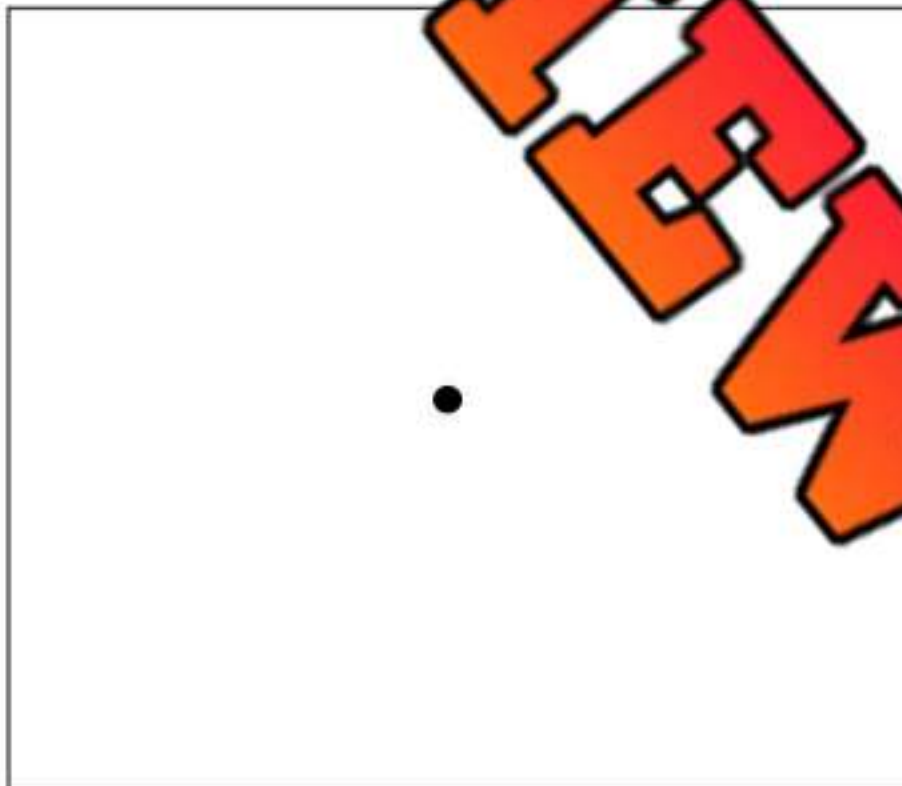
Steps to creating an artwork that demonstrates radial balance

- 1) **Identify a Central Point:** Pick a simple shape, star, or dot. This will be the center of your mandala.
- 2) **Plan your Composition:** Decide what patterns or shapes you will use.
- 3) **Lightly Draw Guidelines:** Use a ruler to divide your square into four equal sections.
- 4) **Start with the Center:** Start at the centre, drawing small, repeating shapes.
- 5) **Build Outward with Pattern:** Repeat the same pattern in each section, increasing the size of shapes as you move outward.
- 6) **Add Layers of Detail:** Add more layers of shapes as you move outward.



Exercise

Sketch a flower demonstrating radial balance. Be sure to place all elements so they radiate evenly from the centre of the drawing.



Activity: Create Your Own Radial Balance Mandala

Objective

What are we learning about?

Students will understand radial balance by creating their own mandala, using shapes and lines that radiate from a central point. This will help them understand how radial balance creates a sense of harmony and focus in artwork.

Materials

What you need for the activity

- Large sheet of paper
- Ruler
- Pencil & eraser
- Compass (or a round object to trace)
- Markers or coloured pencils



Instructions

How you will complete the activity

1. Start by drawing a circle in the middle of the paper. You can use a compass or by tracing a round object.
2. Using a ruler, divide the circle into equal sections. Start with 4 sections, then divide further into 8 or 12, depending on how many sections you want your mandala to be.
3. In each section, begin drawing shapes, patterns, or designs that radiate outwards from the centre. Make sure each section has a repeated pattern, keeping everything symmetrical.
4. Add more layers of shapes and patterns around your original circle, building outwards. You can repeat similar shapes or experiment with new ones.
5. Once your drawing is complete, start colouring your mandala. Use analogous colours to create a harmonious feeling, or experiment with complementary colours for a more dynamic look.
6. Erase any unnecessary lines and make final adjustments.
7. Look at your mandala from a distance to see if your mandala looks balanced.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Starting From The Centre	Begin your mandala with a clear central point on your paper. All shapes and lines should radiate outwards from the middle to keep balance.
Symmetry	Ensure each section of your mandala is even. If you use a shape in one section, repeat it exactly in the other sections for a balanced look.
Consistent Patterns	Repeat the same pattern in each section of your mandala. This creates a sense of flow and helps the eye move smoothly from the centre to the edges.
Accurate Division Of Sections	Use a ruler to carefully divide your mandala into equal sections. This ensures that each part of your design is balanced and neat.
Adding Layers For Depth	Add more layers of shapes and patterns as you work outward. This gives your mandala a sense of depth and makes it more visually interesting.
Effective Use Of Space	Fill up the space with patterns and designs but leave some empty space if needed to prevent your mandala from looking too crowded or cluttered.

Tips

Tips to help you create a good radial balanced mandala.

Tips	Description
Use A Light Pencil First	Start by sketching lightly so you can erase any mistakes before adding final colours. This helps keep the design neat and easy to follow.
Divide Sections Evenly	Use a ruler to divide your circle into equal parts. Even sections make the design look balanced and symmetrical, which is key for radial balance.
Work From The Centre Outwards	Always start drawing in the middle and move outward. This keeps the design organized and ensures your patterns radiate from the centre.
Add Details Gradually	Don't rush to fill the space. Add more details in layers and work outward. This gives your mandala depth and makes it more interesting.
Keep Shapes Simple At First	Begin with basic shapes like circles, triangles, or lines. Once you've built a solid base, you can add more complex details to enhance your design.
Check For Symmetry Often	As you draw, keep checking if each section matches the others. This will help make sure your design stays balanced all the way through.

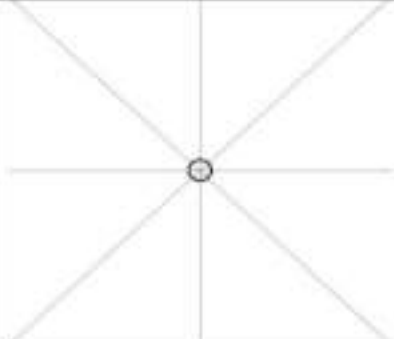
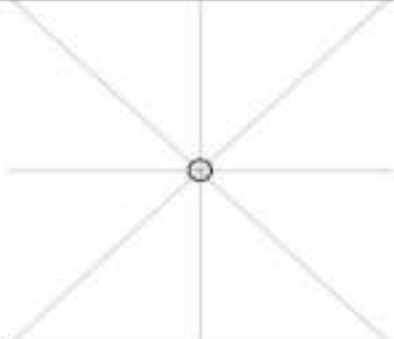
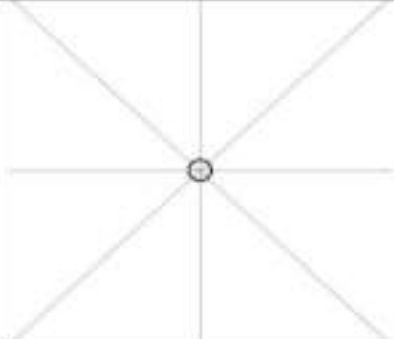
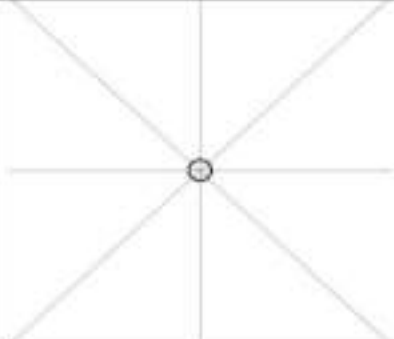
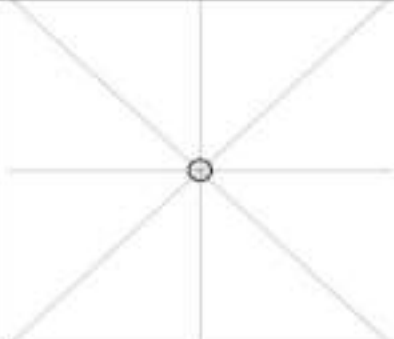
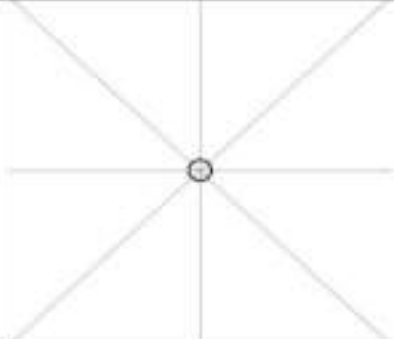
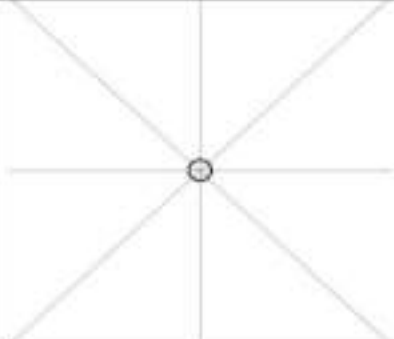
Ideas

Here is a list of inspirations for your radial balance mandala.

Ideas	Description
Nature-inspired Mandala	Use patterns from nature, like leaves, flowers, and waves. Start with a sun in the centre and radiate patterns outward.
Geometric Mandala	Focus on shapes like circles, squares, and triangles. Divide the mandala into many small sections and fill each one with geometric patterns.
Cultural Mandala	Draw inspiration from mandalas from different cultures, like Tibetan or Indian, using intricate designs and symbols.
Galaxy Mandala	Start with a small planet in the middle and add patterns of moons, stars, and galaxies to create a cosmic theme.
Personal Symbol Mandala	Use different sections to represent personal hobbies or interests, with each section containing a symbol meaningful to the student.
Abstract Mandala	Explore form and color with abstract shapes and flowing lines to create a modern and creative mandala.
Seasonal Mandala	Base the mandala on a season, like winter or summer, using symbols like snowflakes and flowers for summer.
Ocean-themed Mandala	Use ocean patterns like waves, fish, and seashells, starting with a seashell in the centre and adding elements around it.
Insect-themed Mandala	Create a mandala inspired by insects like bees or butterflies, using patterns of wings or honeycombs in the design.
Outer Space Mandala	Use space-related elements like rockets, moons, and planets, with stars and galaxies radiating outwards from the centre.
Holiday-themed Mandala	Pick a holiday like Halloween or Christmas and use related symbols like pumpkins and bats for Halloween or stars and ornaments for Christmas.
Weather Mandala	Use weather elements like clouds, rain, snow, and wind, starting with a sun or other weather symbols in the centre.
Sports-themed Mandala	Use sports symbols like soccer balls or basketballs, starting with a ball in the centre and adding equipment or related symbols around it.
Flower Garden Mandala	Focus on different types of flowers and nature patterns, starting with a large flower in the centre and adding smaller flowers and vines.
Food-themed Mandala	Create a fun mandala with food items like pizza, cupcakes, or fruits, using different foods in each section for a playful design.

How-To-Guide

The steps below will guide you in completing your radial balance mandala drawing.

Steps	Description	Example
1	Choose a Starting Point Start by picking a simple shape, like a circle, square, or dot. This will be the centre of your mandala from which all your patterns will radiate outwards.	
2	Lightly Draw Sections Lightly divide your paper into even sections, like a pizza. Make sure the lines are light enough that you can erase them later.	
3	Plan Your Design Decide on what patterns or shapes you will use for each layer. Think about how you want the design to flow from the centre outwards.	
4	Start With The Centre Begin by drawing a small shape in the centre. Draw small, repeating patterns like circles, triangles, or petals around the centre.	
5	Build Outward With Patterns Add more patterns to each layer, keeping the same design in each section. Gradually make your shapes larger as you move outwards.	
6	Add Layers Of Detail As you work outward, continue adding more detail to each section. Keep the design balanced by repeating shapes in each section.	
7	Use Colour For Balance Once your patterns are complete, use colours to fill in the design. Choose colours that repeat in a balanced way to create harmony.	
8	Erase Guidelines After you finish colouring, carefully erase the light grid lines you drew earlier to reveal your clean, final mandala design.	

Example

Example of a radial balance mandala drawing



Planning Page

Answer the questions below.

1) The mandala you are designing will be inspired by...

☐ Nature☐ Shapes☐ Symbols☐ Other: _____

2) What shape or pattern you will start with in the centre of your mandala?

☐ Circle☐ Dot☐ Star☐ Other: _____

3) What types of patterns will you repeat in your mandala?

☐ Circles☐ Triangles☐ Petals☐ Other: _____

4) What colours do you want to use?

☐ Warm colours (reds, oranges, yellows) ☐ Cool colours (blues, greens, purples)☐ Both☐ Other: _____

5) How will you ensure your mandala is symmetrical?

6) How will you fill in the space to make your mandala interesting?

7) What do you want to tell others about your mandala design when you present it?

Name: _____

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Curriculum Connection
D12.021

Rough Copy

Sketch your radial balanced mandala

PERVALEZ

Class Gallery Walk

Walk around the classroom to look at everyone's radial balance mandala and write down three things you learned.

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

Write a sentence about what you are proud of your radial balance mandala and what it sends.

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

Write a sentence about what you would do better at making your radial balance mandala even more powerful.

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Starting From The Center	Centre point is missing or unclear.	Centre point is present but unclear.	Clear centre point with balanced lines.	Clear centre point with all lines balanced.
Symmetry In Design	Minimal symmetry in design.	Minimal symmetry in design.	Good symmetry but some are uneven.	Perfect symmetry across all sections.
Consistent Patterns	Some patterns repeat, but not consistently.	Some patterns repeat, but not consistently.	Most patterns repeat well.	All patterns repeat perfectly.
Accurate Division Of Sections	Sections are uneven and unclear.	Sections are mostly even and clear.	Sections are mostly even and clear.	Sections are all even and well divided.
Adding Layers For Depth	Few or no layers added for depth.	Good layers with some depth.	Good layers with some depth.	Many layers creating excellent depth.
Effective Use Of Space	Space is empty or too crowded.	Some space is used but unbalanced.	Space is filled in a balanced way.	Space is perfectly filled and balanced.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Understanding Positive And Negative Space In Art

Positive and negative space

Positive and negative space are key elements in creating a well-balanced work of art. Positive space is the area of an artwork occupied by **subjects or objects**, while negative space is the **empty or background area** surrounding them. Both types of space are essential to an artwork's composition, and how they interact can greatly affect the overall feeling or message of the piece.



What is Positive Space?

Positive space refers to the part of a work that is occupied by the main subject. This space can be people, animals, buildings, or any other element in a painting, for example, the trees in a landscape or the people in a portrait are considered positive space. The shapes and lines that create this space should guide the viewer's eyes towards the **important elements** in the artwork.

What is Negative Space?

Negative space, on the other hand, is the area that surrounds the objects. This space might seem less important, but it actually plays a big role in **balancing the artwork**. Negative space can highlight or frame the positive space, making the subject stand out more. It can also give the viewer a break and help create a sense of calm and simplicity in a piece.

Why is the Balance Important?

Balancing positive and negative space can help create a harmonious **overall look and feel** of the artwork. If too much positive space is used, the piece can feel cluttered. Too much negative space, on the other hand, might make the subject feel empty or incomplete.



Here are some things to keep in mind when using positive and negative space:

- **Positive space** is where the subject happens.
- **Negative space** helps to frame the positive space.
- A balanced use of both types of space keeps the artwork clear and well-organized.
- Many famous artists, like M.C. Escher, have used both spaces to create optical illusions.

Understanding how to balance these spaces can make your artwork more effective and visually appealing.

Question

Briefly define positive space and negative space in the space provided below.

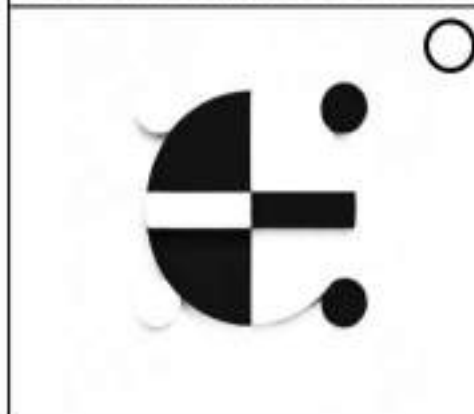
Positive space	Negative space

Question

Why is understanding positive and negative space important in a piece of art? How does it affect composition?

Identify

Identify the drawing(s) that show positive and negative space in art and place a check mark in the provided circle.

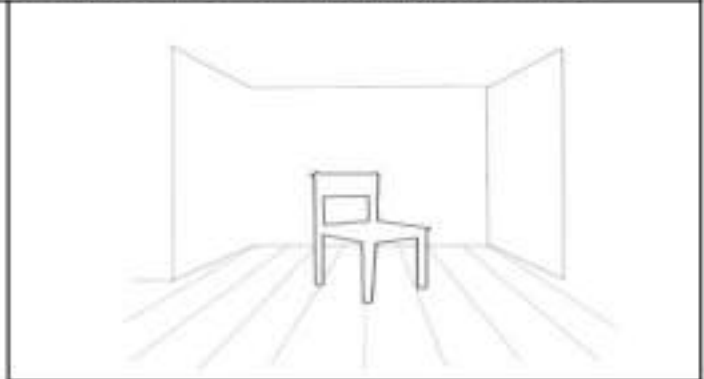


Worksheet

Refer to the example below and shade the outline art provided to demonstrates balanced positive and negative space.

Steps to make an artwork have a balanced positive and negative space

- 1) **Choose Your Subject:** Start by picking something like a tree, an animal...
- 2) **Plan Your Composition:** Sketch lightly on your paper where the subject (subject) will go.
- 3) **Focus on Shape and Balance:**
 - Don't worry about details; focus on the overall shape of your subject.
 - You can create a silhouette by tracing out or drawing your subject in black colour (like black) and leave the background white.
- 4) **Experiment with Placement:** Move your subject around the page to see how the negative space changes.
- 5) **Finalize Your Artwork:** Once you're happy with the balance, finish your piece by adding any final details or making it more detailed.



Exercise

Shade the outlined drawings to demonstrate balanced composition. Ensure that the positive and negative space work together harmoniously.



Activity: Logo Design With Positive/Negative Space

Objective

What are we learning about?

Students will learn to create a logo for an imaginary company by using positive and negative space to communicate ideas. This will help them understand how logos use space to convey clear and powerful visual messages.

Materials

What do you need for the activity

- Large sheet of paper
- Ruler, pencil & eraser
- Black marker or colored markers
- Drafting Paper (for student brainstorming sketches)



Instructions

How you will complete the activity

1. Imagine your own company. It could be a tech company, a bakery, a clothing brand, or any type of business. Think about what kind of company identity you want to show through your logo.
2. Using a pencil, sketch a simple outline design for your company logo. Focus on basic shapes that can be easily distinguished. Remember, the design should be simple and clear.
3. Now, think about how the space around your logo (negative space) and the design itself (positive space) work together. You could create a logo where the negative space forms part of the image, like using the space between letters to create a shape.
4. Make adjustments to your design so the positive and negative space are balanced. Make sure both spaces communicate a clear message and don't distract from each other.
5. Once you're happy with your design, trace it with a black marker. If you want, add colour but keep it simple.
6. Step back and look at your logo. Ask yourself:
 - Does the positive space stand out clearly?
 - Does the negative space enhance the design?
 - Is the logo simple and easy to understand?
7. Share your final logo with the class and explain the thought process behind your use of positive and negative space.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Clear Logo Message	Be sure the logo shows a simple, clear message that represents the company or product. Keep it easy to understand for anyone.
Effective Use of Positive Space	The design part of the logo should use space well. Keep the shapes bold and focusing on the part of the logo that represents the company.
Effective Use of Negative Space	The space around and between the logo should work with the design. Use negative space to help the logo stand out without being too busy.
Balanced Composition	Both the positive and negative spaces are balanced in size and shape, making the logo look neat and organized.
Simple And Clean Design	The logo should be easy to recognize at a glance. Avoid adding too many details that make it confusing or hard to see.
Creativity And Originality	The logo should be creative and original, showing your own ideas and imagination, not just copying something you've seen before.

Tips

Tips to help you create a logo with balanced positive and negative space

Tips	Description
Start With Simple Shapes	Begin your logo by drawing simple shapes like circles, squares, or triangles. These are easy to work with and keep your design clear.
Sketch Lightly With A Pencil	Draw your design lightly with a pencil so you can easily erase and make changes. This helps to avoid mistakes before using markers.
Focus On Contrast	Make sure the design stands out by balancing dark and light areas. This helps the positive and negative spaces look sharp and clear.
Keep It Recognizable	Remember, logos should be easy to recognize. Don't add too many details, and make sure the design is simple and clear.
Balance Positive And Negative Space	Make sure the empty spaces (negative space) and the design parts (positive space) are balanced. Avoid having too much of one or the other.
Think About The Message	Always consider what message or feeling your logo should give. Make sure the design matches the company you're creating the logo for.
Take A Step Back	After finishing, take a step back and look at your logo from a distance. This helps you see if it's clear, balanced, and easy to recognize.

Ideas

Imaginary companies you can design a logo for

Ideas	Description
Tech Gadget Store	Use icons like a smartphone, a pair of headphones, or a computer mouse to represent the tech products the store sells.
Sports Equipment	Incorporate elements like running shoes, a water bottle, or a dumbbell to show the sporty and active nature of the brand.
Local Cafe or Bakery	Include items like a coffee cup, a loaf of bread, or a cupcake to show the shop sells coffee and baked goods.
Bookstore	Use book-related images like an open book, a stack of books, or a bookmark to represent reading and learning.
Skateboard Shop	Design icons like a skateboard, wheels, or a helmet to show the shop's focus on skateboarding.
Outdoor Adventure Gear	Include symbols like a tent, a backpack, a compass, or a hiking boot to represent outdoor adventures.
Toy Store	Use playful elements like a teddy bear, toy blocks, or a kite to reflect the fun and joy of toys.
Music Store	Incorporate icons like a guitar, musical notes, or a piano keyboard to show the focus on musical instruments.
Gaming Studio	Use gaming-related icons like a video game controller, a joystick, or a pixelated character to represent the gaming studio.
Custom T-Shirt Business	Include elements like a T-shirt, a design pen, or scissors to show the customization and design services.
Ice Cream Shop	Use icons like an ice cream cone, a sundae, or a soft-serve swirl to show the different frozen treats available.
Bicycle Shop	Incorporate symbols like a bicycle, bike chain, or a helmet to represent cycling products and services.
Art Supplies Store	Use art-related icons like a paintbrush, palette, or easel to represent creative tools and supplies for artists.
Sports Team	Include icons like a soccer ball, basketball, or team jersey to represent the spirit of the sports team.
Photography Studio	Use elements like a camera, a lens, or a photo frame to show the focus on photography and capturing memories.
Fitness Centre	Incorporate fitness-related symbols like dumbbells, a running figure, or a heart to show the active, healthy lifestyle.

How-To-Guide

The steps below will guide you in completing the positive and negative space logo activity.

Steps	Description
1	Think about the type of business you want to create a logo for. It could be a tech company, bakery, or sports brand. Consider what products or services the company offers. Ask yourself: What kind of message or identity do you want the logo to show?
2	Brainstorm And Sketch Ideas On a separate sheet of paper, start brainstorming different symbols or icons that represent your company. Draw rough sketches of these ideas by experimenting with simple shapes like circles, squares, block letters or triangles to create an easy-to-recognize design. Experiment with a few different options.
3	Focus On The Positive Space Once you've chosen a shape or design, focus on making the positive space (the design itself) clear. Keep it simple, so the shapes can be easily recognized. Avoid adding too many details that might make it look cluttered.
4	Consider Negative Space Now, pay attention to the space around your design (the negative space). See if you can use the empty space creatively. For example, think about how letters or shapes can be combined together with the negative space to create an interesting effect.
5	Balance Both Spaces Make sure your positive space design and the negative space (the area around it) work well together. Adjust the size and their placement so that both spaces are balanced and visually appealing.
6	Refine Your Sketch Take some time to refine your sketch by smoothing out the lines and adjusting any parts of the design that need improvement. Remove any extra details that don't add to the overall look. Your final design is clean and easy to understand.
7	Trace The Design In Marker Once you're happy with the sketch, use a black marker to carefully trace over your lines, making the design bold and clear. Go slowly to avoid mistakes and smudges. This will give your logo a polished look.
8	Review And Adjust Take a step back and look at your logo from a distance. Does it communicate the message of your company? Is it easy to recognize? If something looks off, make adjustments to improve clarity and balance.

Planning Page

Answer the questions below.

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

2) What specific shapes and colors will you include in your logo?

•	•
•	•

3) How will you use positive and negative space in your logo design?

4) What changes will you make to balance positive and negative space in your logo?

5) How will you ensure your logo design is simple and easy to read?

6) What small details or adjustments will you add to make your logo stand out?

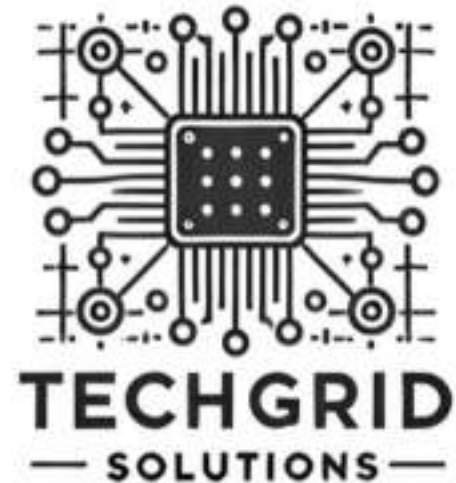
7) What feeling or mood do you want your logo to show?

Example

Examples of a logo with balanced positive and negative space

TechGrid Solutions

My Imaginary company is called TechGrid Solutions. It is a company that helps businesses with technology, like building networks and creating software. The central square in the logo represents the company, and the lines and circles around it represent the connected network they build.

**EcoFresh Foods**

My Imaginary company is called EcoFresh Foods. It delivers fresh, local, organic food in eco-friendly packaging. The leaf in the logo represents a focus on nature, the box represents delivery, and the wavy lines stand for freshness and healthy growth.

BrightPath Tutoring

My Imaginary company is called BrightPath Tutoring. It provides one-on-one help in subjects like math, reading, and science. The open book in the logo shows learning, the lightbulb stands for bright ideas, and the arrow path represents guidance and progress for students.



Name: _____

55

Curriculum Connection
D1.3, D2.3

Rough Copy

Sketch your balanced positive and negative space logo.

PERVALE

Peer Feedback

Answer the questions below.

1) Partner's name: _____

2) What kind of primary company did your partner make a logo for?
(What type of service or products does the company provide?)

3) Does the logo your partner made have a balanced positive and negative space?



Yes



No

4) What shapes or symbols did your partner use to represent the company?



5) How clear is the message of your partner's logo?



Very clear



Somewhat clear



Not very clear

6) What part of the logo do you think stands out the most?



7) Two highlights and one area for improvement in your partner's logo



Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clear Logo Message	Message is unclear.	Message is somewhat clear.	Message is clear.	Message is clear and strong.
Effective Use Of Positive Space	Positive space is cluttered.	Positive space needs work.	Positive space is used well.	Positive space is strong.
Effective Use Of Negative Space	Negative space is cluttered.	Negative space is unbalanced.	Negative space is balanced.	Negative space is very effective.
Balanced Composition	Composition is unbalanced.	Composition is mostly balanced.	Composition is mostly balanced.	Composition is fully balanced.
Simple And Clean Design	Design is messy or too complex.	Design is simple and clean.	Design is simple and clean.	Design is very clear and simple.
Creativity And Originality	Lacks creativity.	Some creativity shown.	Creative and original.	Very creative and original.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Shading Techniques In Art

Shading Techniques in Art

Shading is an essential skill in art that helps artists create the illusion of **depth, texture, and form**. By using shading, drawings or paintings can look more realistic and **three-dimensional**. There are several types of shading techniques, each offering a unique effect.



Types of Shading Techniques

1. Modulation

Modulation is a shading technique that involves a smooth change in tone from light to dark. This technique is used to create a smooth transition in areas where light and shadow meet naturally. Artists often use modulation to show how light changes across curved surfaces like a sphere or a person's face.

2. Stippling

Stippling is a shading technique where small dots are placed close together to create areas of shadow. The closer the dots are placed, the darker the shading appears. Stippling is great for adding texture to rough surfaces like stone, wood, or fabric.

3. Hatching and Cross-Hatching

Hatching uses closely spaced parallel lines to create shading, while cross-hatching involves overlapping sets of lines at different angles. This technique is excellent for creating shadows and varying levels of darkness in an image. Cross-hatching can show texture effectively, as the density and direction of the lines can be adjusted to create depth.

4. Blending

Blending involves mixing different shades together to create a smooth transition between light and dark. Artists can use their fingers, a blending stump, or a brush to blend pencil marks smoothly. This technique works well for soft, natural-looking shadows and helps create a smooth look on skin or clouds.

5. Tonal shading

This technique involves shading gradually from light to dark using fine lines or strokes, often applied in soft media like charcoal or graphite. It is used to create smooth transitions and realistic textures.



How Shading Adds Depth and Texture

Shading is crucial in art for making flat images appear three-dimensional. By adding dark tones where shadows would naturally fall, and lighter tones where light hits, artists make objects stand out. Shading also helps add texture by giving different materials, like fabric, metal, and wood, a realistic look.

Choose

Put a check mark beside the correct answer(s) for each question.

1) Which shading technique is best for creating smooth transitions from light to dark?

- ☐ Stippling
- ☐ Modulation
- ☐ Cross-hatching
- ☐ Hatching

2) If an artist wants to add a rough texture to a surface like rocks, which technique should they use?

- ☐ Blending
- ☐ Stippling
- ☐ Tonal shading
- ☐ Modulation

3) Which technique is best for overlapping lines at different angles to show depth?

- ☐ Hatching
- ☐ Modulation
- ☐ Blending
- ☐ Cross-hatching

4) What is the purpose of tonal shading in an artwork?

- ☐ To create sharp transitions
- ☐ To make shading appear gradual
- ☐ To add rough textures to shiny surfaces
- ☐ To emphasize bright colours

True or False

Is the statement true or false?


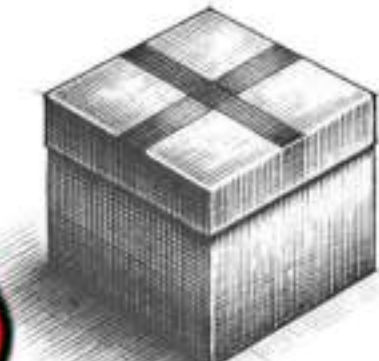

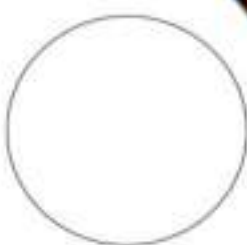






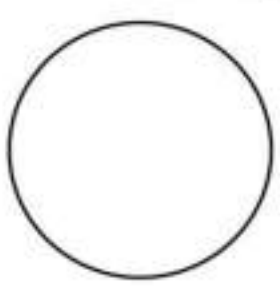
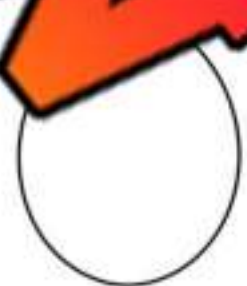
1) Modulation helps show how light changes across a flat surface.	True	False
2) Stippling is best used for adding texture to shiny surfaces.	True	False
3) Hatching and cross-hatching both use parallel lines for shading.	True	False
4) Stippling uses tiny dots to create dark shadows effectively.	True	False
5) Hatching is better than stippling for creating smooth shadows.	True	False

Question

Which shading technique would be ideal for rough textures like bark?

Shading Techniques

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

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

Activity: Shading In A One-Point Perspective Room

Objective

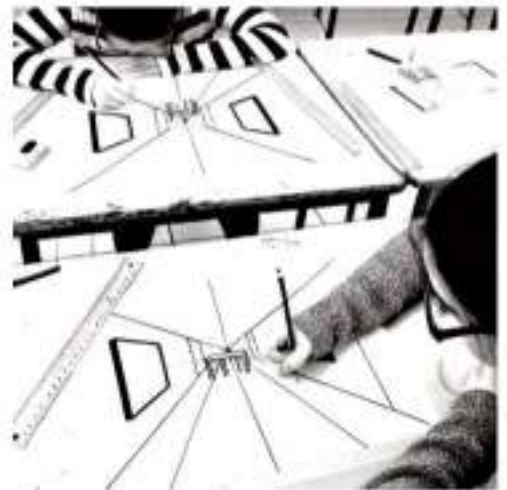
What are we learning about?

Students will use shading techniques like modulation, stippling, and hatching to create depth in a one-point perspective room drawing, focusing on making surfaces appear three-dimensional.

Materials

What do you need for the activity

- Ruler & pencil
- Eraser & white drawing paper
- Coloured pencils or markers
- Shading tools (blending stump, cotton swab)



Instructions

How you will complete

1. Set up your perspective

- Draw a horizontal line (horizon line) across the page and mark a point in the center as the vanishing point.
- Draw a rectangle for the back wall and connect each corner to the vanishing point to create the room's sides, floor, and ceiling.

2. Add Elements to the Room

- Use one-point perspective to add basic shapes for doors, windows, or furniture. Make sure each element aligns with the vanishing point for a consistent perspective.

3. Choose Shading Techniques for Depth and Texture

- **Modulation:** Shade smoothly from dark to light on walls and floors to create a rounded or soft look.
- **Stippling:** Use tiny dots to create shading, especially effective for rough surfaces, like carpet or textured walls.
- **Hatching and Cross-Hatching:** Draw closely spaced lines for shaded surfaces like tables and overlap lines for darker areas.
- **Blending:** Gradually shade flat areas with a blending tool for soft edges.
- **Tonal Shading:** Apply layers of shading for gradual light-to-dark areas, perfect for large wall or floor areas.

4. Add colour for emphasis (optional)

- Use coloured pencils sparingly to highlight parts of the room, like rugs or decor, against shaded walls.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Consistent One-Point Perspective	All lines should lead to the vanishing point. Check that room elements like walls, doors, and windows align with the vanishing point for a consistent perspective.
Effective Shading Techniques	Use a variety of shading techniques to create depth and texture: Modeling for smooth transitions on walls and floors, Stippling for textured surfaces like carpets, Hatching and Cross-Hatching for flat areas, Blending for soft edges, and Tonal Shading for gradual light-to-dark gradients. Make sure each technique is applied where it fits best.
Correct Placement Of Shadows	Use a marker to place shadows in corners, edges, and areas where light is blocked to create realistic shadows. This should enhance the three-dimensional look of the room.
Selective Use Of Colour	Use color pencils sparingly to highlight specific items like rugs or decor. Ensure colors don't overwhelm the shading but add emphasis to certain elements.
Balanced Composition	Arrange objects like furniture, windows, and doors to create a balanced look in the drawing. Items are spaced well, and the room doesn't look overcrowded.

Ideas

Use the following list of room ideas for a one-point perspective drawing.

Idea	Description
Bedroom With Bed And Desk	Design a bedroom with a bed, desk, and window. Make sure the bed and desk lines lead to the vanishing point to show depth.
Classroom With Desks And Board	Create a classroom with student desks and a chalkboard. Use perspective to show the desks and board stretching into the distance.
Kitchen With Cabinets	Draw a kitchen with cabinets, a fridge, and a table. Ensure the cabinets and appliances get smaller towards the back wall.
Library With Shelves	Design a library scene with bookshelves, chairs, and a window. Use the vanishing point to show the shelves' depth.
Office With Desk And Computer	Design an office with a desk, chair, and computer. Use perspective to show depth in the desk and computer setup.

Planning

Answer the questions below.

1) What type of room are you drawing?

2) How will you create the main structure of the room using one-point perspective?

3) What is the most interesting focal point of your room?

☐ A window☐ A bookshelf☐ A TV

Other: _____

4) What are some unique objects you plan to include in the room?

5) How will you use shading or texture to make your drawing more realistic?

6) What are some of the details and decorations you are going to add to your drawing?


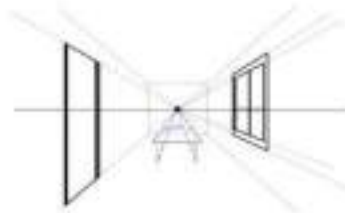
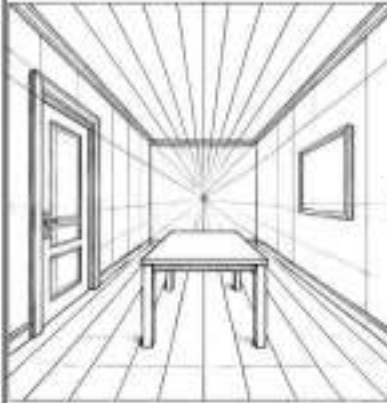
☐ Chairs☐ Tables☐ Posters☐ Clocks

Other: _____

7) How will you add details like furniture and decorations, keeping in mind perspective?

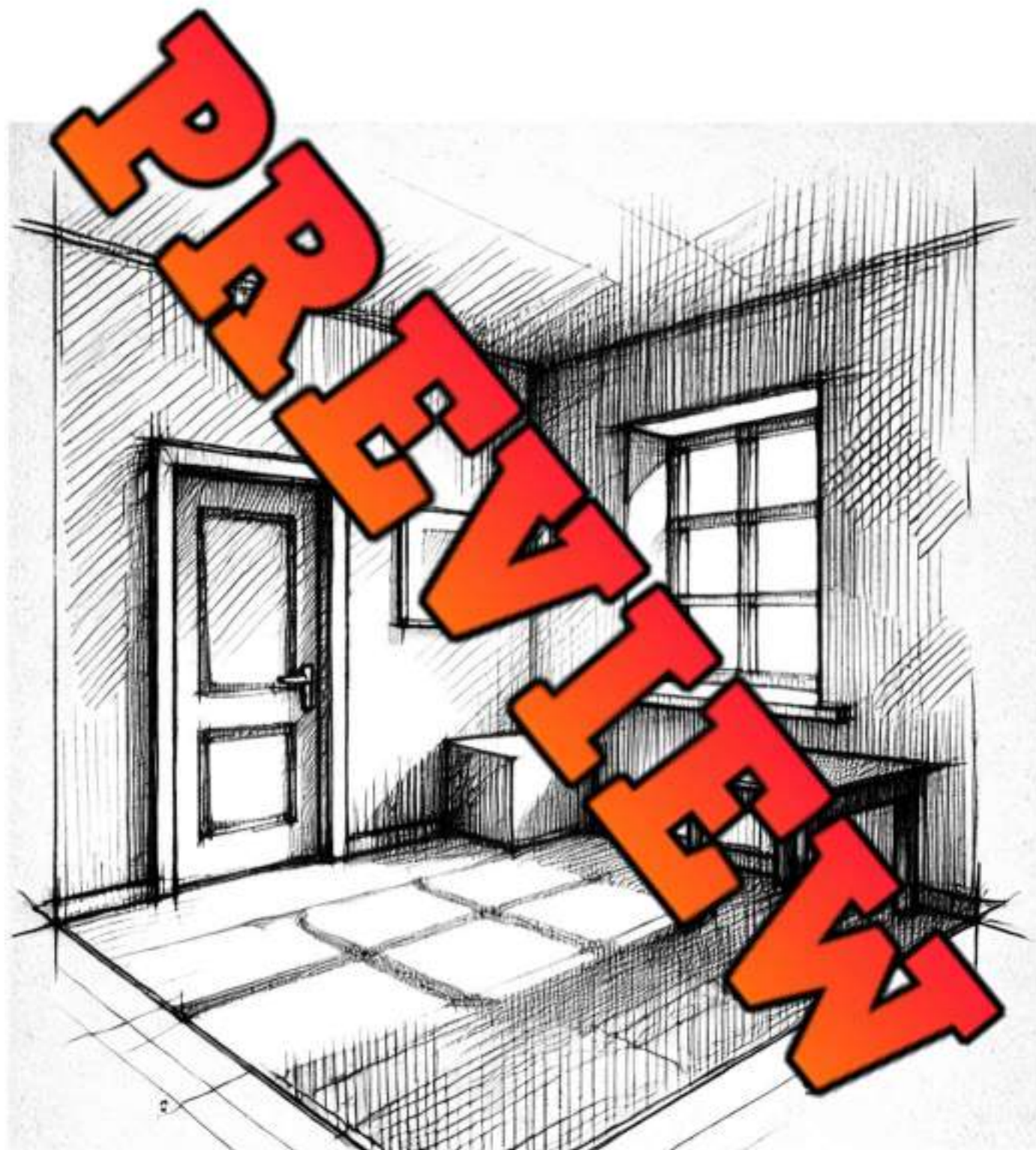
Example

Example of a one point perspective room drawing

	<p>➤ Draw the Horizon Line: Start by drawing a straight horizontal line across the middle of your paper. This will represent the horizon in your room.</p>
	<p>➤ Place the Vanishing Point: Mark a small dot in the centre of the horizon line. This is your vanishing point, where all the lines in your drawing will converge.</p>
	<p>➤ Draw the Back Wall: Draw a square or rectangle in the middle of your page. This represents the back wall of your room.</p>
	<p>➤ Draw Lines to the Vanishing Point: From each corner of the square/rectangle, draw straight lines converging toward the vanishing point. These lines represent the side walls of your room.</p>
	<p>➤ Add Details Like Doors and Windows: Draw a door and window using the same technique. Start with a rectangle and ensure its edges lead toward the vanishing point.</p>
	<p>➤ Draw Furniture Using Simple Shapes: Add furniture like a bed, desk by drawing simple 3D shapes (cubes or rectangles) and ensuring their edges also lead toward the vanishing point.</p>
	<p>➤ Add Floor or Ceiling Tiles: Add tiles or planks to the floor or ceiling by drawing evenly spaced lines that all converge at the vanishing point.</p>
	<p>➤ Shading and Texture: Apply shading techniques like modulation and stippling to create shadows and texture, making the room look more realistic.</p>

Example

Example of a one-point perspective room drawing with shading



Name: _____

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Curriculum Connection
D1.2, D1.4

Rough Copy

Sketch your one-point perspective room drawing with shading.

PREVIEW

Reflection

Answer the questions below.

1) Describe one detail in your drawing that you are especially proud of. Why do you think it worked well?

2) Describe 3 challenges you faced drawing your one-point perspective room. How did you overcome the challenges?

Challen

How You Overcame The Challenge

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
One-point Perspective	Lines don't meet at vanishing point	Some lines meet vanishing point	Most lines meet vanishing point	All lines meet vanishing point
Shading Techniques		Limited shading; lacks depth	Mostly correct shading, adds depth	Effective shading creates depth/texture
Shadow Placement	Shadows misplaced, inconsistent	Shadows, mostly consistent	Shadows mostly follow light source	Shadows enhance 3D look
Use Of Colour	Colour is random, overwhelming	Colour mostly highlights key areas	Colour mostly highlights key areas	Colour enhances shading, well-balanced
Balanced Composition	Crowded uneven layout	Some balance, still uneven	Mostly balanced, objects well-placed	Well-balanced, organized layout

Teacher Comments

Mark

Student Comments - What Could You Do Better?

Activity: Digital Storytelling Through Photojournalism

Objective

What are we learning about

Students will learn digital photojournalism by creating a digital photo series on a social issue. They will learn to use online tools to tell a story through images, captions, and sequencing skills in digital storytelling and visual communication.

Materials

What you need for the activity.

- Tablet or smartphone with a camera
- Access to a digital presentation tool (e.g., Google Slides, Canva, etc.)
- Internet connection for research and editing



Instructions

How you will complete the activity

1. Choose a social issue that matters to you, like climate change, animal welfare, or mental health awareness.
2. Brainstorm ideas for how to represent this issue with photos. Think of scenes or objects that could express key aspects of the issue.
3. Plan a photo series of 5–7 images. Make a rough outline of your story, noting what each photo will represent. Think about angles, lighting, and composition that capture emotions related to the issue.
4. Using your device's camera, take photos that align with your plan. Experiment with different lighting and perspectives. Take multiple shots of each image so you have options to choose from.
5. Review your photos and select the 5–7 that best fit your story. Edit as needed, adjusting brightness, contrast, or adding filters to enhance the visual impact.
6. Open your digital presentation tool and create a new project or slide deck. Upload your photos and arrange them in sequence, considering how each one flows into the next.
7. Write one caption for the whole presentation. Captions should be brief but informative, explaining how each image connects to the larger issue.
8. Add any final touches to your presentation, like background colours, digital frames, or text styling, to enhance the visual appeal and consistency of your story.
9. Optionally, if no camera is available, use online photos to complete the assignment.

Social Issues

List of social issues you can choose to address through photojournalism.

Social Issue	Description
Homelessness	Photograph places where homeless individuals find shelter and community programs that help them.
Animal Welfare	Document stray animals in the community or visit a local animal shelter. Show the need for responsible pet care.
Mental Health Awareness	Take photos of calming spaces, journaling, or other activities that promote mental health.
Food Waste	Photograph food that is wasted at home or in restaurants. Capture images of ways to reduce food waste, like composting or meal planning.
Bullying Prevention	Document positive friendships and anti-bullying posters or campaigns in school. Show acts of kindness on others.
Climate Change Effects	Photograph signs of climate change, like extreme weather, heatwaves, or melting ice.
Water Conservation	Capture examples of water usage at home or in the community. Show ways people can save water, like using rain barrels.
Diversity and Inclusion	Document different cultures, traditions, or traditions in your community. Show how diversity and inclusion.
Recycling Habits	Show examples of recycling and areas where it's not done properly. Capture bins, signs, and people recycling correctly.
Healthy Eating	Photograph healthy food options and people choosing nutritious snacks. Show the importance of eating fruits and vegetables.
Screen Time Balance	Capture photos of people doing both screen and non-screen activities like reading or outdoor play.
Saving Wildlife	Document animals in their natural habitats or conservation efforts like bird feeders and tree planting.
Air Pollution	Capture images of factories, traffic, or areas with high pollution. Show ways to reduce it, like biking or carpooling.
Physical Fitness	Take photos of people doing exercises, sports, or outdoor activities. Show the benefits of staying active.
Elderly Care	Document ways to support elderly people, like visiting seniors' homes, helping them with groceries, or simply spending time with them.
Community Volunteering	Capture local volunteering efforts, like food banks, charity events, or community clean-ups.
Reusing Materials	Capture examples of people reusing materials like glass jars, old clothes, or turning waste into art. Show how this reduces waste.

Planning

Answer the questions below.

1) Which social issue did you choose?

2) What location will you visit to take photos that best illustrate the social issue?

3) Which style will you use for your photos to show the issue's importance?

4) How will your photo series connect to the idea of the social issue?

5) What specific details will you include in each photo to capture your message?

6) How can you use captions to make your message clear to the viewer?

7) What emotions or reactions do you want people to feel when they see your photos?

Example

Example of storytelling on plastic pollution through photojournalism



This photojournalism highlights the serious problem of plastic pollution in our environment. Each image shows the harmful effects of plastic waste in parks, rivers, and neighbourhoods, along with people taking action to clean up. By capturing these moments, we see the urgent need to protect our planet and encourage everyone to reduce plastic use, recycle, and participate in clean-up efforts to keep our communities clean, beautiful and safe as shown in the last images.

**Two Stars
and a Cloud**

Review your partner's photojournalism. Write two strengths and one area for improvement.

The social issue your partner choose to address:

Section

Description



Which part of photojournalism did your partner use to strongly convey their message: images, layout, or captions?

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Selection Of Social Issue	Choose a meaningful social issue you care about, like pollution, animal welfare, or mental health. Focus on a topic that affects people or the environment.
Planning The Photo Series	Outline a sequence of 5-7 images that tell a story. Think of what each photo shows and how they connect to the main issue.
Photo Composition And Angles	Use different angles and close-ups to capture emotions and highlight details in each photo. Try different perspectives for each shot.
Editing For Impact	Use editing tools to adjust brightness, contrast, and add filters. Make small adjustments to make images more powerful without over-editing.
Writing Captions	Write a brief caption for each photo explaining its connection to the social issue. Make sure the caption is informative and easy to read.

Rubric

How did you do on this activity?

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Selection Of Social Issue	Issue is unclear.	Issue is somewhat clear.	Issue is clear and relevant.	Issue is clear, relevant, and thoughtful.
Planning The Photo Series	No story or plan in photos.	Some planning, photos loosely connected.	Well-planned series, clear connection to issue.	Well-planned series, clearly tells a story.
Photo Composition And Angles	Lacks composition and variety.	Limited use of angles and composition.	Uses a variety of angles and composition to show detail.	Skilled use of composition and angles to enhance the story.
Editing For Impact	Poor or excessive editing.	Some editing but doesn't add much.	Good editing that enhances images.	Skilled editing, adds mood and impact.
Writing Captions	Captions missing or irrelevant.	Captions lack clarity or connection.	Captions clearly relate to issue.	Captions are clear, insightful, and meaningful.

The Art of Caricature: History, Creation, and Influence

What is a Caricature?

A **caricature** is a drawing or image that exaggerates certain features of a person, often to make them look funnier or highlight something unique about them. Artists use caricatures to make a person's most recognizable features, like a big nose or large ears, even bigger to bring attention to specific traits. Historically, caricatures have been used for hundreds of years, especially during times of political unrest. They became popular in the 16th century, with Italian artists like Leonardo da Vinci using exaggerated sketches to explore facial features. By the 18th and 19th centuries, caricatures became a way to critique politicians and social issues in newspapers, with famous artists like **James Gillray** and **Thomas Rowlandson** using them to make bold statements about the world around them.

How Are Caricatures Made?

Caricatures are created by focusing on the person being drawn. The artist studies the person's **features**, **expressions**, and even personal habits to decide what to exaggerate. For example, a person with glasses might have their glasses drawn extra large. The rest of the body is simplified, making the exaggerated features stand out more.



Key steps in making a caricature include:

- 1) **Observation:** Study the person closely and identify their most recognizable features.
- 2) **Exaggeration:** Make one or more features, like the nose or ears, bigger than usual.
- 3) **Simplification:** Keep the rest of the drawing simple so the main parts stand out.



Historical Importance Caricatures have played an important role in history, especially in politics. During the French Revolution, they were used to criticize the monarchy and the aristocracy, shaping public opinion. As tools of satire and criticism—they allowed people to express their views. Caricatures became so powerful that some governments, like 19th-century England, tried to censor them, fearing their influence on public opinion.

Caricatures in Pop Culture

Caricatures are not just used in newspapers or by political cartoonists. They are also popular in animation. Many animated characters, like those in **"The Simpsons"** or **"Family Guy"**, are exaggerated caricatures of everyday people. These characters use humour to highlight certain traits of society.

Questions

Answer the questions below.

1) Why were caricatures important during the French Revolution?

2) What are the key steps that follow when creating a caricature?

Matching

Match the term with the correct description.

James Gillray

Simplification

Leonardo da Vinci

Exaggeration

- ☐ An artist known for exaggerated sketches to explore facial features.
- ☐ An artist known for creating political caricatures in the 18th century.
- ☐ Enlarging or shrinking features to highlight unique traits.
- ☐ Keeping the resemblance in mind so the main parts stand out.

**Making
Connections**

Have you ever seen caricatures in cartoons or news? How do they use humour to highlight features or make a statement?

**Caricature
Worksheet**

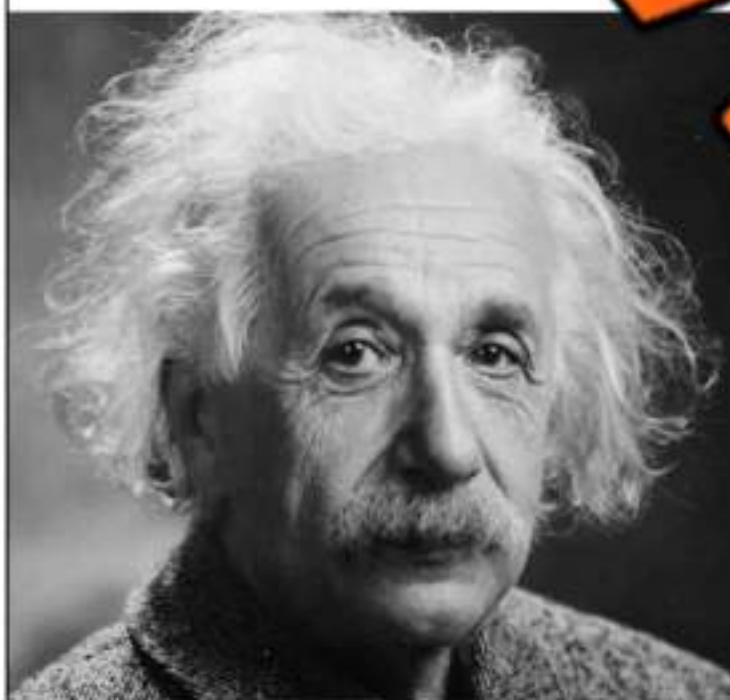
Refer to the example below, then practice creating a caricature sketch by exaggerating specific facial features.



Original picture of Sir John A. Macdonald



Caricature sketch of Sir John A. Macdonald



Use the space provided above to practice sketching a caricature of Albert Einstein. try to mimic the technique in the example at the top by exaggerating certain facial features.

Activity: High-Contrast Caricature Creation

Objective

What are we learning about?

Students will use digital drawing software to create a high-contrast caricature of a historical figure. This involves exaggerating features, playing with contrast, and using digital tools to create humour and visual impact.

Materials

What do you need for the activity

- Computer or tablet with digital drawing software (like Sketchbook or Photoshop)
- Internet access for researching historical figures
- Mouse or stylus (optional, for detailed drawing)
- Image of the chosen historical figure for reference



Instructions

How you will complete the activity

1. Choose a historical figure to base your caricature on. Search a clear image of their face for reference.
2. Open your digital drawing software and import the image of the historical figure.
3. Use digital tools to exaggerate the main features of the face. You can make their nose, ears, or eyes larger to create a humorous effect.
4. Experiment with contrast by adjusting the brightness and shadows of the image. Make the darker areas very dark and the lighter areas very light to create a high-contrast, eye-catching effect.
5. Use the layering tool in your software to add different parts of the caricature, such as exaggerated facial features, hair, or accessories, in separate layers. This allows you to adjust them easily.
6. Try cropping parts of the image to focus on certain exaggerated features. For example, zoom in on the face and crop out other parts to highlight the contrast between the features.
7. Once you are happy with your caricature, review the image and make any final adjustments to enhance the humorous or exaggerated elements.
8. Save your work and prepare to present your high-contrast caricature to the class, explaining why you chose to exaggerate certain features.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Exaggeration Features	Choose and enlarge the most unique features of the historical figure (e.g., a big nose, large eyes, or mustache).
Use Contrast	Use light and dark areas very distinct to give the caricature a strong, bold look.
Layering Elements	Use different layers in the software to create separate parts of the image (e.g., face, hair, and accessories).
Effective Cropping	Zoom in and crop the image to focus on the most exaggerated features, like the nose.
Digital Tool Usage	Use tools like a stylus or mouse to precisely draw and edit features.
Clear Humour	Ensure the caricature is clear, fun, and humorous by exaggerating features in a funny way.

Tips

Helpful tips to achieve your goal.

Tips	Description
Choose Clear Reference Image	Pick a clear, high-resolution image of your historical figure. This helps you see the details of their face, which makes it easier to exaggerate features.
Focus On Exaggeration	Think about what makes the person unique (like big eyes or a large nose)—and exaggerate these features to make it more funnier.
Use Contrast Boldly	Make the dark areas very dark and the light areas very light. This will help create a striking, high-contrast look.
Layer Different Features	Use separate layers for each part of the caricature (like the face, hair, and eyes). This helps you easily adjust each part without affecting others.
Experiment With Cropping	Zoom in on the exaggerated features and crop out unnecessary parts of the image to make the important parts stand out more.
Adjust For Humor	When you're done, review the image and tweak the exaggeration to make sure it looks humorous and not too serious.
Use Digital Tools For Fine Details	Use tools like a stylus or zoom in with the software to work on small details. This makes your caricature more polished and detailed.

Historical Figures

Here is a list of historical figures you could use for your High-Contrast Caricature.

Historical Figure	Their unique features
Alexander Bell	With his iconic bushy beard, thoughtful eyes, and Victorian-era attire, Bell's features provide a classic, recognizable look for a caricature.
Abraham Lincoln	Lincoln's tall hat, long face, and beard are perfect for making a fun and exaggerated drawing.
Frida Kahlo	Kahlo's thick eyebrows and flower crowns give lots of interesting details to play with in a caricature.
Winston Churchill	Churchill's prominent nose, chubby cheeks, and signature cigar can be easily exaggerated.
Queen Elizabeth I	Elizabeth's elaborate ruff collar and large ruff collar offer plenty of room for exaggeration.
Mahatma Gandhi	Gandhi's round head, and thin frame are great for creating a clear and simple caricature.
Salvador Dalí	His long, curly hair is very recognizable and perfect for fun exaggeration.
Cleopatra	Cleopatra's distinctive Egyptian dress and dramatic makeup give lots of details to exaggerate.
Napoleon Bonaparte	His small stature, military uniform, and bicorne hat can be exaggerated for a humorous effect.
Martin Luther King Jr.	His strong facial features, thick mustache, and expressive eyes, make him a great subject.
Theodore Roosevelt	His round glasses, thick mustache, and adventurous personality provide lots of details to exaggerate.
Marilyn Monroe	Monroe's iconic blonde hair, beauty mark, and smile make her a fun subject for caricature.
Albert of Belgium	His thick beard and strong jawline can be easily exaggerated for effect.
Vladimir Lenin	His bald head and sharp facial features offer clear opportunities for exaggeration.
Joan of Arc	Joan's armor and short hair give a lot of room to play with heroic or exaggerated features.

Planning

Answer the questions below.

1) Title of your caricature:

2) Which kind of person did you choose? Why did you pick them?

3) Research about your chosen real figure: What important information did you find?

4) What digital tools will you use for this project?

5) What unique features will you exaggerate in your caricature?

6) What kind of humour will you add to your caricature?

7) What will you use to show contrast in your caricature?

How-To-Guide

The steps below will guide you through completing caricature sketching of a historical figure.

Steps	Description
1 Choose Historical Figure	Select a historical figure to caricature. Find a clear, high-quality image that shows their face well, with their distinctive features.
2 Import Image	Open your digital drawing software. Import the historical figure's image as your base layer, which you'll use as a reference for sketching features.
3 Start Exaggerating Features	Use drawing tools to exaggerate noticeable features like the nose, mouth, or hair. Make these elements larger or more defined to add humor and impact.
4 Adjust Brightness And Contrast	Play with brightness and contrast settings. Darken the shadows and brighten the highlights to give your caricature a dramatic, stylized look.
5 Add Facial Details In Layers	Create new layers for facial details such as eyebrows, hair, or accessories. This allows you to adjust each element separately for easier editing.
6 Zoom In To Focus On Details	Zoom in and edit specific features you want to emphasize, like the eyes or mouth. This helps refine the details that make the caricature more expressive.
7 Use Cropping For Impact	Crop the image to highlight the most interesting features, like focusing on the head. This draws the viewer's attention to the unique features.

Example

Examples of caricature sketching and coloring



High-Contrast Caricature of Mozart



High-Contrast Caricature of Gandhi

Name: _____

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Curriculum Connection
D1.4, D2.2

Rough Copy

Sketch your caricature of a historical figure.

PREVIEW

Peer Assessment

Mark your classmates using the checklist below.

My Name		Who I Am Assessing	
Criteria	Description	Stars (1: Worst, 5: Best)	
Exaggerated Features	Did the student choose and enlarge the most important features of the historical figure?	☆☆☆☆☆	
Use Of Contrast	Did the student use contrast to make key features stand out clearly?	☆☆☆☆☆	
Layering Elements	Did the student use layering to add depth and enhance the picture?	☆☆☆☆☆	
Effective Cropping	Did the student use caricature to focus on the most important features?	☆☆☆☆☆	
Digital Tool Usage	Did the student use digital tools effectively to create a polished drawing?	☆☆☆☆☆	
Clear Humour	Did the student successfully convey their humour through exaggerated expressions?	☆☆☆☆☆	

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

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Exaggeration Of Features	No or little exaggeration.	Some exaggeration, not very noticeable.	Features exaggerated but need more.	Features clearly exaggerated, very funny.
Use Of Contrast	No contrast.	Some contrast, but weak.	Good contrast, some areas need more.	Strong contrast, very clear difference.
Layering Elements	Minimal layers.	Layers used, not organized.	Layers used but need more organization.	Layers are well-organized.
Effective Cropping	No or poor cropping.	Cropping done, but not effective.	Cropping works, could be better.	Cropping zooms in clearly.
Digital Tool Usage	Hardly used tools.	Some tool use, but not effectively.	Good use of tools, could be sharper.	Tools used well; features are sharp.
Clear Humour	No humour or very little.	Some humour but not enough.	Humour works but needs more exaggeration.	Humour is clear and playful.

Teacher Comments

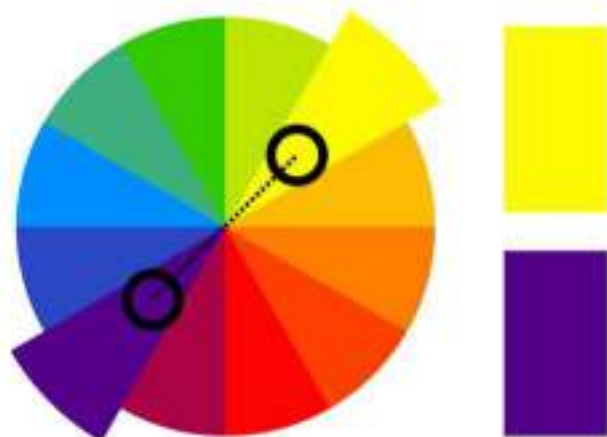
Mark

Student Comments - What Could You Do Better

Complementary Colours

What are Complementary Colours?

Complementary colours are pairs of colours that are found opposite each other on the colour wheel. When placed side-by-side, they create a strong contrast and make each other look brighter. For example, red and green, blue and orange, and yellow and purple are common complementary colour pairs. These colour pairs are popular in art because of their ability to create energy and make a piece stand out. When mixed together, complementary colours create a neutral grey or brown, which is also useful in creating balanced artworks.



Why Use Complementary Colours in Art?

Artists use complementary colours to create a sense of balance and contrast in their work. When an artist places complementary colours next to each other, it catches the viewer's eye. The contrast can make the artwork look more lively and dynamic. This technique is often used in paintings to highlight certain subjects or objects, making them stand out. Artists like Vincent van Gogh, for instance, used complementary colours to make his paintings appear more vibrant. For example, in "Starry Night," he combined blue and orange to create an intense, contrasting effect.

Examples of Complementary Colour Pairs

Some common pairs of complementary colours include:

- **Red and Green:** Often used during the holidays, these colours create a strong, festive contrast.
- **Blue and Orange:** Popular in landscapes and sports team logos, these colours create an exciting look.
- **Yellow and Purple:** Common in nature, especially in flowers, these colours create a bright, cheerful feel.

Complementary Colours in Real Life

Complementary colours are not only used in paintings but can also be found in nature and everyday objects. For example, a sunset often combines shades of orange and blue, creating a striking contrast in the sky. Advertisers use complementary colours to make products stand out, as these colours naturally draw attention. Knowing how to use complementary colours helps artists and designers create visually appealing work that stands out and captures attention.

Questions

Answer the questions below. Refer to the colour wheel below if needed.

1) Why might an artist use complementary colours in a painting?

2) Give three examples of complementary colour pairs

➤	➤
➤	➤

True or False

Write true (T) or false (F)?

1) Complementary colours create a balanced effect in artwork when blended.	T	F
2) Complementary colours are often used together to attract attention.	T	F
3) Yellow and purple are complementary colours found together in nature.	T	F
4) Mixing complementary colours can create shades of brown or grey.	T	F
5) Red and purple are considered complementary colours.	T	F

Choose

Put a check mark beside the correct answer for each question.

1) Which pair is NOT a complementary colour set?

- ☐ Red and Green
☐ Blue and Orange
☐ Yellow and Red
☐ Yellow and Purple

2) What tone is created when mixing complementary colours?

- ☐ Blue
☐ Grey
☐ Yellow

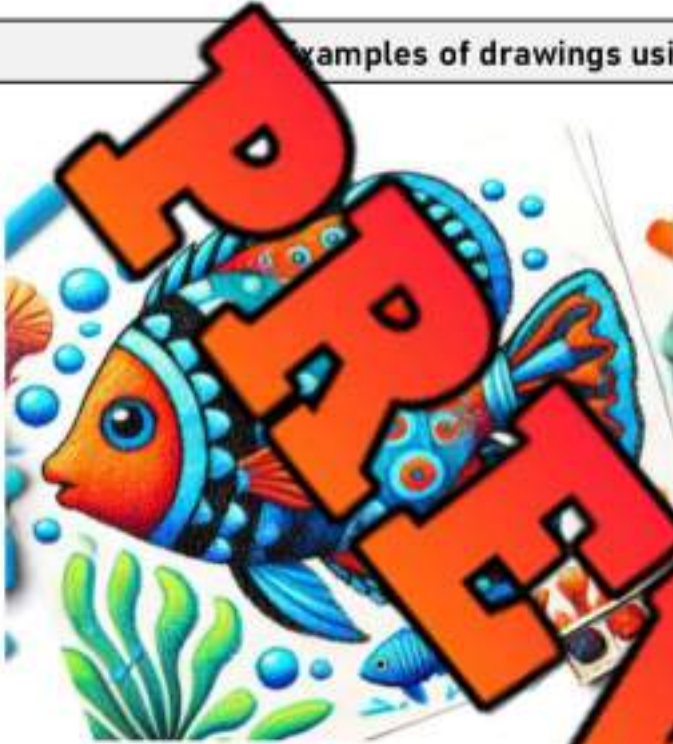
Refer to this colour wheel to check



Worksheet

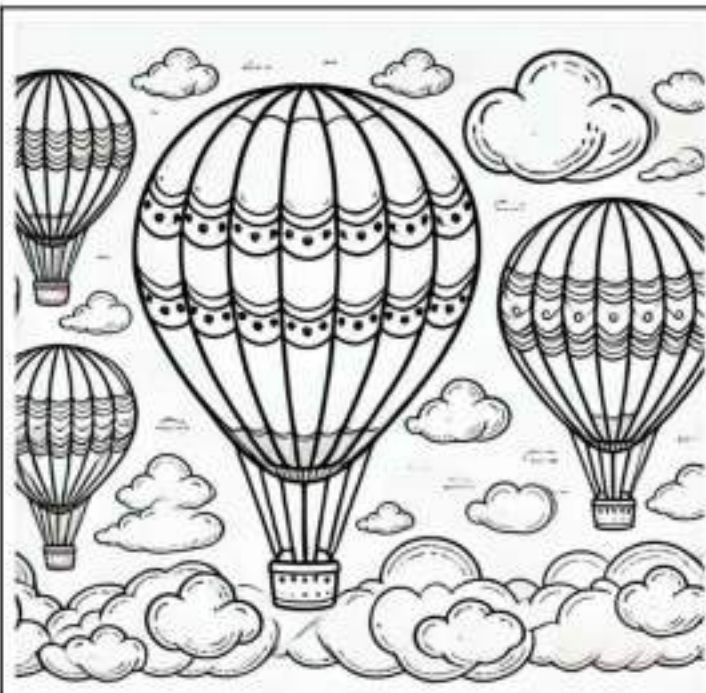
Refer to the example below and shade the outline art provided to demonstrate complementary colours.

Examples of drawings using complementary colours



Exercise

Based on the examples above, select complementary colours for the outline drawings provided below and colour using markers or coloured pencils.



Activity: Movie Poster Using Complementary Colours

Objective

What are we learning about?

Students will create a movie poster using complementary colours (like blue and orange or purple and yellow) to make key elements stand out. They will focus on how complementary colours draw attention to important parts of a design and create visual interest.

Materials

What do you need for the activity.

- Markers, coloured pencils, or paint (choose complementary colours)
- Ruler or pencil (for drawing straight lines)
- Eraser (for light sketching and adjustments)



Instructions

How you will complete the activity.

1. **Choose a Movie Theme:** Decide on a theme for your poster, like adventure, mystery, or fantasy. Think of a title that represents the story you want to show in the poster.
2. **Sketch Key Elements:** Lightly sketch the main elements on your paper, such as a large title, main character(s), or symbol for the movie. Use 2-3 focal points to avoid overcrowding the poster.
3. **Select Complementary Colours:** Choose one pair of complementary colours for your poster (e.g., blue/orange or purple/yellow). Use these colours to make the main title and focal points stand out.
4. **Apply Base Colours:** Shade the background with one colour from your complementary pair to set the mood. For example, use light blue with orange accents.
5. **Colour Main Elements Using Complementary Colours:** Use your complementary colour to colour in the main elements, like the title or main character, with bold strokes to enhance their visibility and contrast.
6. **Experiment with Light and Dark Shades:** Use lighter or darker shades of your complementary colours to add dimension to certain areas.
7. **Refine with Additional Details:** Add smaller details. Focus on using your complementary colour pair without introducing too many other colours.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Clear Movie Theme	Choose a strong theme and title that matches the mood of your poster. Make sure the theme is clear and easy to understand.
Complementary Colours	Select one pair of complementary colours (e.g., blue/orange or red/green) and apply them consistently to highlight important parts of the poster.
Attention-Grabbing Background Colour	Choose one colour from your complementary pair as the background. Use it boldly to set the mood and contrast well with the main elements.
Complementary Colour for Main Elements	Use the complementary colour to make the main title and key symbols stand out. This helps viewers focus on important parts.
Consistent Colour Theme	Stick with your chosen complementary colours and avoid adding extra colours. This keeps the poster unified and easy to look at.

Tips

Helpful tips to achieve your outcome.

Tips	Description
Choose a Strong Theme	Pick a theme that matches the mood of your movie. Think about how the colours and title can support this theme.
Sketch Lightly First	Lightly sketch your design so you can change it easily. Focus on placing the title and key symbols first.
Pick One Complementary Colour Pair	Choose only one pair (like blue/orange or red/green). Keep your design simple and focused. This helps important parts stand out.
Start with Background Colour	Shade the background first with one of your chosen colours to set the mood. This will make the main parts more visible.
Use Bold Strokes for Key Parts	Use strong, bold strokes for the title and main symbols. This makes them stand out against the background and draws attention.
Experiment with Shades	Try lighter and darker shades of your chosen colours to add depth and interest. This helps some parts look closer or farther away.
Avoid Adding Extra Colours	Stick to your chosen colour pair without adding extras. This keeps your poster looking neat and unified.

Ideas

List of movie ideas to complete the activity

Tips	Description
Superhero	A young hero discovers powers and must save the city from a villain. Draw a bold hero figure with a city skyline in the background.
Fantasy Quest	A team searches for a magical artifact in an enchanted forest. Draw the main character holding a glowing object, surrounded by trees.
Mystery Detective	A young detective solves a puzzling mystery at an old mansion. Draw the detective with a magnifying glass and a dark, eerie atmosphere.
Space Exploration	Astronauts travel to a new planet and face unknown challenges. Draw a spaceship orbiting a mysterious, colourful planet.
Underwater Adventure	A scuba diver explores an ancient city beneath the sea. Draw the diver with an ancient ruin and fish in a blue-green underwater scene.
Time Travel Mission	A kid travels back to prehistoric times to uncover history. Draw a time machine with dinosaurs in the background.
Haunted House	Friends spend the night in a haunted house and encounter spooky surprises. Draw the house with ghostly figures appearing in the windows.
Wildlife Rescue	Kids work together to save animals from a forest fire. Draw animals and rescue teams in a green forest with smoke in the air.
Secret Spy Mission	A young spy sneaks into a high-tech lab to retrieve stolen data. Draw the spy in a stealthy pose with high-tech gadgets around.
Sports Championship	A team trains hard for the final match of the season. Draw a main player holding a trophy with a stadium in the background.

Planning Page

Answer the questions below.

1) What theme or genre is your movie poster going to show?

2) Which complementary colours will you choose for your poster?



3) Where will you place your main symbol for the movie?

☐ Top centre☐ Bottom centre☐ Left side☐ Right side

4) How will you make the main elements (title or characters) stand out?

5) What part of the poster will you colour first?

6) What details or symbols will you add to show the theme of the

7) What kind of background will you create to match your theme?

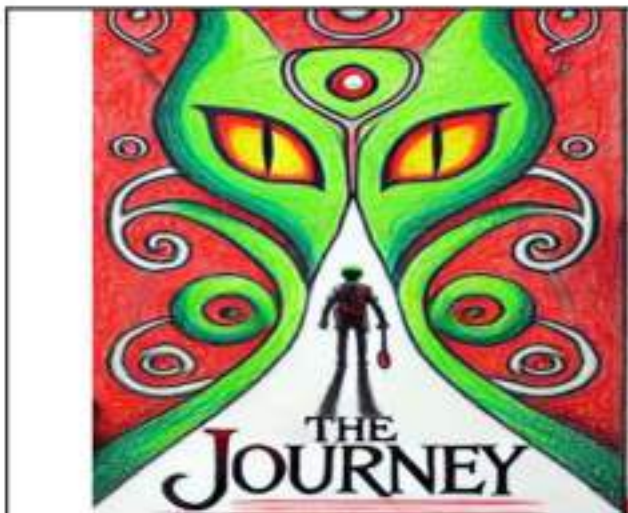
How-To-Guide

The steps below will guide you through creating a movie poster using complementary colours.

Steps	Description
1 Choose	Pick a theme or genre, like adventure, mystery, or fantasy. Choose a title that shows the story and mood you want your poster to show.
2 Line Sketch Elements	Line sketch the main parts of your poster on paper, such as the main character(s), and any symbols.
3 Pick Complementary Colours	Pick a pair of complementary colours, like blue/orange or red/green. These colours will help make important parts of your poster stand out and look vibrant.
4 Plan Your Background Colour	Choose one colour from your pair as the background. For example, if you chose blue and orange, shade the background with light blue.
5 Start With The Background	Use your chosen background colour to shade the entire background area smoothly. This sets the mood for your poster and creates contrast for other elements.
6 Boldly Colour The Title And Symbols	Use the complementary colour (like orange if your background is blue) to colour the title and symbols. This makes them stand out against the background.
7 Add Small Details	Use markers or colour pencils to add small details that represent your movie theme. Be careful not to crowd the poster with too many tiny details.

Example

Examples of a movie poster done using complementary colours.



Name: _____

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Curriculum Connection
D1.2, D2.2

Rough Copy

Sketch your movie poster below.

PREVIEW

Peer Feedback

Answer the questions below.

1) Partner's name: _____

2) What type of poster did your partner paint? _____

3) What did you like about their movie poster drawing: _____

_____4) What did you learn from their movie poster drawing: (Specially in regard to their choice of complementary colors) _____

_____5) Questions you have about their movie poster drawing: _____

6) Two highlights and one area for improvement in your partner's movie poster drawing:

_____

__________

__________

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clear Movie Theme	Theme is unclear.	Theme is somewhat clear.	Theme is clear but lacks detail.	Theme is strong and clear.
Correct Use Of Complementary Colours	Colours not complementary.	Some complementary colours, inconsistently used.	Complementary colours used but not always effective.	Complementary colours highlight key parts well.
Attention-grabbing Base Colour	Background doesn't match the theme or contrast.	Background chosen but doesn't match mood or contrast.	Background sets mood but could improve contrast.	Background sets mood and contrasts main elements well.
Complementary Colour For Main Elements	Main elements don't stand out.	Some elements stand out.	Main elements are clear but need stronger contrast.	Main elements stand out with clear emphasis.
Consistent Colour Theme	Extra colours make design cluttered.	Mostly consistent with minimal extra colours.	Consistent with minimal extra colours.	Unified colour theme with only complementary colours.

Teacher Comments

Mark

Student Comments – What Could You Do Better?



Workbook Preview



Ontario – Arts Curriculum

Grade 7 – Dance

	Learning Experiences	Pages
A1.1	Create dance pieces to represent or respond to specific rhythms and pieces of music	7-10, 12-13, 29-31, 35-39, 48, 50, 55-57, 75, 96, 98, 100-102
A1.2	Use dance as a language to communicate ideas from their own writing or media works	14-22, 26-28, 62-65, 75, 97-97
A1.3	Use theme and variations in a variety of ways when creating	35-39, 59-65, 93-96
A1.4		28, 54, 90, 102
A2.1		90,
A2.2	choreographic forms used in them and explain how they help communicate meaning	25, 34, 54, 55-57, 59-61, 22-68, 73-74, 79-80, 86-92, 98
A2.3	Identify and give examples of their strengths and areas for growth as dance creators, interpreters, and audience members	11, 23, 32, 40, 47, 49, 58, 66, 72, 76-78, 81-85, 99, 103-107
A3.1	Describe the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures	88-90, 93-95,
A3.2	Identify ways in which dance and its depictions in the media may influence a person's character development and sense of identity	N/A

Preview of 15 activities
from this unit that
contains 29 activities in
total.

Rhythm in Dance: Moving with Meaning

What Is Rhythm and Body Percussion?

Rhythm is a beat or pattern of sounds in music. It helps us know when to move. Body percussion is making sounds using your body, like clapping, stomping, snapping, or patting. These sounds can match the beat of music or be used to create their own rhythm. Dancers use body percussion to add and style to their performance.



How Do African and Indigenous Dancers Use Rhythm to Communicate?

In many African dances, rhythm is a message. Dancers move in sync with drums to tell stories, celebrate events, and pass down traditions. Their feet, hands, and voices create rhythm that speaks to the audience.

Indigenous dancers also use rhythm in a powerful way. In some dances, dancers move to drum beats that honour nature, ancestors, and community. The beat of the drum is called "the heartbeat of Mother Earth," and dancers follow its rhythm in their steps to this steady pulse.

How Did Our Group Use Rhythm in Dance?

In our group, we created a short dance that included stomps, claps, and snaps to show different rhythm patterns. We used slow claps to start and ended with fast stomps to match the tempo of the music. We practised counting in beats of four to stay together. This helped us feel the rhythm and move in time with each other.

Question

Answer the questions below.

1) Explain in your own words what body percussion is and how it contributes to a dance performance. Give two specific examples.

2) Compare how Indigenous dancers use rhythm to communicate. How are their rhythms similar, and how are they different?

3) How does understanding rhythm help dancers work together more effectively in a group performance?

True or False

Is the statement true or false?

1) Rhythm in dance only comes from music, not from the body.	True	False
2) Body percussion includes using parts of your body to make rhythmic sounds.	True	False
3) Indigenous dancers often move to the beat of the drum, which they call "the heartbeat of Mother Earth."	True	False
4) Slow claps were used at the end of the group dance to match the fast tempo of the music.	True	False
5) Practising counting in beats helped the group dancers stay together and in time.	True	False

Activity: Relay the Rhythm

Objective What are we learning more about?

Students will explore rhythm and timing by creating and performing body percussion patterns in groups. They will connect their patterns using smooth transitions in a relay format, focusing on rhythm, tempo, and coordination.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Drum or metronome (optional drumbeats)
- ✓ Timer or stopwatch



Instructions How do we create the relay?

- 1) **Warm-Up:** Begin with a rhythmic warm-up. Have students mirror simple body percussion patterns by the teacher (e.g., stomp-stomp-clap).
- 2) **Group Formation:** Divide the class into small groups of 3–5 students. Each group will be given a consistent beat to follow with (e.g., 4/4 tempo from a drum or metronome).
- 3) **Rhythm Creation:** Groups create a short 8-beat body percussion phrase using a mix of stamping, clapping, and body percussion. The phrase should include at least one tempo change (e.g., slow and medium) and must end with a specific beat twice without stopping.
- 4) **Relay Preparation:** Each group plans a transition to "pass" the rhythm to the next group. This can be a freeze-and-point, a unison movement, or a signal move that signals the next group to begin.
- 5) **Practice:** Groups practise their rhythms and relay transitions. Encourage attention to timing, group coordination, and clear visual or sound cues.
- 6) **Performance and Reflection:** Groups perform their rhythm relay for the class in order. After the performance, they reflect on the following: What part of their rhythm was most effective? How did their group work together to stay in time?

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Rhythm Accuracy	Perform your group's rhythm clearly and stay in time with the beat throughout the routine.
Dynamic Change	Include at least one clear change in tempo (slow to fast or fast to slow) in your rhythm phrase.
Expression and Energy	Use clear, confident movements with strong energy to make your rhythm engaging for the audience.
Relay Transitions	Smoothly pass your rhythm to the next group using a clear signal and create a signal or movement.
Group Coordination	Work together to keep your rhythm unified, showing consistent timing.

Tips

Avoid these mistakes for a better performance.

Common Mistake	How It Affects Your Performance	What You Can Do Instead
Forgetting the group rhythm pattern	Throws off the rhythm and confuses the audience	Practise together until everyone knows the pattern well
Rushing or dragging the tempo	Breaks the flow and makes it hard for others to follow	Stay focused on the beat and follow the drum carefully
Unclear signals during the relay transition	Causes delays or awkward starts between groups	Plan a clear, visible signal
Minimal movement or low energy	Makes your performance look dull and unengaging	Use strong expressive motions to keep the energy high
Talking or laughing during the routine	Distracts from the performance and shows lack of focus	Stay in character and support your team with focus

Planning

Answer the questions below.

1) Which body percussion sounds (stomps, claps, slaps) will your group use?

2) Describe what your starting and ending poses or movements look like?

3) How will we signal the next group rhythm in a way that's clear and creative?

4) What will your group do to make sure transitions between groups are smooth and not rushed?

Reflection

Answer the questions below.

1) What part of your group's performance went well, and why do you think it worked?

2) How did it help your performance using only your body (no music or props)?

3) How did this activity help you understand the concept of time in dance more deeply?

Word Search

Find the words in the words.

Expression	Relay	Transition
Timing	Slap	Sequence
Stomp	Tempo	Rhythm
Percussion	Clap	Level
Body	Dance	Energy

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Rhythm Accuracy	No beat or no clear rhythm	Rhythm is mostly clear but not steady	Clear rhythm with good timing	Strong, accurate rhythm throughout
Use of Tempo	Tempo change attempted but unclear	Tempo change attempted but unclear	Clear tempo change shown at least once	Tempo changes are smooth and add interest
Expression & Energy	Movements are energy unclear	Movements are expressive; energy unclear	Good use of energy; movements are mostly confident	Strong, confident energy enhances performance
Relay Transition	No clear signal to the next group	Transition is confusing	Clear transition that most of the group can follow	Creative and smooth transition enhances the flow
Group Coordination	Group is uncoordinated or off-rhythm	Some coordination; occasional timing issues	Mostly coordinated; timing is mostly consistent	Fully coordinated; group works smoothly and stays in sync

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

Game: Shape Charades Showdown

Objective What are we learning more about?

Students learn how to express ideas, emotions, and themes through body shape and movement. Using the dance concepts of body, relationship, and space, they will practise non-verbal communication and creative thinking in a fun, competitive format.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Word or theme cards
- ✓ Timer or stopwatch
- ✓ A whistle or signal for commands




Instructions How do we complete the activity?

- 1) **Warm-Up:** Begin with a full-body warm-up where students explore shape-making using levels (high, medium, low) and directions (forward, sideways, backwards).
- 2) **Team Setup:** Divide the class into 3 groups. Each group stands in a different area of the room.
- 3) **Game Rounds:** One student from each group stands and draws a theme card (e.g., "storm," "celebration"). Each student silently creates a body shape or movement phrase to represent the idea while the others watch.
- 4) **Guess and Score:** Teammates have 30 seconds to guess the correct concept. If the group guesses correctly, the group earns 1 point. Only movement and shape are allowed—no talking or acting. The teacher judges and keeps score. Play several rounds until all members perform.
- 5) **Winning Round:** The group with the highest number of correct guesses wins the game. In case of a tie, each group nominates a "shape master" for one final challenge round.

Cards

Use body shapes and movements to show the ideas in the words below.



Confusion	Storm
Power	Waterfall
Sadness	Silence
Excitement	Balance
Fear	Fire
Embarrassment	Thunder
Calm	Teamwork
Pride	Growth
Love	Conflict
Shyness	Change
	Snowfall

Activity: Poetry in Motion

Objective What are we learning more about?

Students will learn how to express mood, meaning, and imagery from poetry through a narrative choreographic structure, body movement, and spatial awareness, then they will create and perform a movement sequence that reflects the story or message of a chosen poem.

Materials What do we need for our activity?

- ✓ A selection of short poems
- ✓ Open Space
- ✓ Speaker or music player (optional)



Instructions How do we complete the activity?

- 1) **Warm-Up:** Begin with a body and space exploration warm-up. Have students move through the space using a variety of poses (curved, stretched, tight, loose) and levels (high, medium, low) while calling out some emotions like "lonely," "excited," to reflect them in their movement.
- 2) **Group Formation:** Divide the class into small groups and assign them poems to express in movement. Each poem should have a clear message, mood, or action that can be interpreted through movement.
- 3) **Poem Analysis:** Groups read the poem together and identify key words, moods, and images. They discuss what the poem is trying to express and brainstorm how to show those ideas through movement.
- 4) **Choreography & Rehearsal:** Groups create a short dance with a beginning, middle, and end, including at least one repeated movement (motif) that reflects the poem's message. They rehearse their sequence, focusing on mood, body use, and creative space.
- 5) **Performance and Reflection:** Each group performs their dance for the class. After all performances, students reflect on their creative process, how they used movement to express the poem, and what they learned from the activity.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Mood and Feeling	Show the poem's feeling clearly through your body movements and facial expression.
Narrative	Create a dance with a clear beginning, middle, and end that shows the poem's story or idea.
Use of Space	Move through different areas and levels in the space to make your dance more expressive.
Repeated Movement (Motif)	Include at least one movement that repeats and represents a key image or idea in the poem.
Group Collaboration	Work with your group to develop, rehearse, and perform a dance that reflects shared ideas.

Tips

Apply the tips below to create a better narrative dance phrase.

Step	What to Do	Why It Helps
Read the Poem Aloud	Read slowly as a group, listening for mood, rhythm, and strong imagery.	Ensures everyone understands the meaning and emotion of the poem.
Highlight Key Words & Images	Mark words that stand out, like "cold," "running," "light".	These words will guide your ideas and help you tell the story.
Ask: "What is this poem feeling?"	Decide if the poem feels happy, sad, tense, peaceful, etc.	Understanding the emotion helps you choose the right style and movement.
Plan the Story (Beginning, Middle, End)	Decide what happens at the start, what changes, and how it ends.	Gives your dance a clear narrative that matches the poem.
Choose a Recurring Movement	Pick one simple move (e.g., reaching, turning, shaking) to repeat at key moments.	A repeated movement (motif) connects the dance to the poem's main message.
Use Body, Space, and Levels	Think about how to move (curved, sharp), where to move (high, low), and how much space to use.	Adds meaning and variety to the performance.

Planning

Answer the questions below.

1) What is the main idea or message of the poem?

2) What emotion do you feel when reading the poem?

3) Are there any words or phrases that stand out? What do they make you think of?

4) What movement could we repeat to show the idea of searching for something, turning away, curling in)?

5) How can you show changes in emotion or story through directions, or body levels?

Poems

Create a narrative choreography for the poem below.

"Echoes in the Wind"

The wind arrives without a sound,
It sweeps through trees and sweeps the ground.
I stand alone, my shoulders still,
The air is thick, the world is chill.
A memory stirs beneath my skin,
A feeling I'd locked within.
My heart twitches, my chest expands,
The breeze is now my quiet hands.
I turn, I spin—
The wind and I now dance again.
Each step recalls a moment lost,
A moment kept, a memory's crest.
I rise on toes, I fall to the floor,
My movement light, my body's core.
The sky above, the ground below,
And all around, the echoes grow.
Then stillness falls, the dance is done,
The wind retreats, the silence won.
But in my chest the rhythm stays—
A voice that moves in quiet ways.

Poems

Create a narrative choreography for the poem below.

"Through the Shadows"

I walk a path of shifting light,
Where morning leans into the night.
Shadows cast shapes across my way,
And silent dancers gone astray.

Each step I take is slow and wide,
With shadows rushing at my side.
A hum hums beneath the ground,
A pulse I feel but not sound.

I reach for light, but it eludes,
My thoughts and breath no longer hide.
I'm part of something deep and vast,
No longer tethered to the tide.

The wind leans in, it calls my name,
A whisper soft, yet not the same.

I turn and leap, then fall once more,
Becoming all that came before.

The path goes on—I do not fear.
The dark is close, but light is near.
And through my motion, I now see:
The shadows move and so do we.

Poems

Create a narrative choreography for the poem below.

"The Edge of Sound"

stand where silence meets the day,

breath held back, a step away.

World is still, the sky is wide,

but something stirs I cannot hide.

A wave through my knees,

A car in the breeze.

I tip and sway, I spin—

The sound just blows in.

Each step I take is a song

A voice that circles all day

My fingers hum, my shoes are singing

My body starts to stretch and sing.

Then silence finds its way again,

Not heavy now, but more like wind.

And in that hush, I understand—

I move the sound with feet and hand.

Poems

Create a narrative choreography for the poem below.

"Underneath the Surface"

Beneath the calm, a ripple grows,
A silent shift that no one knows.
My fingers float, my shoulders dip,
At the pull, I start to slip.
The world above is bright and wide,
But down here, beneath the tide.
A thousand beats beneath held tight—
I stay below, a glow of light.
My body knows how to extend,
I turn, I fold, I break, I bend.
A memory moves through the deep,
Awake inside what I can't keep.
Then upward now, I rise, I rise,
The water clears, the silence dies.
I find my feet, I lift my chest,
My heartbeat slow, my spirit pressed.
The surface still, the sky is near,
But I remain with something clear—
That what I found beneath the blue
Is now a part of all I do.

Poems

Create a narrative choreography for the poem below.

"The Turning Light"

The sky begins a golden turn,
That hums, a hush that burns.
Watch it spill across the floor,
A move I've not felt before.

My shadow folds, I move through haze,
The shadows move in quiet praise.
I turn, I bend, I bend—
The light becomes a move I find.

It circles me, it moves, it stays,
It shapes my path in ways I see.
I rise, then sink, then rise once more,
Each move more certain than before.

Then dusk arrives and wraps me tight
But still I move with fading light.
The glow may go, the day may fall—
Yet something deep still moves through all.

Reflection Chart

Fill in the chart about your group's performance.

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Mood and Emotion	Emotion is not clear or consistent	Some emotion is shown, but not consistent	Mood is mostly clear through movement	Emotion is expressed clearly and effectively throughout
Narrative Structure	Structure is not clear	Structure is attempted but not fully developed	Clear beginning, middle, and end	Strong narrative flow that supports the poem's story or idea
Use of Space	Limited use of space and levels	Some variety in space and levels	Moves through space and uses levels effectively	Creative and dynamic use of space that enhances expression
Repeated Movement (Motif)	No repeated movement included	Repeated movement is not clearly used	Clear motif appears more than once	Motif is meaningful and repeated effectively to support the poem
Group Collaboration	Little cooperation or group planning	Some teamwork shown, but roles may be unclear	Good collaboration with unified focus	Excellent collaboration; performance is unified, focused, and expressive

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

Dancing in Pairs: Unity and Conflict

Moving Together and Apart

Duets are more than just two people moving in a room; they tell a story through how the dancers relate to one another. When dancers move in a way that shows unity, like they are connected or making the same move, it can show agreement or harmony. When they move in opposite ways or lead and follow, it can show disagreement or conflict. These choices help the audience understand the emotions or theme without using any words.



Mirroring for Unity

In mirroring, two dancers face each other and copy each other's movement at the same time, like a reflection in a mirror. This creates a strong feeling of togetherness. For example, in the duet *Revelation*, the dancers often move as if they are one body, showing support and unity. Mirroring helps show deep connection, trust, and unity between dancers.

Canon and Opposition for Conflict

When dancers use canon, one person starts a move and the other starts a beat later. This can show change or separation. In the piece *PUSH* by Sylvie Guillem and Russell Maliphant, dancers often move one after the other or even pull away from each other to show emotional distance. Moving in opposite directions or using different timing can create tension or highlight differences between characters.

Questions

Answer the questions below.

1) What is canon in dance, and how can it be used to show conflict or change in a relationship?

2) What role does canon play in helping the audience understand the story in a duet performance?

True or False

Is the statement true or false?

1) Duet dances cannot show themes of unity or connection.

True

False

2) Known dances often use duet structures to tell a story or convey emotion.

True

False

3) Moving in opposition can help show tension or disconnection in a dance.

True

False

4) A lead-follow duet can help show teamwork and connection.

True

False

Making a Connection

Can you think of a time you worked closely with someone on a task or performance? How is that similar to dancing in a lead-follow or canon?

Activity: Mirror Image Duets

Objective What are we learning more about?

Students will learn how to build connection and contrast in a duet using mirror, opposition, and canon techniques. They will explore how relationships in dance express unity, conflict, and harmony by creating a partner sequence with canon and shared movement roles.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Music with steady beat (optional)



Instructions How do we complete the activity?

- 1) **Warm-Up:** The teacher begins with simple movements for students to mirror, then asks them to respond with opposite movements. Finish with a short canon activity to practise delayed timing.
- 2) **Partner Planning:** divide the class into pairs. Pairs should discuss to decide on their duet roles: who will lead and who will follow. They will include mirror, opposition, and canon.
- 3) **Inspiration Starter:** One student chooses and performs a short movement phrase from a favourite dance or video they've seen. The other responds by mirroring, following, or performing an opposite version of the phrase.
- 4) **Choreography Creation:** Pairs build on the inspired phrase by creating a duet using relationship techniques. Their dance must include mirror, opposition, canon, and a level or direction change.
- 5) **Rehearsal:** Pairs rehearse their duet, focusing on connection, timing, and use of space. Encourage eye contact, rhythm awareness, and body control.
- 6) **Performance and Reflection:** Each duet performs for the class. Afterward, students reflect on how their movement roles supported or contrasted each other, and how they used mirror, canon, and opposition to show their chosen relationship.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Mirror	Dancers show accurate mirror movements that reflect each other's shapes and timing.
Use Contrast	The duet includes opposite or contrasting movements that are intentional and easy to see.
Canon Timing	One dancer starts a movement and the other follows with a clear delay.
Level or Direction Change	Movements include at least one noticeable change in level or direction (left/right).
Partner Connection	Dancers stay connected on each other and move together with good timing and coordination.

Tips

Avoid the common mistakes below when creating your duet.

What to Avoid	Why It Matters
Moving without watching your partner	You might lose your connection, or mirror accurately.
Rushing the canon part	The delay should be clear so it will look like you're in sync.
Repeating the same movement too much	It can make the piece feel flat or unfinished.
Ignoring levels or direction changes	The dance may look one-dimensional and miss the chance to show space and contrast.
Doing all the movement yourself	A duet should be shared—both dancers need to contribute equally.

Planning

Answer the questions below.

1) Which movement phrase will inspire your duet? How can you change or build on it creatively?

2) How will you use a mirror section in your dance? What kind of movements will be mirroring?

3) Where in your duet will you use complementary opposite movements, and how will they show tension or change?

4) How will you use canon to show timing differences? What part of your sequence will work best for that?

5) What level (high, medium, low) and direction changes will you use to make your duet more dynamic?

Reflection Chart

Fill in the chart about your performance.

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

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

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Mirroring	No mirroring movement	Some mirrored movement, not clear	Mirroring is mostly clear and on time	Mirror movements are accurate and clearly reflected
Use of Contrast	No contrast	Some contrast but not consistent	Contrast is shown in at least one section	Strong, clear contrast adds meaning to the performance
Canon Timing	No use of canon	Attempt at canon but unclear	Canon is used with some timing control	Canon is smooth, timed well, and enhances the choreography
Level and Direction Change	Only one level or direction used	Some change in level or direction	Clear change in level or direction	Dynamic and creative changes in both level and direction
Partner Connection	No visible connection or awareness	Partners occasionally connect	Good connection and coordination	Strong connection and coordination throughout the duet

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

Game: Movement Detective

Objective What are we learning more about?

Students will explore observation, group awareness, and expressive movement by copying a leader in a circle. They will explore how unity, focus, and small changes in movement can communicate leadership and connection within a group.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Timer or signal for changing leader
- ✓ Music with steady beat (e.g., classical, pop, or instrumental)



Instructions How do we complete the activity?

- 1) **Warm-Up:** Lead a quick movement warm-up focusing on upper and lower body parts. Include waves, claps, head tilts, arm circles, and step taps. Focus on small, repeatable movements.
- 2) **Group Setup:** Choose one student to be the detective. Have them step outside. The rest of the class forms a circle. The student inside is the leader.
- 3) **Start the Movements:** The leader begins doing simple body movements (e.g., hand circles, arm waves), which the whole group copies. The leader should change movements subtly every few seconds.
- 4) **Detective's Turn:** The detective returns and watches closely to see what the leader is. The group must stay in sync to hide the leader's identity.
- 5) **Repeat and Rotate:** Once the detective guesses (correctly or not), a new detective is chosen. Repeat with a new leader each round. Add challenge by requiring movement to include different levels or pathways.
- 6) **Reflection:** Students reflect on how they tried to hide or not reveal the leader. Discuss how focus, timing, and attention to space helped the group stay connected.

Twists

Add these twists to enjoy the game more.

	How It Works
Movement to Music	Play a soft beat or instrumental track. All movements must stay in rhythm, adding challenge and energy.
Theme Rounds	Assign a theme to the movements (e.g., animals, weather, sports). This boosts creativity and laughter.
Emotion Round	The leader chooses an emotion (e.g., excited, tired, nervous). The movements must reflect that feeling.
Prop-Free Style	Students must incorporate everyday props (e.g., bouncing a ball, using a hairbrush) into their movements.
Level-Up Challenge	After a few rounds, require movement at different body levels (e.g., seated, kneeling, reaching high).

Reflection

Answer the questions below.

1) How did it feel to be the leader? What was challenging about leading without being obvious?

2) When you were a follower, what clues helped you figure out who the leader was (or made it difficult)?

3) How did the group stay connected while moving together? What did you notice about timing or focus?

4) What did this game teach you about teamwork and paying attention to others in dance?

5) If you could play again, what would you do differently to either be a leader or observe more carefully?

Activity: Dance Mash-Up Collab

Objective What are we learning more about?

Students explore the relationship and contrast in dance by blending two different styles (e.g., ballet and breakdance). They will learn how combining movement forms can highlight differences and create exciting, original choreography.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Access to music from different genres (optional)
- ✓ List of common dance styles



Instructions How do we complete this activity?

- 1) **Warm-Up:** Begin with a warm-up of movements from a few different dance styles (e.g., ballet arm positions, hip hop isolations, jazz walks). Highlight the differences in energy, control, and space use.
- 2) **Style Selection:** Divide the class into pairs or trios and randomly assign two dance styles for each of them.
- 3) **Exploration Session:** Students experiment with movements in both chosen styles. They try each style separately, then test transitions between them smoothly or sharply.
- 4) **Choreography Creation:** Groups create a short mash-up dance combining both styles. They should use contrast, a blended section, and a clear ending. Encourage changes in tempo, energy, or space use to highlight differences in movement styles.
- 5) **Rehearsal:** Students rehearse, focusing on smooth transitions and the balance of styles, and teamwork. Encourage them to reflect on which style they're stronger in and how to support each other.
- 6) **Performance and Reflection:** Groups perform their mash-up piece for the class. Afterward, students reflect on how they used contrast and fusion, what was challenging, and how they worked as a team to create something new.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Connection	The dance shows distinct movements from both styles so the audience can tell them apart.
Smooth Transition	At least one part of the dance blends the two styles together in a creative and seamless way.
Effective Transitions	Transitions between styles are clear and help connect the choreography smoothly.
Use of Relationships	Dancers create connection through matching, mirroring, or using levels and space together.
Collaboration & Creativity	Each group member contributes and shows original ideas that reflect both chosen styles.

Tips

Apply the tips below to help you create a good mash-up dance.

Focus Area	Tips to Succeed
Transition Between Styles	Think about how one movement naturally flows into the next style. Use a level change, a pause to connect, or a shared rhythm.
Blending Movements	Try to find similar shapes or rhythms between the two styles and combine them to create a new movement.
Energy Matching	Notice if your styles are soft vs. energetic or fast vs. slow. Match or contrast the energy of the movements to make the dance look smooth or exciting.
Start Simple	Begin with just one or two moves from each style. Once they feel comfortable, add more details or layers.
Practice Together	Watch each other closely during rehearsal. Fix timing or connection problems early so the fusion looks clean.

Dance Styles

Create a mash-up dance act from the styles below.

Dance	Description
	Energetic and grounded style with isolations, grooves, and freestyle movements.
Jazz	Expressive style with kicks, turns, and strong body lines.
Ballet Basics	Includes graceful arm and leg positions, balance, and precise footwork.
Breakdance (Toprock)	Focuses on stylized movements like steps and arm grooves (power moves).
Afrobeats	High-energy style with rhythmic footwork and strong beats.
Contemporary	Uses flowing, expressive movement with emotional storytelling.
Latin-Inspired	Simple salsa or merengue foot patterns, hip action, and rhythm.
Folk or Cultural	Includes traditional patterns or regional dances (e.g., circle or group dances).
Disco	Upbeat arm and foot patterns with clear rhythm and repetition.
Line Dance	Easy-to-follow group steps that repeat in patterns (e.g., electric slide).

Name: _____

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Curriculum Connection
A1.2, A1.3

Reflection

Describe your most and least favourite parts of the activity along with your reasons.

PREVAILED

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Contrast of Styles	Styles are mixed but hard to tell apart.	Some difference shown but not clear.	Each style is used with some distinction.	Clear, strong contrast between two distinct styles.
Smooth Fusion Section	Styles are mixed but look disconnected.	Styles are mixed but look disconnected.	Fusion is attempted and works in some sections.	Styles are blended creatively and smoothly in at least one section.
Effective Transitions	Transitions are missing or confusing.	Transitions are missing or confusing.	Most transitions are clear and help the flow.	Transitions are seamless and enhance the choreography.
Use of Relationship	Little or no interaction between dancers.	Some interaction or matching.	Clear use of relationship in parts of the performance.	Strong, consistent use of relationship to support the choreography.
Collaboration & Creativity	Limited teamwork; choreography feels rushed or copied.	Some group input; limited originality.	Group input; some originality.	All dancers contribute ideas; dance is original, thoughtful, and expressive.

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

Dancing with Emotion

What Is Abstract Dance?

Abstract dance is a style of movement that doesn't tell a clear story. Instead, it focuses on emotion, energy, and body movement to express ideas in a more creative way. Unlike a story dance, it doesn't show "walking a dog" or "opening a door." Instead, it uses movement to make the audience feel something rather than see something specific.



Expressing Through Energy and Body

In abstract dance, dancers use body isolation—moving one part of the body while the rest stays still—and energy changes to express emotion. For example, sharp, quick movements can express anger or strength, while slow movements might show sadness or calm. A dancer might spin in place or stretch in different directions to show how they feel inside.

Famous Abstract Dance Examples

Famous dance works like Martha Graham's *Lamentation* use slow, controlled movements to show deep emotions like grief. The dancer never tells a story with words or acting, but the shapes and energy of the body make the audience understand and feel the emotion. In Alvin Ailey's *Revelations*, body isolation and energetic movements express powerful feelings of hope and struggle.

Why It Matters

Abstract dance gives dancers the freedom to explore emotions in a personal way. It invites the audience to think, feel, and connect with the performance in their own way—often more deeply than if the dance just told a story step-by-step.

True or False

Is the statement true or false?

1) Abstract dance focuses on telling a clear, step-by-step story.	True	False
2) Body isolation means moving every part of your body at the same time.	True	False
3) Aerial dance is performed through slow, soft, and flowing movements.	True	False
4) Abstract dance does not include words or acting to help the audience understand the meaning.	True	False

Question

Explain how abstract dance gives more freedom in expressing feelings and ideas.

Word Scramble

Unscramble the words from the word bank.

WORD BANK		
CREATIVE	GRIEF	RATIONAL
SPIN	MEANING	
ABSTRACT	STRETCH	

TINILOOSA		INPS	
CHESRTT		BTARSTAC	
FIERG		REITACEV	

Activity: Abstract Expression in Motion

Objective

What are we learning more about?

Students will explore how body isolation and energy variation can express emotions in a creative way. They will learn to connect movement and music through abstract dance.

Materials

What do we need for our activity?

- ✓ Open Space
- ✓ Instrumental Music (e.g., calm, intense, joyful, eerie)



Instructions

How do we complete this activity?

- 1) **Warm-Up:** Start with a short warm-up that includes isolating different body parts (head, shoulders, hips, arms), levels (high, low), and slow-to-fast movement. Focus on moving with intention and control.
- 2) **Music Listening & Mood Mapping:** Play several short instrumental tracks with different moods. Ask students to close their eyes and listen carefully. At the end of each track, students jot down how the music made them feel (e.g., tense, peaceful, excited).
- 3) **Movement Exploration:** Students explore movement based on the mood they wrote. They must include body isolations and experiment with energy variation (e.g., sharp vs. smooth, light vs. heavy).
- 4) **Choreography Creation:** Students create a 16-count abstract movement phrase based on their selected mood. They should focus on emotional expression, not literal gestures.
- 5) **Performance and Reflection:** Students perform their phrases individually. Afterward, they reflect on what emotions they tried to express, what movement choices they made, and how energy and isolation helped share that emotion.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Emotion Expression	Movements clearly reflect the chosen emotion or mood from the music.
Body Isolation	Student uses at least one isolated movement (e.g., only arms, head, or hips).
Energy Variation	Dance includes a change in energy (e.g., sharp to smooth, fast to slow).
Creativity in Movement	Movements are abstract and imaginative, not literal or story-based.
Focus and Intention	Student performs with concentration and purpose throughout the dance.

Tips

Use the tips below in your dance performance.

Tip	How It Helps
Let the music guide your movement	Listen closely to the emotion of the music—it can inspire how you move.
Focus on one emotion at a time	Choosing a single mood (joy, fear, etc.) makes your dance clearer.
Try moving one body part first	Isolating movement (like just your arms or legs) can spark new ideas.
Mix fast and slow movements	Changing energy keeps your dance interesting and expressive.
Don't copy a story—create a feeling	Abstract dance is about emotion, not acting out a scene—use movement creatively.

Group Assessment

Rate your own performance.

Criteria	Rating Description	Rate (Colour the stars)
Expression	My movements clearly showed the emotion or mood I heard in the music.	☆☆☆☆☆
Body Isolation	I moved at least one isolated body part (e.g., arms, head, legs) with control.	☆☆☆☆☆
Energy Variation	My dance changed energy (e.g., sharp to smooth or strong to gentle) to match the music.	☆☆☆☆☆
Creativity in Movement	My movements were abstract and original—not literal—showing imagination and showed imagination.	☆☆☆☆☆
Focus and Intention	I stayed focused and performed my dance with clear purpose and attention from start to finish.	☆☆☆☆☆
Musical Connection	I moved in a way that matched the rhythm, mood, or structure of the music I was given.	☆☆☆☆☆
Smooth Transitions	I moved between ideas or steps smoothly, without pauses or confusion in my performance.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Emotional Expression	Movement has little connection to the music	Some emotional connection, but not clear	Clear connection between movement and music mood	Strong, expressive movement that matches the music's emotion
Body Isolation	Very little isolation on own	One attempt at isolation, but not clear	One clear isolation (e.g., arms, head)	Multiple, controlled isolations that support expression
Energy Variation	Movement is flat with no change in energy	Minor change in speed or force	Clear energy change at one point	Dynamic variation in speed and force throughout
Creativity in Movement	Movements are basic or copied	Some attempt at creative movement	Movements are creative but literal	Creative, abstract movement that shows originality
Focus and Intention	Unfocused or distracted performance	Some effort to stay focused	Movement is clear and intentional	Fully focused, intentional and expressive performance

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

Exploring the Chinese Ribbon Dance

What Is the Chinese Ribbon Dance?

The Chinese Ribbon Dance is a traditional art form that began many years ago in China. It was first seen in royal courts and later became popular in parades and festivals. The dance is often used to celebrate holidays and tell cultural stories.



How the Dance Is Performed

In this dance, performers use their bodies—especially their arms and shoulders—to move the ribbon in waves, loops, and spirals. The ribbons are often attached to sticks, helping dancers create shapes in the air. Movements are smooth and flowing, with dancers moving in curved or circular patterns. Timing and control are important, so the ribbon keeps moving without dropping.

Meaning and Style

The Chinese Ribbon Dance is more than just a performance; it shows emotions and tells stories. The ribbon's flow can express joy or sadness. Ribbon colours have meaning too; for example, red may stand for happiness and gold can mean good luck. The music usually has a steady rhythm and a joyful or calm mood.

Cultural Importance

This dance has roots in ancient Chinese culture and continues to be performed around the world today. It reflects the values of balance, harmony, and beauty. Learning about the Chinese Ribbon Dance helps us appreciate how movement, tradition, and culture are connected through the art of dance.

Questions

Answer the questions below.

1) Why is timing and control important when dancing with ribbons?

2) What do different colours represent in the Chinese Ribbon Dance?

Fill In The Blanks

Write the correct answer.

- 1) The Chinese Ribbon Dance began _____ years ago in _____.
- 2) The dance reflects values such as _____, _____, and beauty.
- 3) Dancers use their _____ and shoulders to move the ribbons.
- 4) The music usually has a steady _____ and a _____ or calm mood.
- 5) The ribbons are often attached to _____ to create big shapes.

True or False

Is the statement true or false?

1) The Chinese Ribbon Dance is a modern dance that started in the 2000s.	False	
2) The dance is usually performed in silence without any music.	False	
3) Chinese Ribbon Dance is often performed at festivals and celebrations.	True	False
4) Dancers do not need to use their whole body in this dance style.	True	False
5) The dance movements are usually sharp and quick to express anger.	True	False

Activity: Ribbon Dance Reflections

Objective What are we learning more about?

Students will learn how props, energy, and movement style work together in traditional cultural dance forms. They will observe and reflect on how space, rhythm, and body use in the Chinese Ribbon Dance express celebration, unity, and cultural identity.

Materials What do we need for activity?

- ✓ Introduction about Chinese Ribbon Dance
- ✓ Video of a Chinese Ribbon Dance performance
- ✓ Observation Checklist



Instructions How do we complete the activity?

- 1) **Introduction & Context:** Begin with a short background about the Chinese Ribbon Dance—its cultural origins, connection to storytelling, and how it uses props and flow.
- 2) **Watch the Performance:** Tell the students they will be watching a selected video of a Chinese Ribbon Dance. Ask them to observe elements such as the use of ribbons, music tempo, symmetrical shapes, and overall emotion.
- 3) **Observation Checklist:** As they watch, students use a checklist to note features they notice: flowing quality, use of space, shapes, and prop use.
- 4) **Group Discussion:** After viewing, students share their observations and discuss the meaning and emotion conveyed in the performance.
- 5) **Reflection:** Students complete a short written reflection on what they learned from the performance and how movement and tradition are connected.

Checklist

Check off the elements you observe in the Chinese Ribbon Dance video.

Dance Element Description	✓	X
The dancer uses the ribbon as part of the performance, not just as a prop.		
Movements are fluid and smooth, matching the graceful style of the dance.		
The dancer shows clear body shapes with balance and control.		
The dancer moves to the rhythm and tempo of the music.		
The performance shows emotion, such as joy, or peace.		
The dancer changes direction and timing throughout the performance.		
The ribbon creates patterns in the air that enhance the mood or story of the dance.		
The performance feels calm, steady, and expressive.		
The dance reflects tradition or culture through music, movement, or costume.		
The dancer stays focused and moves with purpose throughout the performance.		

Questions

Answer the questions below.

1) Which part of the performance stood out to you the most? Why?

2) How did the dancers use different levels during the performance?

Word Search

Find the words in the

Ribbon	Gold	Performer
Spiral	Culture	Emotion
Harmony	Rhythm	Story
Dance	Flow	Celebrate
Tradition	Festival	Balance

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

Dancing the Métis Jig

What Is Métis Jigging?

Métis jigging is a fast and joyful dance that mixes First Nations and European dance forms. It began in the 1800s in Canada, blending the fiddle music and footwork of French jigs with Indigenous rhythms. This mix created a unique style that reflects the Métis people's mixed heritage.



How It's Danced

This dance focuses on fast footwork and energy. Dancers keep their upper bodies still while moving their feet quickly. The most famous version is the "Red River Jig." Often, dancers take turns trying to outdo each other with fun and fancy steps, adding a playful, competitive feel.

Why It Matters

Métis jigging is more than just a performance—it's a living culture and history. It shows how different traditions can come together to create something new. The dance is often performed at community gatherings, festivals, and ceremonies to celebrate Métis identity.

Dance and Culture

Learning about Métis jigging helps us understand how dance connects to culture and community. The music, movement, and energy tell a story of pride and celebration. Whether watching or trying the steps, we can see how dance is used to keep tradition alive in a fun and powerful way.

Multiple Choice

Circle the letter that contains the correct answer.

- 1) What two cultural styles are blended in Métis Jigging?
- A. African and European
B. Asian and South American
C. Inuit and Caribbean
-
- 2) What is the most well-known version of Métis Jigging?
- A. Northern Style
B. Red River Jig
C. Métis Tap Dance
D. Prairie Waltz
-
- 3) What part of the dancer's body is usually most active during Métis Jigging?
- A. Arms
B. Feet
C. Hands
D. Head

Questions

Answer the questions

- 1) In your own words, describe what Métis Jigging is and where it comes from.
- 2) What makes Métis Jigging different from other dances you've learned or seen?
- 3) Why do you think the Métis people continue to perform this dance today?

Activity: Métis Jigging Reflections

Objective What are we learning more about?

Students will observe how cultural blending is expressed through traditional Canadian dance. They will observe and reflect on how rhythm, footwork, space, and music come together in Métis jigging to share cultural pride, community, and connection.

Materials What do we need for our activity?

- ✓ Video of a Métis Jigging Performance
- ✓ Observation Checklist



Instructions How do we complete the activity?

- 1) **Introduction & Context:** Explain that students will be watching a traditional Canadian dance called Métis jigging. They will observe how dancers use rhythm, footwork, music, and space to express cultural identity and joy. They will record their observations using an observation checklist and write reflections afterward.
- 2) **Watch the Performance:** Play the Métis jigging performance for students to pay attention to rhythmic changes, repeated patterns of footwork, fiddle music, and how the dancers use space and interaction.
- 3) **Observation Checklist:** As they watch, students use an observation checklist to record what they notice about timing, energy, body movement, and sound of the dance.
- 4) **Group Discussion:** After watching, students share their observations and compare what they saw. They discuss how the dance communicated joy, history, and identity.
- 5) **Reflection:** Students write a short reflection about what they learned from the dance and how it shows cultural blending through movement and music.

Checklist

Check off the elements you observe in the Métis Jigging Dance video.

Dance Element Description	✓	X
The dancer shows fast, precise footwork throughout the performance.		
The rhythm of the footwork matches the beat of the fiddle or accordion.		
Movements show repetition and variation to keep the dance interesting.		
The dancer shows energy and confidence, especially during fast-paced sections.		
The group or solo dancer moves smoothly through space, showing direction or pathway changes.		
The performance shows feelings like celebration or pride.		
The dancer uses timing and rhythm to show contrast or build energy.		
The dance includes parts that reflect cultural blend or storytelling.		
Group formations or solo moments are well organized and easy to follow.		
The dancer maintains strong focus and keeps movement steady and clear.		

Questions

Answer the questions below.

1) What did you notice most about the way the dancers used their feet and timing?

2) How did the dancers use the energy and feeling of the dance?

3) What emotions or messages do you think the dancers were trying to share?

Word Scramble

Unscramble the words from the word bank.

WORD BANK

FOOTWORK

UNITY

MUSIC

JIGGING

FIDDLE

TIMING

RHYTHM

GMITIN

IJGIGGN

LEFIDD

ULCUETR

YIUNT

NPTETAR

Activity: Blinding Lights Remix

Objective

What are we learning more about?

Students explore theme and variation in dance by performing and modifying a popular routine. They practise coordination, timing, and creativity while working in small groups.

Materials

What do we need for our activity?

- ✓ Open Space
- ✓ "Blinding Lights" dance routine (for reference)
- ✓ Music tracks with similar tempo



Instructions

How do we complete the activity?

- 1) **Warm-Up & Demo:** Begin with a full-body warm-up, then teach the "Blinding Lights" dance and break it down step-by-step. Practice the routine as a class, focusing on timing and accuracy.
- 2) **Group Practice:** Divide into groups of 3–4. Each group practices the full routine until they can move in sync with the music.
- 3) **Create a Variation:** Each group chooses one section of the routine to change. They apply a variation by adjusting level, speed, direction, or formation to give the dance a new effect.
- 4) **Rehearse & Perform:** Groups insert their variation and rehearse the new version. Then, each group performs their remix twice—once with the original song and once with a different song of similar tempo.
- 5) **Reflection:** After the performances, students reflect on what variation they used, how the music affected the feeling, and how they collaborated as a team.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Timing	Dancers move in sync with the music and with each other throughout the routine.
Creative Variation	Group includes a clear, interesting change in movement that fits the original dance.
Musical Interpretation	Remix version reflects the feeling or style of the new music choice.
Movement Accuracy	Original moves are performed clearly and with control during the variation.
Teamwork and Focus	Students cooperate, practise equally, and support each other during the activity.

Tips Apply the tips below to help you create a remix of the Blinding Lights dance.

Tip	How it helps
Practise the original routine first	Helps your group feel confident and in sync before adding changes.
Choose only one part to change	Keeps your remix clear and focused without making it too complicated.
Match your variation to the beat	Makes your new moves feel smooth and connected to the music.
Try the new song early in practice	Gives your group time to adjust movements to fit the feeling of the remix.
Support each other in rehearsal	Encouraging your teammates builds teamwork and makes your performance stronger.

**Performance Review
Chart**

Write a short review of your group's experience about the performance.

Category	Detail
Best Moments	
Biggest Challenge	
What we Learned	

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Timing and Coordination	Not on beat and out of sync	Mostly on beat but with timing slips	On beat with minor errors	Strong rhythm and synced coordination throughout
Creative Variation	No variation	Basic change included	Variation fits and adds interest	Variation is creative, well-placed, and enhances the routine
Musical Interpretation	Music does not match movement	Music matches movement, but not style	Music supports the dance idea	Music strongly enhances and reflects movement and style
Movement Accuracy	Sloppy or unclear execution	Some original moves, but messy or inconsistent	Most original moves clearly shown	All original moves are clear, steady, and well controlled
Teamwork and Focus	No cooperation or visible team effort	Some effort to support one another	Group works together with focus	Strong teamwork and focus; all contribute and support each other

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



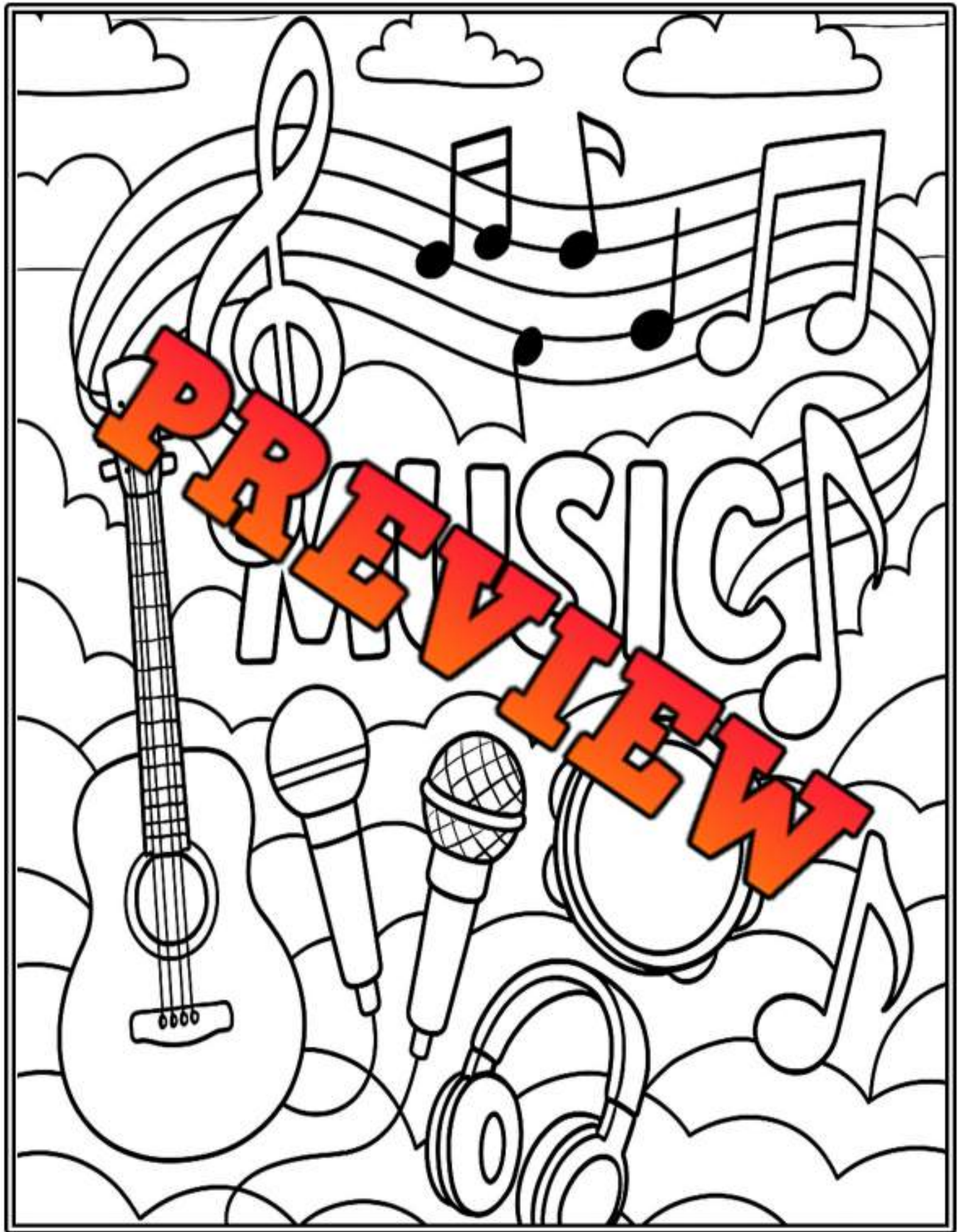
Workbook Preview



Ontario – Arts Curriculum

Grade 7 – Music

	Learning Experiences	Pages
C1.1	Sing and/or play, in tune, from musical notation, unison music and music in two or more parts from diverse cultures, styles, and historical periods	24-27, 38-40, 113-115
C1.2	Apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes	24-27, 31-34, 44-46, 99-101, 116-122
C1.3	Create musical compositions in a variety of forms for specific purposes and audiences	50-52, 56-59, 72-74, 94-97, 110-115
C1.4	<div style="text-align: center; color: red; font-weight: bold;"> Preview of 90 pages from this product that contains 159 pages total. </div>	
C1.5		
C2.1	Express analytical, personal responses to musical performances in a variety of ways	56-59, 124-128
C2.2	Analyse, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create	22-23, 29-34, 36-37, 22-43, 48-49, 54-55, 61-66, 75-76, 82-83, 92-93, 99-101, 103-108
C2.3	Identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members	28, 35, 41, 47, 53, 60, 67-71, 81, 91, 98, 102, 109, 123, 129
C3.1	Analyse the influences of music and the media on the development of personal and cultural identity	77-80, 84-90
C3.2	Analyse some historical, cultural, and technological influences on style, genre, and innovation in music	84-90, 94-97, 124-128



How to Read Music – Treble Clef

What is a Staff?

Music is written on something called a staff. A staff is made up of five horizontal lines and four spaces. Each line and space represents a specific musical pitch. By placing notes on these lines and spaces, composers give clear instructions about exactly which sound to play or sing, and how high or low it should be. Think of the staff as a blueprint for music—it organizes sound so that musicians everywhere can read, share, and perform the same piece accurately.

Meet the Treble Clef

At the beginning of musical staves, you'll see a symbol called the treble clef, sometimes known as the G clef. This symbol tells us that the notes will be higher in pitch. These are the kinds of notes typically played on instruments such as the flute, violin, trumpet, recorder, and saxophone, as well as the right hand on the piano. The treble clef gets its nickname because it starts on the line that represents the note G.

Remember the Lines: E G B D F

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

E – G – B – D – F.

To help remember them, musicians use sayings such as:

Every Good Boy Deserves Fudge

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

Remember the Spaces: F A C E

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

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

Why Learn This?

Being able to read notes on the treble clef is like learning a universal code. Once you understand how the lines and spaces work, you can play or sing music written for many different instruments. This ability also prepares you to write your own music, since you'll know how to show others the exact pitches you want them to perform. Musicians around the world rely on this same system, which means once you learn it, you can communicate musically with anyone—no matter where you are.

Name: _____

7

Curriculum Connection
C1.5, C1.4

Part 1

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



Part 2

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

PREVIEW

Part 3

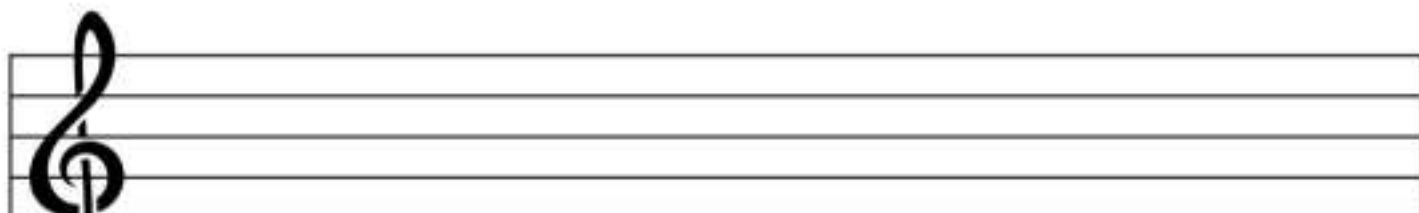
Write each space note's name underneath the notes shown on the staff.
Remember: Every Good Boy Deserves Fudge

PREVIEW

Part 4

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


PREVIEW

Part 5 Draw each line note on the staff

B G D F E F B G E D G

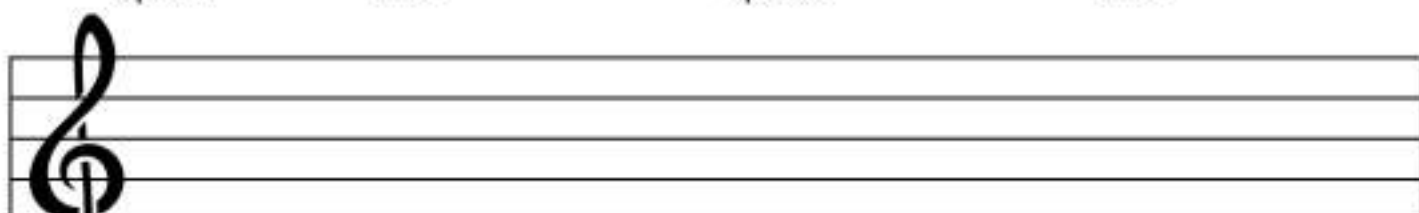
Part 6 Draw each space note on the staff

A C F C E A F A

Part 7 Draw each note on the staff

F B F C A E D G E A G

space line space line



C E D G D B F A E G F

line space space line

How to Read Music – Bass Clef

Meet the Bass Clef

In addition to the treble clef, you will often see another symbol at the start of music: the bass clef, also called the F clef. This clef is designed for lower-pitched sounds. The two dots of the symbol frame the line that represents the note F, giving the clef its name. You'll encounter the bass clef in instruments such as the tuba, trombone, bassoon, cello, double bass, and in the left hand of the piano, which typically plays lower notes.

Remember the Notes: G B D F A

The five lines of the staff (from bottom to top) represent the notes G - B - D - F - A.

A common way to remember the notes is by saying:

Great Big Dragons Fly Away

Each word matches one of the notes on the staff, starting from the bottom line (G) and going up to the top line (A).



Remember the Spaces: A C E G

The spaces between the lines also represent notes. From bottom to top, they are: A - C - E - G.

To help remember them, try the saying:

All Cows Eat Grass.

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



Why Do We Need Both Clefs?

Music often combines both high and low pitches at the same time. The treble clef shows the higher notes, while the bass clef shows the lower notes.

On the piano, for example, the right hand usually plays treble clef notes, while the left hand plays bass clef notes. Using both clefs together allows musicians to cover a wide range of sound, from the deepest lows to the highest highs.

Why Learn This?

Learning the bass clef is just as important as learning the treble clef. Once you can read both, you gain access to nearly every type of written music, whether it's for high-pitched instruments, low-pitched instruments, or ensembles that use both. This knowledge not only helps you perform but also prepares you to compose your own music, using the full range of sounds available.

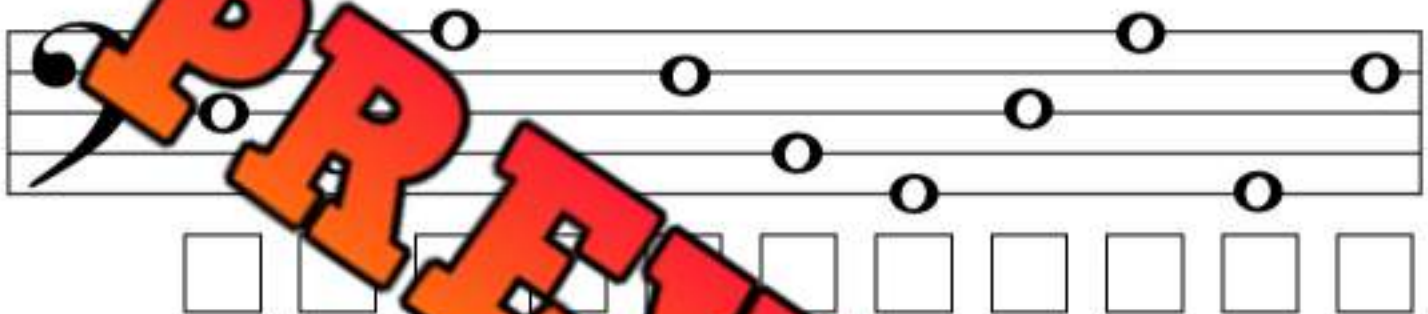
Part 1

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



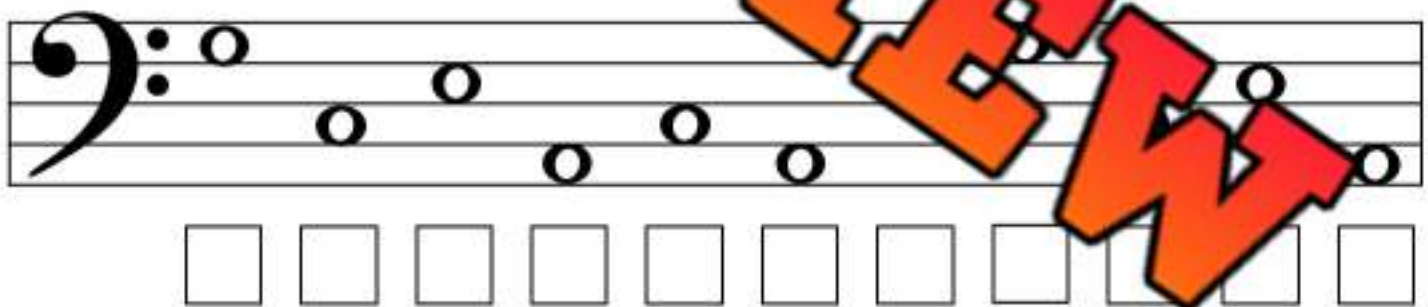
Part 2

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



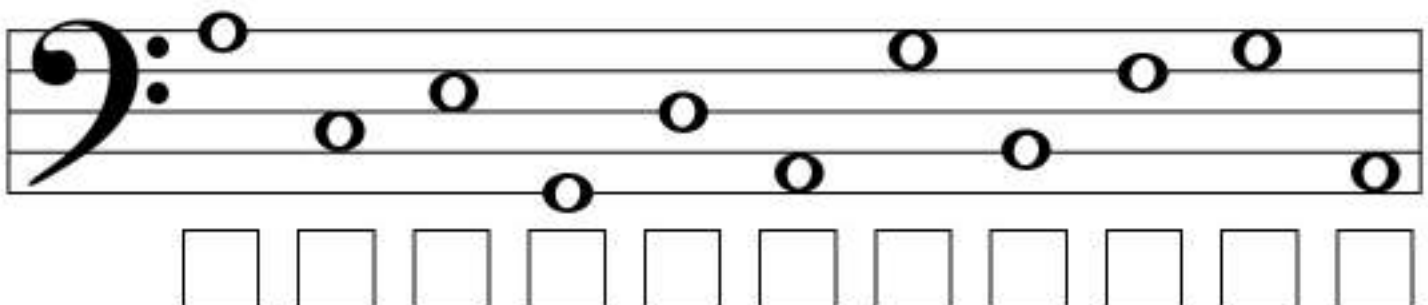
Part 3

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



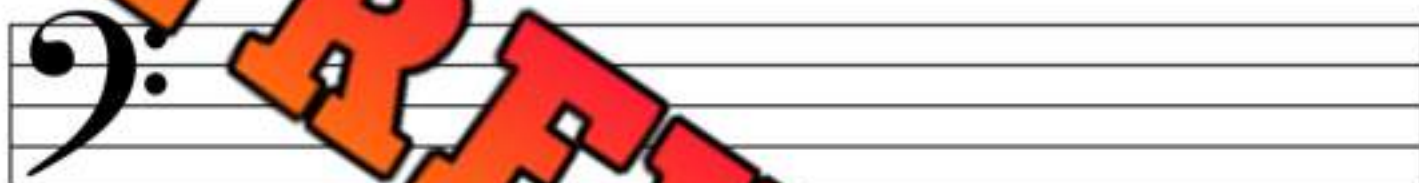
Part 4

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

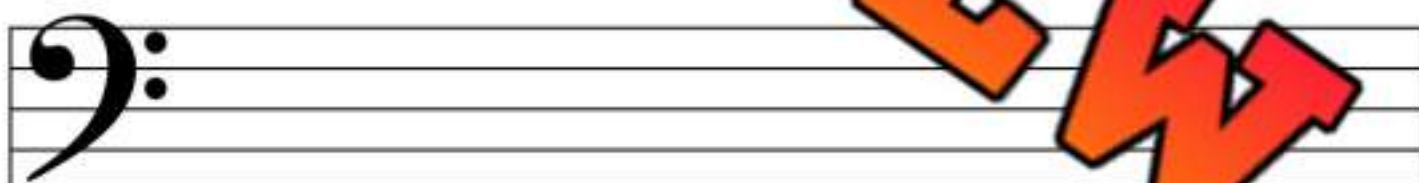


Part 5 Draw each line note on the bass staff

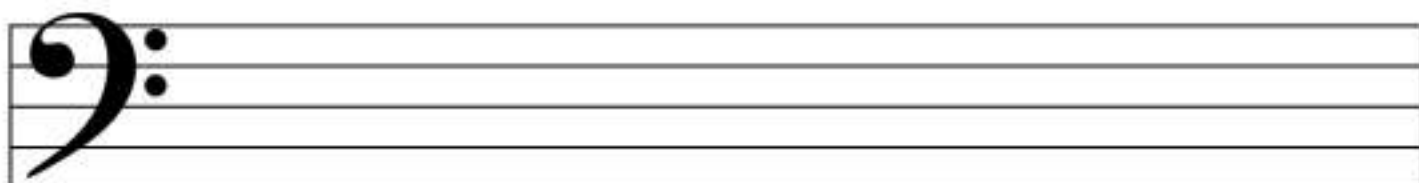
D	G	A	B	G	B	A	F	D	B	F
---	---	---	---	---	---	---	---	---	---	---

Part 6 Draw each space note on the bass staff

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

Part 7 Draw each note on the bass staff

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



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

Reading Ledger Lines

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

Instruction Label the notes below.

PREVIEW

The image shows three musical staves, each with five notes on ledger lines. Below each staff are eight empty boxes for labeling the notes.

Staff 1 (Treble Clef): Notes are on the first line above the staff (F), the first space above (G), the second line above (A), the second space above (B), and the third line above (C). Below the staff are eight empty boxes.

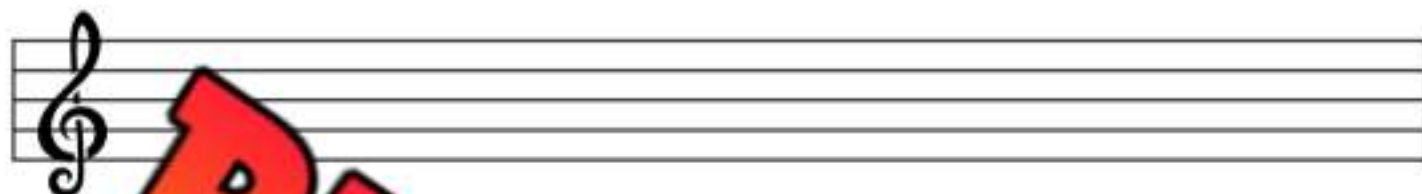
Staff 2 (Treble Clef): Notes are on the first space below the staff (E), the first line below (D), the second line below (C), the second space below (B), and the third space below (A). Below the staff are eight empty boxes.

Staff 3 (Bass Clef): Notes are on the first line below the staff (F), the first space below (E), the second line below (D), the second space below (C), and the third space below (B). Below the staff are eight empty boxes.

Using Ledger Lines

Instructions

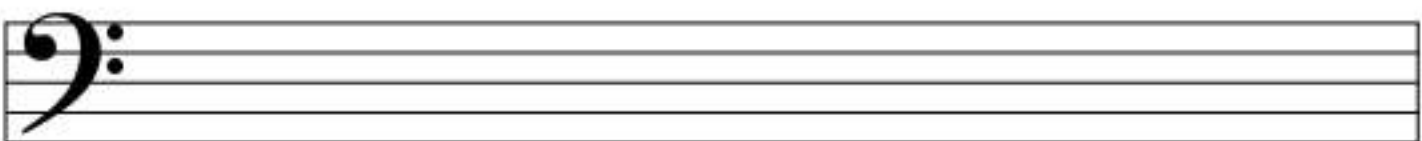
Draw the notes on the staff. Use ledger lines so you can draw the notes without repeating any.



C C C D D A A A



E E E A A A G B



B B B D D D F F F F

Activity: Note Box Challenge

Objective What are we learning more about?

Students will practise reading musical notation and identifying pitch by drawing random notes from the grand staff and playing or clapping them. They will also work together to arrange notes into a melody, reinforcing teamwork, notation knowledge and pitch recognition.

Materials What do we need for our activity?

- ✓ Box containing cards showing individual notes and bass clefs (including treble clef)
- ✓ Boomwhackers, xylophones (if available)
- ✓ Open classroom space for playing instruments



Instructions How do we complete the activity?

- 1) **Form Groups:** Divide the class into small groups. Each student in a group will take turns playing the game while the other group members watch and listen.
- 2) **Draw a Card:** During a group's turn, each student draws one card from the box. They must quickly identify the note on the card.
- 3) **Play or Clap the Note:**
 - If instruments are available, the student plays the note on a boomwhacker, keyboard, or xylophone.
 - If no instruments are available, the student claps once for treble clef notes and twice for bass clef notes.
- 4) **Group Collaboration Twist:** After all members have drawn and played their notes, the group works together to arrange their cards in an order that creates a short melody. They then perform this melody for the class.
- 5) **Reflect Together:** After all performances, have students discuss, ask the student:
 - Which notes were easiest or hardest to identify?
 - How did working together help in creating the melody?

Card

Randomly draw these notes and play them correctly.

PREVIEW

Reflection

Answer the questions below.

1) Which notes did you find easiest to identify? Which ones were the most challenging, and why do you think that was?

2) Did you feel confident with treble clef notes or bass clef notes? Explain your answer.

3) How did arranging the notes into a melody help you understand pitch and notation better?

Word Search

Find the words in the wordsearch.

Treble	Bass	Rhythm
Melody	Pitch	Notes
Clap	Tempo	Ledger
Music	Staff	clef

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

What Are Rests in Music?

In music, a **rest** is a symbol that tells the musician to be silent for a certain amount of time. Just like notes show how long to play a sound, rests show how long to wait in silence.

- **Eighth Rest (γ)**: A pause that lasts for **half a beat**. It matches the length of an eighth note. The dot sits in the 3rd space (C space note on the treble clef).
- **Quarter Rest (ζ)**: A pause that lasts as long as **one beat**. It matches the length of a quarter note.
- **Half Rest (\blacksquare)**: A pause that lasts **two beats**. It looks like a small rectangle sitting on top of the middle line of the staff.
- **Whole Rest (\blacksquare)**: A pause that lasts **four beats**. It looks like a small rectangle hanging down from the middle line of the staff.

Rests are important because they give music shape, rhythm, and breathing spaces. Without rests, music would sound flat and less interesting.

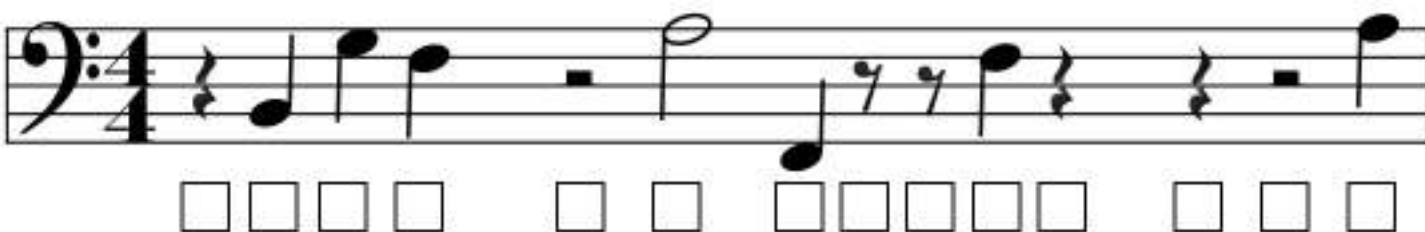
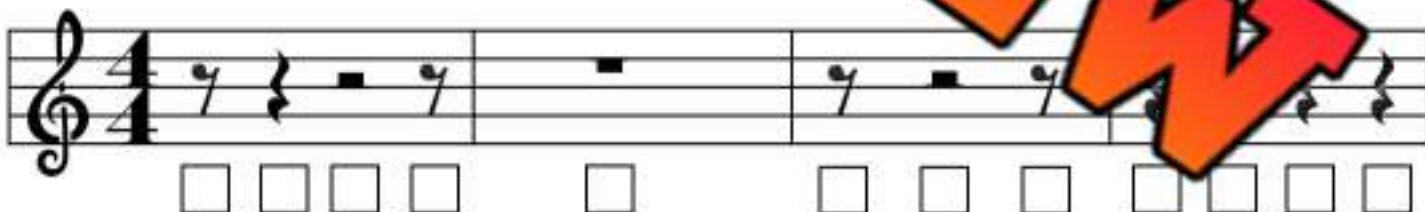
Instructions

Practice drawing rests on the staff below. Pay attention to the beats.



Instructions

Write the count for each rest. In the first measure, add bar lines.



What Are Eighth Notes?

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



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

Instruction: Draw single eighth notes and connected eighth notes below

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

Instructions

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



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Playing Music – Mary Had A Little Lamb

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

Instructions

Label the notes below.

PREVIEW

Instructions

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

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

Playing Music – Twinkle, Twinkle, Little Star

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

Instructions

Label the notes below.

PREVIEW

Instructions

Write the note name below the lyrics

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

Activity: Sing and Play in Harmony

Objective

What are we learning more about?

Students will learn how to sing or play a folk song from another culture, focusing on duration (phrasing and tempo), pitch (intonation), and timbre (blending voices). They will explore performing in a round or with simple harmony, developing teamwork, listening skills, and cultural appreciation.

Materials

What do we need for our activity?

- ✓ Audio or video of the chosen folk song
- ✓ Printed lyrics
- ✓ Boomwhackers, xylophone, or keyboards (optional, for instrumental accompaniment)
- ✓ Whiteboard and markers for drawing the melody visually



Instructions

How do we complete the activity?

- 1) **Choose a Song:** Select a simple folk song (e.g., "Shosha" from South Africa or "Arirang" from Korea). Briefly introduce the song's background to help students connect with its meaning and origin.
- 2) **Learn by Ear – Call and Response:** Play the audio of the song. Then teach the melody by singing one short phrase at a time. Repeat until they can sing the entire song from memory. This helps them develop strong listening and imitation skills.
- 3) **Split into Groups:** Divide the class into 2 groups for a round or harmony.
 - **Option 1:** Group 1 starts singing the melody, and Group 2 begins the same melody two or four beats later, creating a round.
 - **Option 2:** Group 2 sings a simple harmony line that you model, while Group 1 sings the melody.
- 4) **Focus on Duration, Pitch, and Timbre:** Encourage students to keep a steady tempo, practise breath control and match vowel sounds well so the tone feels united.
- 5) **Instrumental Challenge (Optional):** If singing isn't preferred, assign each group the melody or harmony line to play on boomwhackers, xylophones, or keyboards.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Sang or Played with Accurate Pitch	Matched the correct notes in the melody or harmony, staying in tune from start to finish.
Maintained Steady Tempo	Kept a consistent beat throughout the performance, without speeding up or slowing down.
Blend and	Matched vowel shapes and tone quality with the group so the sound felt smooth and unified.
Used Good Breath Control and Phrasing	Took breaths in the correct places, keeping the musical phrases connected and flowing.
Stayed Focused and Contributed	Actively participated, listened to others, and supported the group performance.

Tips

Read the cultural backgrounds of the songs to connect better with the songs' meaning.

Song Title	Country & Origin	Cultural Background
Shosholoza	South Africa (originally from Zimbabwe)	This song was sung by men who were far from home. It became a symbol of men working together. Over time, it grew to represent courage, teamwork, and national pride in South Africa.
Arirang	Korea (North and South)	This is a traditional Korean folk song that has been passed down for hundreds of years. It is often sung at festivals, cultural events, and gatherings. It has many regional versions, each with its own melody and lyrics.

**Lyrics &
Melody Sheet**

Use the lyrics and melody line below to learn the songs fast.

Song	Melody (Letter Notes)	English Lyrics
Shosholoz	G G A G F E D (repeated)	<p><i>Most fast</i></p> <p><i>On those mountains</i></p> <p><i>Train from South Africa</i></p> <p><i>Move fast</i></p> <p><i>On those mountains</i></p> <p><i>Train from South Africa</i></p> <p><i>We are running away</i></p> <p><i>On those mountains</i></p> <p><i>Train from South Africa...</i></p>
Arirang	D E G A B D' (refrain pattern)	<p><i>Arirang, Arirang... Arirang...</i></p> <p><i>Crossing Arirang Pass</i></p> <p><i>The one who aban...</i></p> <p><i>not walk even ten ri (a 4 km)</i></p> <p><i>before their feet hurt.</i></p>

Notes for Understanding

- For Shosholoz, the melodic pattern G-G-A-G-F-E-D is repeated, making it easy to remember and perfect for practising phrasing and steady rhythm.
- For Arirang, the D-E-G-A-B-D' pattern captures the familiar refrain (the "Arirang, Arirang..." part), using a pentatonic scale that is typical in many folk melodies

**Performance Review
Chart**

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

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Sang or Played with Accurate Pitch	Frequently off-pitch, making the melody or harmony unclear.	Sometimes in tune but with noticeable pitch errors.	Mostly in tune with only small slips.	Always in tune, producing a clear and accurate melody or harmony.
Maintained Steady Tempo	Tempo is often uneven or rushed.	Some control of tempo but inconsistent.	Mostly steady tempo with minor variations.	Consistently steady tempo throughout.
Blended Tone and Vowels	Pitch is often unclear, with shape and quality inconsistent.	Sometimes blends with group but inconsistent.	Often blends well, with only small mismatches.	Always blends tone and vowels smoothly, creating a unified sound.
Used Good Breath Control and Phrasing	Breath control is weak, breaking phrases in the wrong places.	Some phrases are interrupted.	Mostly smooth phrasing with occasional breaths.	Excellent breath control, always phrasing smoothly and musically.
Stayed Focused and Contributed	Rarely participates or is distracted.	Participates sometimes but loses focus.	Participates and stays focused most of the time.	Fully engaged, attentive, and supports the group.

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

The Power of Tempo

What is Tempo?

Tempo is the speed of music, how fast or slow the beat moves. It's measured in beats per minute (BPM). A higher number means the music is faster, while a lower number means it's slower. Tempo is like a song's heartbeat, setting the pace of the music and shaping how the listener experiences it. Whether it's a lively dance tune or a gentle lullaby, tempo plays a key role in its mood.



How Tempo Changes Emotion

Changing tempo can transform how a piece of music feels. A slow tempo often creates a calm, relaxed, or sad mood, which is common in ballads and reflective pieces. These usually move at a slower pace. A fast tempo brings energy, excitement, joy, or tension, making people want to move, clap, or dance. In movies, composers speed up tempo for action scenes and slow it down in emotional moments to make them more touching.

Tempo and Energy in Performance

For musicians, tempo is not only about speed. It affects how much energy they give in performance. A fast tempo demands more precision, stamina, and quick reactions, while a slower tempo requires control and focus on each note. Changing tempo within the same song can add variety and keep listeners engaged.

Tempo Across Music Styles

Different music styles often use different tempos. Classical adagios are slow and expressive, pop and rock songs usually have a steady medium tempo, and many dance tracks have a quick, driving beat. Understanding tempo helps musicians choose the right speed to match the style, emotion, and purpose of the music.

Questions

Answer the questions below.

1) Describe how changing the tempo of a song can affect its emotion and give an example from the report.

2) Compare how a musician needs to perform a piece at a fast tempo versus a slow tempo.

Multiple Choice

Circle the letter that contains the correct answer.

1) What does tempo measure in music?

A. The volume of the music

C. The pitch of the melody

B. The speed of the beat

D. The number of instruments

2) What does a higher beats-per-minute (BPM) number mean?

A. The music is slower

C. The music is quieter

B. The music is faster

D. The music has more instruments

3) Which style of music typically has a quick, driving beat?

A. Classical adagio

C. Dance tracks

B. Pop ballads

D. Slow rock

4) What is one benefit of changing tempo within the same song?

A. It reduces the need for practice

C. It changes the key of the song

B. It makes the song quieter

D. It adds variety and keeps listeners engaged

Activity: Tempo and Mood

Objective What are we learning more about?

Students will explore how changing the tempo (speed) of music affects its mood and emotional impact. They will practise performing the same piece at two different tempos, allegro (fast) and largo (slow), and describe the changes in feeling using expressive vocabulary.

Materials What do we need for our activity?

- ✓ A short, familiar song or rhythmic chant
- ✓ Classroom instruments (e.g., drums, bells)
- ✓ Whiteboard or paper for recording descriptive words
- ✓ Metronome app or device (optional, for steady tempos)



Instructions How do we complete the activity?

- 1) **Select Your Piece:** Choose a short, familiar song or rhythmic chant that everyone knows. It should be simple enough to perform confidently.
- 2) **Performance:** Perform the piece at a slow tempo (largo) first and then at a fast tempo (allegro). Use instruments, clapping, or singing. Focus on rhythm, precision, and keeping steady beat.
- 3) **Challenge Twist:** To make the activity more exciting, have students start in largo and switch to allegro halfway through without stopping and then try it in reverse.
Optional: put students in groups and allow them to create their own version, using different tempos to create engaging music.
- 4) **Mood Discussion:** After each version, the class discusses:
 - How did the tempo make you feel while performing?
 - How might a listener feel hearing it at that speed?
 - Which expressive words (e.g., calm, tense, joyful, peaceful) fit each tempo best?
- 5) **Final Reflection:** Write 3–4 sentences explaining which tempo you preferred and why. Include how the change in tempo influenced the mood of the performance.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Performed at Correct Tempos	Played or sang the piece accurately at both largo and allegro speeds without rushing or slowing unintentionally.
Maintained a Steady Beat	Kept a consistent beat throughout the performance, even during the tempo switch and the change twist.
Matched Mood to Tempo	Used expression, drum, and style that reflected the mood of the tempo (e.g., calm for largo, lively for allegro).
Participated Actively	Stayed engaged and contributed to the group performance through playing, singing, or clapping.
Reflected on Tempo Changes	Clearly explained how the change in tempo affected the mood of the piece during discussion or in written reflection.

Songs

Choose a song from the list and practice with different tempo.

Title	Lyrics
We Will Rock You	Chant/Body Percussion: Stomp, stomp, clap. Stomp, stomp, clap. <i>We will, we will rock you! (clap)</i> Repeat as many times as needed.
Engine, Number Nine	Engine, engine, number nine, Going down Chicago line. If the train should jump the track, Do you want your money back? no, maybe so — no maybe so!
I Like to Eat, Eat, Eat Apples and Bananas	Verse 1: I like to eat, eat, eat apples and bananas. Verse 2: I like to eet, eet eepples and baneenees. Verse 3: I like to eite ipples and baninis. Verse 4: I like to opples and banonos. Verse 5: I like to oot, oot, oot apples and banunus.
Boom Chicka Boom	Leader: <i>I said a Boom Chicka Boom</i> Class: <i>I said a Boom Chicka Boom</i> Leader: <i>I said a Boom Chicka Boom</i> Class: <i>I said a Boom Chicka Boom</i> Variations (repeat with different voices/tempo): - In a whisper voice - In a loud voice - In slow motion - In super speed - In an opera voice - In a robot voice
Double, Double, This, This	Double, double, this, this. Double, double, that, that. Double this, double that. Double, double, this, that. Optional Extensions: Repeat faster each time, or pair with clapping/partner hand game for more rhythmic challenge.

Songs

Choose a song from the list and practice with different tempo.

Title	Lyrics
O Canada (N)	<i>O Canada! Our home and native land! True patriot love in all of us command. With glowing hearts we see thee rise, The True North strong and free! From far and wide, O Canada, we stand on guard for thee. And keep our land glorious and free! O Canada, we stand on guard for thee. O Canada, we stand on guard for thee.</i>
If You're Happy and You Know It	<i>If you're happy and you know it, clap your hands (clap, clap) If you're happy and you know it, clap your hands (clap, clap) If you're happy and you know it, then your friends will join you in it. If you're happy and you know it, clap your hands (clap, clap).</i>
Bingo	<i>There was a farmer who had a dog, whose name was his name-o. B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, And Bingo was his name-o.</i>
The More We Get Together	<i>The more we get together, together, together, The more we get together, the happier we'll be. For your friends are my friends, and my friends are your friends. The more we get together, the happier we'll be.</i>

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Performed at Correct Tempos	Rarely plays/sings at correct tempos.	Sometimes plays/sings at correct tempos.	Mostly accurate at both tempos.	Always accurate at both tempos.
Maintained Steady Beat	Beat is often uneven.	Beat is sometimes steady.	Beat is mostly steady.	Beat is always steady, even in tempo changes.
Matched Mood to Tempo	Mood does not match tempo.	Mood sometimes matches tempo.	Mood often matches tempo.	Mood always matches tempo clearly.
Participated Actively	Rarely engaged in activity.	Sometimes engaged.	Mostly engaged.	Fully engaged and contributing.
Reflected on Tempo Changes	Gives little or no explanation.	Gives a basic explanation.	Gives a clear explanation.	Gives a clear, thoughtful explanation.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

History of the 12-Bar Blues

Roots in African-American History

The 12-bar blues has deep roots in African-American history, beginning in the late 1800s in the southern United States.

Enslaved people and their descendants used music as a way to share feelings, tell stories, and find hope. These songs, often called "work songs" or "spirituals," were passed down by ear and through oral traditions. Over time, these traditions developed into a unique style that expressed both sadness and resilience.



The 12-Bar Form

The 12-bar blues became the most common pattern in blues music. The word "bar" means a measure in music, and the 12 bars are repeated again and again. Musicians usually follow a simple chord structure, which makes it easy to learn but still powerful. The repeating pattern creates a strong framework for the singers and players add their own feelings, rhythms, and emotions.

Influence on Other Genres

The 12-bar blues quickly spread and became the foundation for many other genres. Jazz musicians used it to improvise solos, while early rock and roll artists like Chuck Berry and Elvis Presley, made it the heartbeat of their songs. Even today, pop, hip-hop, and R&B music borrow from blues rhythms and sounds. Without the blues, much of modern music would sound completely different.

Lasting Legacy

The 12-bar blues is more than just a musical pattern. It is a connection to history and culture. It shows how music can grow from hardship and yet inspire creativity and joy across generations. Whether played on a guitar, piano, or sung aloud, the 12-bar blues remains a living tradition that continues to shape the music we love today.

Questions

Answer the questions below.

1) What does the word "bar" mean in music, and why is the 12-bar blues easy to learn but still powerful?

2) Describe ways the 12-bar blues influenced other music styles. Give examples.

3) Why is the 12-bar blues more than just a musical pattern? How does it connect to history and culture?

True or False

Is the statement true or false?

1) Work songs and spirituals passed down by ear later developed into the blues.

True False

2) Jazz musicians used the 12-bar blues to create improvisations and solos.

True False

3) Without the 12-bar blues, much of modern music would sound the same as it does today.

True False

4) Early rock and roll artists like Elvis Presley and Chuck Berry were not influenced by the 12-bar blues.

True False

5) The word "bar" in the 12-bar blues refers to a measure in music.

True False

Activity: Blues in Action

Objective What are we learning more about?

You will explore the 12-bar blues form by listening, clapping, rehearsing, and performing in groups. You will practise keeping a steady rhythm, fitting lyrics or chants to the 12-bar cycle, and experimenting with improvisation. This activity helps you understand how teamwork and creativity bring the blues to life.

Material What do we need for our activity?

- ✓ Recording device (e.g. smartphone)
- ✓ Playback device (speakers or computer)
- ✓ Simple percussion instruments (e.g. boomwhackers, maracas)
- ✓ Pre-written short chants or lyrics



Instructions How do we complete the activity?

- 1) **Listen and Clap Together:** As a class, listen to a 12-bar blues recording. Clap along to the steady beat while counting the 12 bars. Repeat several times until everyone feels confident with the rhythm.
- 2) **Form Groups:** Split the class into two groups. Each group will perform a short performance of the 12-bar blues.
- 3) **Assign Roles:** Groups will discuss between themselves and select a leader. One member will play a repeating single-note rhythm on instruments (or percussion). The rest of the group will clap along or rehearse the chant/lyrics they are given.
- 4) **Rehearse with Lyrics or Chant:** Each group learns a short chant or lyric that fits the 12-bar cycle. Practise performing it together with the steady rhythm. Encourage them to add their own improvisation as they see fit.
- 5) **Group Performances:** Each group performs their version of the 12-bar blues for the class. Focus on steady rhythm, teamwork, and energy.
- 6) **Reflect:** After both groups perform, discuss as a class: How did each group keep the rhythm steady? What differences did you notice in the chants or improvisations? Which part of the activity did you enjoy most?

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Kept a Steady Beat	Whether clapping, chanting, or playing a repeating note, kept in time with the 12-bar cycle without rushing or slowing down.
Fit Part of the 12-Bar Pattern	Matched chants, claps, or repeating notes so they lined up with the repeating 12-bar pattern.
Used Energy and Expression	Added energy, such as strong claps, confident chanting, or lively note playing, that made the group's performance engaging.
Stayed in Sync with Group	Listened carefully to others and adjusted clapping, chanting, or playing to stay together with the group.
Contributed to the Performance	Took part actively in their role (playing, clapping, or chanting), shared ideas, and supported their group's version of the blues.

Lyrics

Learn to perform the lyrics below in a 12-bar blues rhythm.

Verse 1

I woke up this morning, sunshine in my eyes
I woke up this morning, sunshine in my eyes
The world felt bright and open
Beneath the wide blue skies

Verse 2

My feet kept a steady on the ground
My feet kept a steady on the ground
The rain was falling and rolling
It's the best that I've found

Verse 3

I've got the blues, but I'll sing them low
I've got the blues, but I'll sing them low
When friends are standing with me
I feel strong and proud

Verse 4

The rain was falling, tapping on my door
The rain was falling, tapping on my door
I picked up my rhythm
And I don't feel sad no more

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Kept Steady Beat	Often rushed or slowed down, lost the beat	Sometimes kept the beat but slipped often	Mostly kept a steady beat with small slips	Stayed steady on the beat from start to finish
Fit into Bar Form	Did not match the 12-bar cycle	Matched parts of the cycle but got off track	Mostly fit into the 12-bar cycle	Fit exactly into the 12-bar form the whole time
Used Energy and Expression	Did not use energy or expression	Showed some energy but not at times	Performed with good energy most of the time	Strong, confident energy and expression throughout
Stayed in Sync with Group	Often out of time with group	Matched some but fell behind or ahead	Mostly in time with group	Always in perfect sync with the group
Contributed to Performance	Rarely joined in or supported group	Joined in but with little effort	Joined in with effort and most of the time	Fully supported the group, active and out

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Military Marches

What is a Military March?

A military march is music written to be played while soldiers march together. The steady beat and clear rhythm help troops keep in step. Most marches are in duple meter (counted in twos) or quadruple metre (counted in fours), matching the natural walking pattern. The music is strong, clear, and repetitive so it can be heard over long distances.



Signalling and Communication

Before modern communication, music and signals on the battlefield. Drums, bugles, and fifes gave orders such as advance, retreat, or change formation. Each signal had a unique rhythm or melody so soldiers could recognize it instantly. This allowed large groups to work together, even in noisy battle situations.

Boosting Morale

Military marches not only kept soldiers in step, they also boosted morale. Strong rhythms and bold melodies could make troops feel confident and united. These marches were played during parades, ceremonies, and celebrations to build pride and teamwork. In wartime, music reminded soldiers of home and the cause they fought for.

Military Marches Today

While less common in modern combat, military marches are still played by bands at official events, ceremonies, and public performances. Composers like John Philip Sousa made the style famous, and many of his works remain popular. Today, the tradition symbolizes discipline, unity, and national pride.

Questions

Answer the questions below.

1) Describe two ways military music was used for signalling and communication before modern technology.

2) Explain how military marches helped boost soldiers' morale during wartime. Include two specific effects mentioned in the report.

3) Compare the role of military marches in the past to their role today. What has changed, and what has stayed the same?

True or False

Is the statement true or false?

1) Military marches are usually written in duple or quadruple metre to match the natural walking pattern of soldiers.	True	False
2) Before modern communication, music was used on the battlefield to send signals and give orders.	True	False
3) In wartime, military music reminded soldiers of home and the cause they fought for.	True	False
4) Today, military marches are no longer played at official events, ceremonies, or public performances.	True	False

Activity: Marching with Marcato Accents

Objective What are we learning more about?

Students will explore the style and energy of a traditional march while focusing on marcato articulation (short, forceful sounds) and maintaining a steady tempo. They will practise moving in time with the beat, adjusting dynamics, and adding variety through soft and loud contrasts.

Materials What do we need for our activity?

- ✓ Recording of a traditional march (e.g., Sousa's "The Stars and Stripes")
- ✓ Playback device (speaker or computer)
- ✓ Snare drums, tambourines, or hand bells (optional)
- ✓ Metronome (optional, to help maintain a steady tempo)



Instructions How do we complete the activity?

- 1) **Class Setup:** Divide the class into two large groups. One group will complete the full set of instructions while the other group watches and then they will switch roles.
- 2) **Listen and Move:** Begin by playing the chosen march. Have students march in place on the spot or around the room, stepping in time with the steady beat. Encourage them to listen closely to the rhythm.
- 3) **Add Marcato Claps:** While marching, students clap on the strong beats with short, forceful marcato accents. Focus on keeping claps sharp and well-timed.
- 4) **Dynamic Switch:** Challenge the class to march softly (piano) for a section, then loudly (forte) for another. Switch between soft and loud every 8–16 beats to practise dynamic control.
- 5) **Tempo Challenge:** Gradually increase or decrease the tempo and see if students can keep marching and clapping accurately without losing the marcato feel.
- 6) **Reflect:** End with a short discussion, which was easier: soft or loud playing? How did changing the tempo affect your coordination?

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Marched to the correct temp	Marched to the correct tempo in the march rhythm, including strong marcato accents on each beat.
Kept Steady Tempo	Maintained a steady march tempo without speeding up or slowing down.
Used marcato Accents properly	Played or clapped each strong beat with a short, forceful sound to match the marcato style.
Followed volume changes	Adjusted volume accurately when switching between soft and loud marches.
Stayed in Sync with Group	Maintained timing and style with the rest of the group to keep performance unified.

Planning

Answer the questions below.

1) How can you make your marcato sound strong and clear without rushing the beat?

2) Can you think of a way to signal to each other when it's time to change dynamics? Explain your answer.

3) How will your group stay in sync, especially when marching or clapping while moving around?

Performance-Assessment

Rate another group's performance.

My name is _____.

Which group's performance are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Kept a Steady Tempo	They maintained a steady marching tempo throughout the performance, without speeding up or slowing down.	☆☆☆☆☆
Used Marcato Accents Clearly	They played a strong beat with clear, forceful sounds.	☆☆☆☆☆
Varied Dynamics Effectively	They performed both soft and loud sections clearly, making changes noticeable.	☆☆☆☆☆
Entered on Time	They started at the correct moment after the other group finished or during transitions.	☆☆☆☆☆
Worked Well as a Group	They coordinated movements, stayed in time together, and supported each other's performance.	☆☆☆☆☆
Showed Stage Presence	They looked confident, energetic, and engaged throughout the performance.	☆☆☆☆☆

Film Music

Setting the Scene with Sound

Film music is more than background noise; it's a powerful tool that helps tell the story. Composers create music that matches what is happening on screen, guiding emotions and making scenes memorable. A slow, gentle melody can make a romantic scene feel warm and touching, while loud, fast music can make an action scene feel tense and exciting.



Matching Music to Scenes

A composer carefully matches music to the scene and chooses sounds that fit the mood, setting, and pacing. If the scene is set in a futuristic world, the music might include futuristic electronic sounds. In a historical drama, the music might feature instruments from the time period. The goal is for the music to blend seamlessly with the images, so the audience feels fully absorbed in the story.

Guiding Emotions

One of the most important jobs of film music is shaping the audience's emotions. The same scene can feel completely different with a change in music. For example, a character's arrival can seem joyful, while dark, low notes can make it feel threatening. By controlling rhythm, melody, and harmony, composers can make the audience feel suspense, joy, sadness, or fear, often without them even realizing it.

Beyond the Screen

Many film soundtracks become famous on their own. Themes from movies like Star Wars or Jurassic Park are instantly recognizable and bring back memories of the films. This lasting impact shows how music is not just part of the movie; it's part of the experience. Good film music stays with the audience long after the credits roll, keeping the story alive.

Questions

Answer the questions below.

1) In the report, it says composers can make a romantic scene feel warm with a slow melody. Can you think of another type of scene and describe what kind of music might fit it and why?

2) Imagine a scene from your favourite film with no music at all. How might the audience's feelings or emotions change?

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Composers create music that matches what is happening on screen, guiding _____ and making scenes memorable.
- 2) In a historical drama, the music might feature _____ the time period.
- 3) A composer chooses sounds that fit the _____, setting, and pacing of a scene.
- 4) One of the most important jobs of film music is shaping how _____ feel.
- 5) A cheerful tune can make a character's arrival seem _____, while dark, low notes can make it seem _____.
- 6) Themes from movies like Star Wars or Jurassic Park are instantly _____ and bring back memories of the films.

Activity: Creating a Film Soundtrack

Objective What are we learning more about?

Students will explore the musical concepts of harmony, texture, and timbre by creating and performing an original soundtrack for a short silent film clip. They will learn how to use music to enhance visual storytelling, match mood and emotion, and engage an audience.



Materials What do we need for our activity?

- ✓ Short silent film clip (1–2 minutes)
- ✓ Projector or television screen with a wayback
- ✓ Instruments: classroom instruments, guitars, or recorded music clips)
- ✓ Technology to search for and record music
- ✓ Body percussion techniques (clapping, stomping, etc.)
- ✓ Found sounds (buckets, bottles, paper, etc.)

Instructions How do we complete the activity?

- 1) **Watch the Clip:** Play the silent film clip once with sound. Ask students to pay attention to the mood, pacing, and important events. Then, show the clip again without sound and ask them to imagine what kind of music would match it.
- 2) **Form Groups:** Divide the class into small groups of 4–6 students. Each group will become a “film music team,” responsible for creating their own soundtrack for the clip.
- 3) **Plan and Choose Sounds:** Discuss which moments feel happy, suspenseful, or sad and decide where to use major or minor sounds. Select a mix of instruments, body percussion, or recorded music and/or found sounds, considering texture and timbre to match the mood.
- 4) **Create and Rehearse:** Break the film into short sections (about 10–20 seconds each) and assign sounds, rhythms, and harmonies for each section. Rehearse or playback so the music aligns with the actions in the video.
- 5) **Perform and Listen:** Each group performs their soundtrack live while the rest of the class watches the film. Encourage everyone to note how the music changes the mood.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Used Harmony Effectively	Created sound layers that blended well, using chords and notes that supported the mood of the scene.
Varied Texture	Changed the number of sounds or instruments playing at once to match the intensity.
Matched Timbre to Mood	Selected instruments, like percussion, or found sounds with tones that fit the emotion of the scene.
Stayed in Sync with Film	Played and changed sounds at the right moments so they matched the action on screen.
Worked Well in a Group	Shared ideas, listened to group members, and contributed to building a strong, unified soundtrack.

Planning

Answer the questions below.

1) What specific moods or emotions do you notice in different parts of the silent film clip?

2) Which parts of the scene seem happiest, tensest, or saddest, and how can you reflect that in music?

3) Which instruments, vocal sounds, or found sounds will you use for different moods in the clip?

4) How can you use timbre (tone quality) to make the sounds more unique and memorable?

5) How will your group make sure all sounds are in sync with the action in the film?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Used Harmony Effectively	Harmony was unclear or didn't fit the scene	Some harmony used but not always fitting	Harmony supported the mood most of the time	Harmony blended well and strongly supported the mood
Varied Texture	Little or no change in texture	Some texture changes but uneven	Texture changes matched the scene most of the time	Texture changes were clear and matched the scene perfectly
Matched Timbre to Mood	Timbre did not match the emotion of the scene	Timbre sometimes fit the emotion of the scene	Timbre often fit the emotion of the scene	Timbre always fit the emotion perfectly
Stayed in Sync with Film	Sounds did not match timing of the film	Sounds matched timing sometimes	Sounds matched timing most of the time	Sounds always matched perfectly with the film
Worked Well in a Group	Rarely contributed or listened	Sometimes helped or listened	Helped and listened actively	Led or encouraged others to work well together

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

Challenge: Classroom Karaoke!

Objective What are we learning more about?

You will explore music performance through karaoke by singing along with backing tracks. This activity will help you practise confidence, rhythm and accuracy, teamwork, and expressive performance while having fun.



Materials What do we need for our activity?

- ✓ YouTube karaoke tracks (good, appropriate, short, and fun)
- ✓ Projector, speakers, and a whiteboard or music display
- ✓ Microphone (optional – or use a stick decorated with a string)
- ✓ Simple props or costumes (optional – for added creativity)
- ✓ Scoreboard or sticky notes for awards

Instructions How do we complete the activity?

- 1) **Form Groups:** Split into small groups (3–5 students). Each group chooses a song from a list of pre-approved karaoke tracks.
- 2) **Rehearse:** Groups practise their chosen song, focusing on rhythm, clarity, and energy. Encourage creativity – add clapping, simple moves, or call-and-response moments.
- 3) **Perform:** Each group takes the stage and sings their song for the class using the karaoke track. Everyone else is the “audience.”
- 4) **Audience Role:** The audience claps along, cheers, and supports each performance.
- 5) **Awards:** After all performances, vote or decide as a class on fun awards such as Best Teamwork, Most Expressive, Funniest Performance, or Best Energy.

Awards

Fill in the table below with your choices for the awards

Award Category	Winner(s)	Reflection: What did they do well?
Best Teamwork For the group that worked well together, staying in sync and supporting each other.		
Most Energetic For showing great energy and feeling through choice, facial expression, and action.		
Funniest Performance For making the class laugh in a fun and positive way.		
Best Energy For the liveliest, most enthusiastic performance.		
Best Creativity For an original or unique performance, song choice, or style.		
Best Dance Moves For adding fun or impressive movement to the performance.		
Most Surprising Choice For a song that was unexpected or different in a cool way.		

The Streaming Revolution

A New Way to Listen

Music streaming has transformed the way we enjoy music. Instead of buying CDs or downloading songs, listeners can now access millions of tracks instantly. Platforms like Spotify, Apple Music, and YouTube make it possible to listen anywhere, anytime, for a small fee or even for free with ads.



Genre and the Rise of Global Music

Streaming has allowed music to grow in ways that were once impossible. K-pop, Latin music, and Afrobeats have reached global audiences quickly, often going viral through playlists and social media. Smaller, niche genres, such as lo-fi hip-hop or indie folk, can now find fans and secure independent play or record label deals. This has allowed more diversity in what people listen to and made music discovery faster than ever before.

Impact on Artists

For artists, streaming offers both opportunities and challenges. It's easier to share music worldwide without expensive physical releases. Musicians can track listener responses and use that information to plan tours or new projects. However, the pay-per-stream rate is low, so many artists must perform live, sell merchandise, or find sponsorships to earn income. The upside is that even small independent artists can reach a global audience and build a fanbase directly.

The Future of Music

As streaming technology continues to improve, the way we connect with music will keep changing. Virtual concerts, interactive playlists, and personalised recommendations are just the beginning. The streaming revolution has made music more accessible than ever, and its impact on culture and creativity is still growing.

Questions

Answer the questions below.

1) How do you listen to music?

2) How has the way music is listened to changed over the years?

3) How has this changed the number of artists?

4) How will people listen to music differently in the future?

Word Search

Find the words in the wordsearch.

Music	Streaming	CD
Spotify	Apple	YouTube
Genres	Record	Labels
Artificial	Intelligence	Virtual

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

Activity: The Great Music Debate

Objective What are we learning more about?

Students will explore the cultural and technological impact of social media and streaming on the music industry. They will practise critical thinking, research, teamwork, and public speaking while examining how these platforms influence genre development, artist success, and music trends.

Materials What do we need for our activity?

- ✓ Access to research materials
- ✓ Time for structured debate rounds

Instructions How do we conduct this activity?



- 1) **Introduction:** Begin by discussing the impact of social media and streaming on the music industry, touching on concepts like genre growth, and changes in artist careers. Present the debate topics:
 - "Social media and streaming have improved the music industry" vs. "Social media and streaming have harmed the music industry"
- 2) **Form Debate Teams:** Split the class evenly into two teams. One team supporting the "improved" side, the other supporting the "harmed" side. *Option:* To get more students involved, you could put students in groups of three, with two in each team and have mini-debates.
- 3) **Preparation Time:** Give teams 15–20 minutes to brainstorm and develop their arguments. Encourage them to use real-world examples from artists, genres, or music trends they know. Remind them to prepare both points for their side and counterpoints for the opposing team's arguments.
- 4) **Conduct the Debate:** Follow a clear debate structure of 3 phases with fixed time:
 - **Opening Statements:** Teams present main points clearly with strong examples.
 - **Rebuttals:** Respond to and challenge opposing arguments.
 - **Closing Remarks:** Each team summarizes key points and persuades the audience.
- 5) **Class Vote & Reflection:** Conclude with a vote and discussion on how streaming and social media affect students' own listening habits and music discovery.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Prepared Thoroughly	Gathered relevant examples, facts, and arguments to support their position before the debate.
Presented Clearly	Spoke with confidence and clarity, using appropriate volume and pacing.
Responded to Opponents	Addressed opposing arguments respectfully, offering thoughtful responses.
Used Evidence Effectively	Included at least two specific examples from artists, genres, or trends to support arguments.
Showed Respectful Engagement	Listened attentively, avoided interruptions, and showed respect for differing opinions.

Criteria Use the criteria below to complete the assignment.

Debate Phase	Procedure	Time Limit
Opening Statements	Team 1: States their position (improved OR harmed) and briefly introduces what side they will defend (no detailed arguments yet). Team 2: States their position (opposite side) and also introduces their stance.	1 minute each
Round 1	Team 1: Presents Argument 1 with supporting evidence. Team 2: Gives a rebuttal directly responding to Argument 1.	2 minutes each
Round 2	Team 2: Presents Argument 1 with supporting evidence. Team 1: Gives a rebuttal directly responding to Team 2's Argument 1.	2 minutes each
Round 3	Team 1: Presents Argument 2 with supporting evidence. Team 2: Rebuts Argument 2.	2 minutes each
Round 4	Team 2: Presents Argument 2 with supporting evidence. Team 1: Rebuts Argument 2.	2 minutes each
Round 5	Team 1: Presents Argument 3 with supporting evidence. Team 2: Rebuts Argument 3.	2 minutes each
Round 6	Team 2: Presents Argument 3 with supporting evidence. Team 1: Rebuts Argument 3.	2 minutes each
Closing Remarks	Team 1: Summarizes their strongest points and why their side is more convincing. Team 2: Summarizes their strongest points and why their side is more convincing.	2 minutes each
Class Vote & Reflection	Class votes on which team argued more convincingly, then discusses how streaming/social media affects their own music habits.	5 minutes

Planning

Discuss and answer the questions with your group members.

Debate Planning Questions

Opening Statement

- ✓ What side of the debate are you on? (Improved OR Harmed)
- ✓ How would you summarize your position in one clear sentence?
- ✓ Why is this an important issue to discuss?

Formulating Arguments

- ✓ What are 3 strong reasons your side is correct?
- ✓ What world examples (artists, genres, industry changes) support each reason?
- ✓ How do social media or streaming affect music in ways that connect to your argument (culture, revenue, trends)?
- ✓ Which argument do you think is your strongest? Why?


Preparing Rel

- ✓ What arguments will you expect the other side will make?
- ✓ How can you challenge or rebut their logic?
- ✓ Do you have examples to prove they are wrong or less convincing?
- ✓ How can you respectfully disagree with them without offending the person?

Closing Remarks

- ✓ If the audience remembers only one thing from your side, what should it be?
- ✓ How can you restate your strongest point in a powerful way?
- ✓ Why should the class vote for your side?

Use the questions above to write notes you will use while you sea



Planning

Discuss and answer the questions with your group members.

PREVIEW

Planning

Write your three main points and best rebuttals below.

Point 1:

Point 2:

Point 3:

Anticipate your opponent's main points. Write rebuttals you can use to these points below.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Prepared Thoroughly	Minimal preparation; few or no examples.	Some preparation; limited relevant examples.	Prepared with several relevant examples.	Well-prepared with strong, relevant examples and clear arguments.
Presented Ideas Clearly	Spoke in a disorganized or unclear manner.	Sometimes clear; pacing or volume issues.	Mostly clear with good pacing and volume.	Very clear, confident, and engaging delivery.
Responded to Opponents	Did not address opposing points.	Addressed some points; rebuttals were weak.	Addressed most points with fair rebuttals.	Addressed all points with strong, thoughtful rebuttals.
Used Evidence Effectively	No examples used.	Some examples that were weakly explained.	At least two relevant examples provided.	Multiple strong, well-explained examples throughout.
Showed Respectful Engagement	Interrupted or dismissed others.	Listened somewhat; occasional interruptions.	Respectful; listened to most of the time.	Very respectful; listened to all points.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Technological Innovations

The Birth of New Sounds

The history of music is full of moments when inventions changed the way people played and heard music. Instruments like the piano, electric guitar, and synthesizer didn't just create new sounds, they helped shape entire music styles. These inventions gave musicians new ways to express themselves and opened the door for new genres to emerge.



The Piano's Impact

When the piano was invented in the 1700s, it quickly became one of the most popular instruments in the world. Unlike other keyboards, the piano could play both soft and loud notes, making it perfect for a wide range of music. It became central in classical music, but later found its place in jazz, blues, and rock. Its versatility meant composers and performers could create more complex and expressive pieces.

The Electric Guitar Revolution

In the 20th century, the electric guitar transformed music. Its amplified sound could cut through noisy clubs and concert halls, making it a favourite for rock and heavy metal. Musicians experimented with distortion and pedals, creating powerful tones that defined the sound of rock. Bands like The Beatles and Jimi Hendrix used it to push musical boundaries.

Synthesizers and the Digital Age

By the late 1900s, synthesizers allowed musicians to create sounds never heard before. From electronic dance music to movie soundtracks, synthesizers opened the door to a digital approach to music. Today, they shape genres like EDM, hip-hop, and pop, proving technology will always play a role in shaping music's future.

Questions

Answer the questions below.

1) How did synthesizers change the way musicians approached creating music in the late 1900s? Give examples of genres they shaped.

2) Compare the impact of the piano and the electric guitar on music. How were their influences similar or different?

Multiple Choice

Circle the letter for the correct answer.

1) Which genre was not directly mentioned as influenced by the electric guitar in the report?

A. Rock

C. Heavy Metal

B. Blues

D. Classical

2) What venues are electric guitars less suitable for than acoustic guitars?

A. Noisy clubs

C. Concert halls

B. Coffee houses

D. Stadiums

True or False

Is the statement true or false?

1) The piano was invented in the early 1700s and quickly became a popular instrument.

True

False

2) The electric guitar's amplified sound made it suitable for noisy venues.

True

False

3) The Beatles and Jimi Hendrix were known for using synthesizers in the 1970s.

True

False

Activity: Invent and Play

Objective What are we learning more about?

Students will explore how sound can be created and altered through pitch and timbre. They will design simple instruments in pairs using everyday materials, experiment with changing sounds, and present a short performance to demonstrate creativity and teamwork.

Materials What do we need for our activity?

- ✓ Elastic bands
- ✓ Small boxes (e.g., tissue boxes, cereal boxes)
- ✓ Straws or cardboard tubes
- ✓ Plastic bottles
- ✓ Optional: beads, rice, etc. for shaker sounds



Instructions How do we complete the activity?

- 1) **Introduction:** Begin by telling the class they are going to be inventors! Explain how musicians use different materials and technology to create unique timbres (tone colours) and pitches (high/low sounds).
- 2) **Pair Work Setup:** Students form pairs. Each pair gathers materials and decides what kind of sound (string, wind, or percussion) they want to create with their homemade instrument.
- 3) **Build and Experiment:** Pairs design and build a simple playable instrument. Encourage them to try ideas like tightening/loosening elastic bands for pitch changes, adding holes in straws to create different notes, or altering surfaces for new timbres.
- 4) **Test and Adjust:** Each pair experiments with their design. Offer some challenges:
 - See if they can make at least two distinct pitches (high/low) or two different timbres (different sound qualities).
 - Pairs create a short rhythm or melody to perform for the class.
- 5) **Performance:** Each pair presents their instrument to the class, explains how it works, and performs their short piece.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Creative Instrument Design	Instrument is designed with originality, showing thoughtful use of materials to produce sound.
Varied Sound Production	Instrument can create at least two different pitches (high/low) or timbres (different textures).
Effective Experimentation	Students test and adjust their design, trying different ways to change pitch or timbre.
Clear Performance	Pair presents a short rhythm or melody clearly, demonstrating the instrument's abilities.
Teamwork and Collaboration	Both students contribute to building, experimenting, and performing, showing cooperation and shared effort.

Planning

Answer the questions below.

1) What materials from the list (elastic bands, straws, boxes, bottles, cardboard tubes) can you combine to make your instrument strong and playable?

2) How can you change the pitch of the sounds (e.g., tightening, loosening, adding holes, etc.)?

3) How can you create different sounds (e.g., shaking vs. tapping, blowing vs. striking)?

4) Will your instrument be able to produce at least two distinct sounds? If yes, how?

5) How can you make your performance interesting (e.g., start soft and get louder, use a steady beat, add variety)?

Instrument Review Chart

Draw your instrument and give a short review.

PREVIEW

Instrument Name	<hr/> <hr/>
Materials Used	<hr/> <hr/> <hr/> <hr/> <hr/>
How It Produces Sound	<hr/> <hr/> <hr/> <hr/> <hr/>

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Instrument Design	Very simple, little creativity in material use	Shows some creative ideas but limited detail	Creative and thoughtful use of materials	Highly original, shows excellent design and problem-solving
Sound	Produces only one sound	Produces two sounds but not clear or distinct	Produces at least two clear pitches or timbres	Produces multiple distinct sounds with clear contrast
Experimentation	Limited or no experimentation	Limited attempts to change pitch or timbre	Tested and made some improvements	Thorough testing, with clear changes and improvements
Performance	Presentation is unclear or incomplete	Some melody, but not clear	Short rhythm or melody	Confident, polished performance that shows instrument's ability
Teamwork	One partner does most of the work	Uneven contributions, some cooperation	Some teamwork	Excellent teamwork, equal contributions and shared responsibility

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Form and Flow

Objective What are we learning more about?

Students will explore how music is organized through form and structure. They will compare how repetition and contrast appear in both popular and classical music, using listening, note-taking, and discussion to better understand how form shapes the listening experience.

Materials What do we need for our activity?

- ✓ Audio player and speakers
- ✓ One chosen pop and short classical piece
- ✓ Paper or notes for note-taking
- ✓ Chart paper/markers for discussion summary)



Instructions How do we complete the activity?

- 1) **Introduction:** Explain that music has a "structure" called form that helps listeners follow along. Review the ideas of repetition and contrast. Composers use these to keep music memorable and interesting.
- 2) **First Listen – Spotting Changes:** Play the chosen pop and short classical pieces. Students jot down when they notice something repeating (like a chorus) or when something changes (like a bridge). Repeat the same process with the short classical piece.
- 3) **Second Listen – Label the Sections:** Play each piece again. This time, students label the sections on their paper as Verse, Chorus, Bridge (for pop), or A/B/C (for classical). Encourage them to pay attention to how the sections feel different or the same.
- 4) **Compare and Discuss:** In small groups, students share their notes. Together, they make a quick chart showing how form is used in both the pop and classical pieces.
- 5) **Create a Mini Form (optional):** As an extension, students clap or hum their own short "song" pattern using repetition and contrast (e.g., A-A-B-A). Groups present their pattern to the class.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Identified Repetition and Contrast	Noted clear examples of repeated and contrasting sections in both the pop and classical pieces.
Labeled Song Parts Correctly	Marked song parts accurately (Verse, Chorus, Bridge, A/B/C) during the second listening.
Compared Two Styles	Shared at least one similarity and one difference between the pop song and the classical piece.
Contributed to Group Chart	Worked with group members to create a chart showing how form was used in both pieces.
Created or Explained Mini Form	Either made a short pattern using repetition and contrast (A-A-B-A) or explained how such a form works.

Planning

Answer the questions below.

1) What short rhythm, melody, or pattern could you repeat to make your form easy to recognize?

2) What change (pitch, rhythm, dynamics, tempo, or mood) to make one part of your form different from the repeated section?

3) How will you show the beginning, middle, and end in your form?

4) How will you make it clear for your audience when you switch from one section to another?

5) What did you notice in the pop or classical piece that you can borrow for your own mini form?

Two Stars and a Wish

Write the strong and weak aspects of a group's mini form.

Whose mini form are you commenting on: _____

PREVIEW



Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Identified Repetition and Contrast	Gave no or unclear examples of repetition and contrast.	Found one weak or vague example.	Found clear examples in one piece.	Gave clear, accurate examples in both pieces.
Labeled Section Correctly	Labeled few/no sections correctly.	Labeled some sections, but with errors.	Labeled most sections correctly with some detail.	Labeled all sections correctly with clear accuracy.
Compared Two Styles	Did not compare or contrast.	Mentioned one similarity or difference.	Gave one clear similarity or difference.	Shared at least one strong similarity and one difference.
Contributed to Group Chart	Did not join in group chart.	Contributed with some detail.	Added useful notes that helped the group.	Gave strong input and helped organize chart clearly.
Explained Mini Form	Did not attempt a mini form.	Tried but pattern and explanation was unclear.	Created a mini form with some clarity.	Made a strong, creative pattern and explained it.

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

Activity: Rhythm Relay!

Objective What are we learning more about?

You will explore how pitch and duration combine to create music. By listening carefully and adding your own ideas, you will practise your listening skills, timing, and creativity while building a rhythm and melody sequence.



Materials What do we need for our activity?

- ✓ A four-beat pattern (clapped, tapped on desks, or played on drums/percussion)
- ✓ Optional: recording equipment to record the group sequence for playback
- ✓ Your voice, hands, or other classroom instruments (e.g., xylophones, drums, recorders)

Instructions How do we complete the activity?

- 1) **Form the Circle:** Stand or sit in a circle with your back to the door. Play a steady four-beat pattern (clap, tap, or drum) to keep everyone together throughout the activity.
- 2) **Start the Pattern:** The first student creates a short 4-beat idea using claps, body percussion, or a pitched instrument.
- 3) **Pass It On:** The next student immediately continues with their own 4-beat idea, trying to connect it smoothly to the previous pattern. Focus on keeping the flow steady with the backing beat.
- 4) **Keep Building:** Go around the circle until everyone has contributed their own 4-beat idea. The final sequence should sound like a mini group "composition."
- 5) **Challenge:**
 - Try to end the circle sequence with a clear "finale" sound (all clapping together, or one strong note).
 - If you repeat the game, change the rule: for example, only use high vs. low pitch or only soft vs. loud sounds to create variety.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Listened Carefully	Paid attention to classmates' patterns to connect smoothly without breaking the flow.
Kept Steady Beat	Stayed in time with the four-beat backing during their turn.
Added a Clear Idea	Created a short, distinct four-beat rhythm or melody that was easy to hear.
Connected to Group	Linked their idea to the previous student's pattern to keep the sequence flowing.
Contributed to Finale	Helped the group finish with a strong, clear ending or followed the challenge rule.

**Performance Review
Chart**

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

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

Activity: Story in Sound!

Objective What are we learning more about?

You will explore how dynamics, expression, and phrasing bring a story to life through sound. By creating and performing sound effects with your group, you will practise listening, timing, and creativity. This activity will help you understand how music communicates emotion and atmosphere.

Materials What do we need for our activity?

- ✓ A story, printed out for each group
- ✓ Classroom instruments (e.g. drums, xylophone, maracas, tambourine)
- ✓ Body percussion (claps, stomps, etc.)
- ✓ Found sounds (paper crumpling, pop, rustling, bottles, chairs, etc.)



Instructions How do we complete the activity?

- 1) **Hear The Story:** Form small groups and assign them parts of the short story. Read the story aloud to the class so everyone can hear the story.
- 2) **Plan the Sounds:** Groups divide the story into different scenes. Assign a sound effect for each moment using instruments, body percussion, or found sounds. For example:
 - Footsteps in the dark → soft tapping
 - A thunderstorm → loud drumbeats and shaking sounds
 - A whisper → quiet breathy noises
- 3) **Add Dynamics and Expression:** Decide where to use crescendos (getting louder), diminuendos (getting softer), and sudden accents (surprises). Match your dynamics to the emotions of the story (calm, exciting, scary, joyful).
- 4) **Rehearse the Phrasing:** Practise how your group will move smoothly from one sound to the next. Think about phrasing - when to pause, when to build, and when to suddenly stop.
- 5) **Perform with the Narration:** During the live performance, one student from each group will read the story aloud while the rest of the group performs the sound effects. If time allows, repeat the process for the other stories.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Used Dynamics Effectively	Adjusted volume (loud/soft) at the right times to match the mood of the story.
Showed Expression	Performed sounds with energy and emotion so that the story felt more alive.
Phrased Smoothly	Moved from one sound to another with clear timing and no awkward stops.
Worked as a Team	Shared ideas, listened to group members, and made sure everyone had a role.
Matched the Narration	Played or made sounds at the correct moments so they fit flow of the story.

Planning

Answer the questions.

1) What are the key events or scenes in the story?

2) What instruments, body percussion, or objects could we use to represent each event? Write them down.

3) Where should we make sounds louder (crescendo) or softer (diminuendo)?

4) How will we move smoothly from one sound to the next?

5) How will we practise so that our sounds match the timing of the teacher's narration?

PREVIEW

Story

Create a sound that matches the events in the story below.

The Stormy Journey

A group of friends set out for a picnic on a bright, sunny morning. The air feels fresh, birds chirp in the distance, and the grass glistens with dew. They laugh as they walk, carrying baskets and blankets, excited for the day ahead.

But as they settle in the meadow, the sky begins to change. Dark clouds slowly gather, and a warm breeze grows stronger. The friends look up, noticing the first drops of rain splashing against the ground. They begin to gather their things, wondering what's about to happen.

Suddenly, the storm arrives. Thunder crashes through the sky, lightning splits the clouds, and rain pours heavily all around them. The friends scatter and run for shelter, their food scattered on the ground. As the storm grows louder and wilder. For a moment, everything is chaotic.

Then, just as quickly as it came, the storm begins to fade. The rain slows, the clouds drift apart, and sunlight pushes through. A rainbow stretches across the sky, and the friends cheer with joy and relief. They spread out their blankets once again, laughing together as they share food under the glowing colours. The day ends peacefully, with soft evening air and the quiet comfort of being together.

Story

Create a sound that matches the events in the story below.

The Lost Puppy

A small puppy wandered through the busy town, its paws tapping quickly against the pavement. People bustled around, cars honked, and footsteps echoed from every direction. The puppy barked softly, looking for a familiar face, but nobody stopped.

The noises of the city grew louder and more overwhelming. The puppy whimpered, weaving between cars and dodging bicycles, its tiny heart racing. Suddenly, a clap of thunder hit, and the puppy bolted down a quiet alleyway, where the sounds faded into silence.

In the stillness, a gentle voice called out. A child entered the alley, kneeling and reaching out a hand. The puppy's ears perked up, and after a moment of hesitation, it leapt forward joyfully into the child's arms.

In the stillness, a gentle voice called out. A child entered the alley, kneeling and reaching out a hand. The puppy's ears perked up, and after a moment of hesitation, it leapt forward joyfully into the child's arms.

Story

Create a sound that matches the events in the story below.

The Midnight Adventure

Late one night, a small group of campers sat around a glowing fire. The flames flickered gently, sparks snapping and wood crackling, while the forest around them seemed calm and still. The friends whispered stories in a low, hushed tone, with only the sound of the wind moving softly through the trees.

Suddenly, a sharp rustle broke the silence in the darkness. Everyone froze. The fire hissed as sparks popped, and their hearts raced as the rustling grew closer. The shadows around them stretched and shifted, making the night feel alive.

Then, with a loud burst, a raccoon dashed from the bushes, knocking over a tin cup. The friends screamed, then burst into laughter, their voices echoing through the forest. Their laughter rolled like music, filling the night air with warmth.

As the fire burned lower, the night grew quieter again. The campers wrapped themselves in blankets, listening to the gentle rhythm of crickets and the distant call of an owl. Slowly, their eyelids grew heavy, and the peaceful sounds of the forest rocked them into sleep.

Reflection

Answer the questions.

1) What did you learn about using dynamics (loud/soft) in music to change the mood of a story?

2) Which performance do you feel worked the best, and why?

3) What was challenging about this and how did your group overcome it?

Word Search

Find the words in the wordsearch.

Dynamic	Timing	Volume
Surprise	Story	Accent
Smooth	Loud	Emotion
Whisper	Band	Phrasing

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Used Dynamics	Rarely adjusted volume.	Some changes but not always fitting.	Good use of loud/soft in most parts.	Excellent control, always matched mood.
Expressed Emotion	Not, little emotion.	Some expression, inconsistent.	Clear energy and emotion.	Very expressive, made story realistic.
Phrasing	Copy with awkward phrasing.	Some smooth, but not enough throughout.	Mostly smooth flow.	Very smooth, natural timing throughout.
Teamwork	Little cooperation.	Some participation.	Good teamwork, most of the time.	Strong teamwork, all equally included.
Narration Match	Sounds often off.	Sometimes fit narration.	Mostly good timing.	Perfect timing, always matched mood.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Building a Musical Timeline!

Objective What are we learning more about?

You will explore how key moments in music history shaped the development of instruments, genres, and composers. By researching and building a timeline together, you will learn how music evolved over time and how different events connected each other.



Materials What do we need for our activity?

- ✓ Printed sheet of assigned events in music history (each pair gets one)
- ✓ Access to research tools (books, tablets, or teacher-provided resources)
- ✓ Paper and markers (including blue for dates)
- ✓ Images printed or drawn to match each event
- ✓ Tape, pins, or magnets to attach events to the wall

Instructions How do we complete the activity?

- 1) **Discover Your Event:** Each pair of students will receive one key event in music history (e.g., the invention of the piano, the rise of a new musical genre, a famous composer). Read about your event and gather key details - what happened, why it mattered.
- 2) **Create Your Blurb:** Write a short and clear description (4-5 sentences) about your event and add an image (printed, drawn, or a symbol) to make it engaging. Pairs' description should include:
 - The date/year
 - A simple explanation of the event
- 3) **Arrange the Timeline:** As a class, bring all the events together. Work together to place them in chronological order on the long wall display. Step back and make sure the order makes sense. This will become your classroom music history timeline.
- 4) **Class Discussion:** Finally, review the timeline as a class. Discuss how events influenced each other, how new genres were born, and how composers built on earlier traditions.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Accurate Research	Gathers correct information about the assigned music history event, including date, key details, and why it was important.
Clear Blurb Writing	Writes a short and clear description (4–5 sentences) that explains the event in a way that everyone can understand.
Creative Visual Support	Includes a drawing, printed picture, or symbol that reflects the event and makes the blurb more engaging.
Timeline Placement	Works with the class to place the event in the correct order on the timeline, making sure the sequence makes sense.
Class Contribution	Shares ideas during the class discussion, explaining how events are connected and showing respect for classmates' input.

Planning

Answer the questions.

1) What is something surprising or unique about your event?

2) How do you connect your event to everyday life at the time?

3) Does your blurb explain how this event connects to later music (If it inspired a new genre, style, or invention)?

4) What emotion or mood is linked to your event?

5) What will you do to make your blurb attractive or grab attention of visitors?

PREVIEW

Music Events

Create a timeline/blurb for the music event you got.

Event	Date/Period	Why It Matters
Invention of the Printing Press for Music	1501	Allowed music to be shared and learned widely.
Birth of Johann Sebastian Bach	1685	Influential Baroque composer known for complex works.
Invention of the Piano	1700	Changed music by allowing both soft and loud dynamics.
Birth of Wolfgang Amadeus Mozart	1756	Classical composer who wrote symphonies, operas, and concertos.
Beethoven's Symphony No. 9 Premiere	1824	Famous for "Ode to Joy," a symphony of unity and freedom.
Invention of the Saxophone	1846	Brought new sounds to classical, jazz, and band music.
Birth of Jazz in New Orleans	Early 1900s	Created a new genre mixing blues, ragtime, and improvisation.
First Commercial Radio Broadcast	1920	Allowed people to hear music from their homes for the first time.

Music Events

Create a timeline/blurb for the music event you got.

Event	Date/Period	Why It Matters
Rise of Rock and Roll	1950s	Energetic new genre that influenced culture and youth identity.
The Beatles to Fame	1960s	Revolutionized pop and rock music globally.
Invention of the Synthesizer	1970s	Opened new possibilities for electronic and pop music.
Birth of Hip-Hop in the Bronx	1970s	Combining rap, DJing, and breakdancing into a cultural movement.
Rise of Music Videos on MTV	1981	Changed how music was marketed and experienced.
Digital Music & CDs	1980s–1990s	Made music portable and easier to share globally.
Rise of Streaming Platforms	2000s	Changed how people access and discover music worldwide.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Accurate Research	Few or incorrect details.	Some correct info, but key parts missing.	Mostly correct with small errors.	Fully correct with clear and relevant details.
Blurb Writing	Very short or unclear.	Somewhat clear but missing detail.	Clear, with enough information.	Well-written, clear, and engaging.
Visual Support	Visual or date missing.	Visual included but not clear.	Visual fits the event, adds some interest.	Strong and creative visual that supports the blurb.
Timeline Placement	Out of order.	Correct placement but not in order.	Correct placement.	Correct and logical placement on the timeline.
Class Contribution	Did not share or help.	Limited effort or ideas shared.	Active, respectful, and helpful.	Active, respectful, and helpful.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Challenge: Music Trivia Showdown!

Objective What are we learning more about?

You will review music knowledge from the term by competing in a trivia tournament. This activity will help you practise recall, teamwork, and quick thinking while having fun in a competitive environment.



Materials What do we need for our activity?

- ✓ Pre-prepared trivia questions (theater, music, composers, instruments)
- ✓ Buzzers or small objects to clap (optional)
- ✓ Scoreboard (whiteboard, paper, digital)
- ✓ Optional: small prizes or certificates for winning

Instructions How do we complete the activity?

- 1) **Form Teams:** Divide the class into four teams. Each team must have a team name.
- 2) **First Round:** Matchups are Team A vs Team B and Team C vs Team D. Each pair plays a trivia showdown.
- 3) **Winning Teams:** The two winners from the first round advance to the Final Round.
- 4) **Final Round:** The two winning teams face off in the ultimate trivia match.
- 5) **Scoring:** Each correct answer = 1 point. Bonus/demo challenges = 2 points. The team with the most points in their round wins.
- 6) **Crowning the Champions:** The final round's winners are crowned the Music Trivia Masters!

Trivia Questions

Read the trivia questions to the class

#	Question	Answer
1	What is the symbol for a pause lasting one beat?	Quarter rest
2	How many beats does a half note get in 4/4 time?	2
3	What is the Italian word for "fast tempo"?	Allegro
4	What is the Italian word for "slow tempo"?	Largo
5	What clef is also called the G clef?	Treble
6	What clef is also called the F clef?	Bass
7	How many lines are on a music staff?	5
8	Which composer wrote "Ode to Joy"?	Beethoven
9	In what year was the gramophone invented?	1846
10	Which city is known as the birthplace of jazz?	New Orleans
11	Which symbol means to play loudly?	Forte
12	Which decade saw the rise of rock and roll?	1950s
13	Which British band rose to fame in the 1960s?	Beatles
14	What instrument was invented around 1700?	Piano
15	In what decade did music videos rise on MTV?	1980s
16	What style of music was born in the Bronx in the 1970s?	Hip-hop
17	What technology allowed people to hear music from home in the 1920s?	Radio
18	Which invention in 1501 allowed music to be widely shared?	Printing press
19	What decade saw the rise of streaming platforms?	2000s
20	What instrument family do violins, violas, and cellos belong to?	Strings
21	Which symbol means to play softly?	Piano
22	Which Italian word means "gradually get louder"?	Crescendo
23	What type of note/rest is worth half a beat in 4/4 time?	Eighth
24	How many beats does a quarter note get in 4/4 time?	1
25	How many beats does a whole note get in 4/4 time?	4